

**EFFECTS OF AN INTERNATIONAL HOMESTAY ON THE  
DEVELOPMENT OF ADOLESCENT ATTITUDES OF  
WORLDMINDEDNESS**

by

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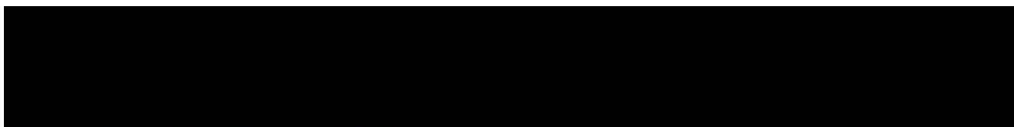
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### ABSTRACT

This study evaluated the effects of an international homestay on the development of cross-cultural adjustment and worldminded attitudes. The methodology involved a pre- post- test questionnaire which was given to 38 pre-selected adolescents both before their one-month international visit and after their return. Eight of the subjects lived in Victoria and these eight were also interviewed to secure qualitative data. All subjects belonged to the Children's International Summer Village (CISV), a nonprofit, charitable organization with 90 member countries. There are nine chapters across Canada. Six of these chapters had an active homestay interchange for teenagers and agreed to give the mailed questionnaire to their interchange participants. The questionnaire was developed using items from Hansel's (1986) "Impact Study" and Sampson & Smith's (1957) "Worldmindedness Scale". Additional items were developed by the author.

Using one-way analysis of variance it was found that gender and enjoyment of the homestay were related to changes in cross-cultural adjustment and a worldminded frame of reference. Further,  $t$ -tests revealed factors such as "self-confidence" and "communication" to be characteristics on which those with higher levels of enjoyment differed from those with lower levels. The quantitative component of the study examined the characteristics which enhanced enjoyment of the homestay experience and those which contributed to gender differences. Although knowledge, feelings, and personal characteristics were revealed in the qualitative data, the analysis of the questionnaire data was inconclusive in associating the homestay experience with a more worldminded frame of reference.

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## CHAPTER 1

### Introduction

#### Raising the Question

Having been a classroom teacher for the past fourteen years, I have had a chance to observe the changes in individual students as the result of extended family travel abroad. I also had the opportunity to take a group of eight adolescents on a CISV homestay to Germany. The personal growth and maturation as a result of these sojourns has been astonishing and has left me questioning what specific changes have occurred and how these came to take place. Having travelled extensively myself and being interested in multicultural education, I decided to combine these interests to examine the development of worldminded attitudes (the extent to which individuals identify with all humankind as their primary reference group) in adolescents as the result of an international homestay.

As the world becomes increasingly interdependent, today's adolescents will need a global perspective. Children's International Summer Village (CISV) has recognized this need since its inception in the 1950's. The goals of the organization are to promote international peace and understanding through children by fostering positive attitudes toward cultural differences. By living within a culture where interacting with the hosts is expected, a more positive and lasting effect can be achieved than can be expected by merely taking courses and reading about culture.

The experience abroad is more than "educational" in the limited sense of the word. The CISV has no curriculum, no language instruction, and no formal expectations. The only expectations for the adolescent are that he or she will fit into the family home, befriend his or her host partner and family, and endeavour to have the experience be a pleasant and rewarding one for everyone.

#### Background

In his essay, *Of Travel*, written over three hundred years ago, Francis Bacon

(1625) noted that, "travel in the young is part of education; in the elder, a part of experience" (p. 60). Yet few schools provide or accept travel as part of their curriculum. Even studies and books on education fail to mention the subject of travel as though the two are completely unrelated. Could it be that in educators' fascination with the theory and philosophy of pedagogy, they have overlooked a vitally important component of education? Goodwin and Nacht (1988) appear to think so when they state that, "young people must have some acquaintance with and understanding of the arts, sights, and sounds of other peoples. It is difficult for this to be done entirely at home" (p. 101).

Few would argue that adolescence is a time of dramatic physical and psychological changes. It is a time for exploring identity and becoming increasingly independent from family relationships. Ironically the schooling adolescents receive does not alter to meet their changing needs and abilities. Dorman, Lopsitz, and Werner (1985) assert that unfortunately there is a considerable lack of fit between what is known about adolescents and what is done with them five days a week in schools. Socially, adolescents begin to explore their own identity, test their sense of autonomy, separate from their parents, establish close peer relationships, and reach beyond the family to connect with a larger social sphere. Adolescence, therefore, seems to be an ideal time to provide new and broader challenges. Montessori (1972) believes that:

...once the child has passed the age appropriate to his formation as an individual he needs to devote himself to the formation of his personality. The level of education must change at this point.

The adolescent's social formation must now begin, and the individual must be given social experience. (p. 130)

Adolescents begin to develop the cognitive ability to think abstractly, to think seriously about their personal futures in relation to their social context, and to reflect on social and personal values and motives. Yet the most critical element missing in today's

high schools is personal relationships. Human development requires interaction and involvement with others in meaningful, rather than trivial ways and for that, high schools provide little opportunity (Loken, 1973). Adolescent needs are not just personal or social in the sense of immediate relationships, but also social in a wider sense. Controversial world issues begin to occupy the adolescent mind. One of the central needs for young people is a capacity to understand and cope with the controversies and complexities of the world around them and develop considered attitudes towards them (Lyons, 1992).

As our world becomes increasingly interdependent, the youth of today will be living and working in a global community. To understand ourselves and our nation in the late twentieth century, it will be necessary to move beyond our own borders (Goodwin & Nacht, 1988). At present the cultural knowledge acquired in schools often consists of no more than scattered information on other nations, in the context of history or geography, and usually these images are out of date, since they are incorporated in fixed curricula that are highly resistant to efforts to modify them (Eide, 1970). Yet the failure to provide the required level of understanding often means that other cultures are perceived as unnatural, bizarre, or exotic (Petrie, 1992). For Modgil (1986), learning about cultures in institutions leads at best to meaningless platitudes, at worst to racist stereotypes. Yet, there is no question that a stay in a foreign country has the potential for producing favourable attitudes toward that country. According to Eaker (1980) the major challenge in education is to prepare students for the emerging world society and, "cultural encounters and experiences abroad are considered to be among the best means developed to achieve this goal" (p. 27). And Martin's (1985) study of secondary school students suggests that living abroad may have positive outcomes such as increased independence, self-confidence, and worldmindedness, and decreased ethnocentrism.

Each year the destinies of all peoples everywhere become more closely and delicately intertwined (Cortes, 1983). Today more than ever before, the growing

interrelatedness of life on our planet has increased the need for citizens to comprehend the global dimensions of political, economic and cultural phenomena; the direction of the future is indisputably international (Willis & Enloe, 1990). We need the ability, through increased awareness and understanding, to coexist peacefully with people who do not necessarily share our life styles or values, not only to benefit us in our own neighbourhoods, but possibly to forestall nuclear annihilation (Samovar & Porter, 1985). Even individuals who never leave their home shores are increasingly coming into contact with people from foreign homelands as tourism increases, refugee and immigrant populations continue to expand and businesses increasingly nurture contacts within other countries (Cushner, 1987). World peace depends to a great extent upon an understanding of cultures other than ones' own (Garretson, 1991). Breitholtz (1972) found that the rewards of exchanging young people across international borders were many and varied but that a major one was, "satisfaction of helping contribute to international understanding in a world sorely in need of tolerance and good will" (p. 17).

Peck (1987) understood the immediacy of the need for people to learn to live together in community when he said that rather than waiting until we resolve our conflicts, we must focus our energies into living together now. When we do, then and only then, will it be possible for us to resolve our conflicts. In other words, Peck believes we can live together in spite of our differences.

All international homestay programs seem to share this belief of Peck's; the Children's International Summer Village (CISV) interchange certainly does. As Doris Twitchell-Allen (1951), a clinical psychologist and the founder of CISV explains: "It was to break down these barriers and to have not only our children but all children perceive their countries as sub-parts of one world that Children's International Summer Villages, Inc., (CISV) was founded" (p. 110).

A homestay is significant in that every day the person is with people who have

different values, norms, habits of thought, and patterns of behaviour (Hansel & Grove, 1984). Grove (1982) pointed out that, "whenever a person sojourns among people who are culturally different from himself, intercultural learning occurs" (p. 2). And Gurman (1989) concluded that creative people have frequent experiences of diversity and that foreign travel stimulates creative thinking and is a source of new ideas.

By examining alternative styles of living people broaden their horizons. France (1991) believes that travel provides an awareness and appreciation, not only of other cultures, but of one's own culture as well:

What I like about traveling is that it allows me to learn about other cultures through a process of discovery while comparing my own culture. I never understood the many customs and ways of doing things in my country, til [sic] I traveled and had a chance to compare this with other countries. (p. 354)

Studies and research show that travel achieves many stated educational goals and it would be a mistake to perpetrate a system of education which ignores the world outside the classroom walls. If, as Cohen (1993) believes, students are the rejuvenating force of our future, then it is time to provide them with the maximum opportunities to experience their own capabilities. International homestays are not the only programs to recognize the benefits of bringing people from diverse backgrounds together. Godfrey (1980) points out that, "it has been a conviction of Outward Bound from the beginning that a mix of ethnic, economic, and social backgrounds adds important depth and dimension to the experience of each student" (p. x).

An international homestay during adolescence could provide participants with an awareness of the attitudes, skills and values necessary for success in today's global world. It could help them clarify their own values, recognize their attitudes and foster personal and social responsibility.

Travel can provide people with an awareness of the attitudes, skills and values necessary for success in today's global world and furnish them with the opportunity to learn about themselves and their capabilities, as well as about others. If it is true, as Erickson and Schultz (1992) contend, that learning takes place in and around the activities of everyday life and is not set apart either in time or space from what people ordinarily do, then the tremendous educational value of a homestay for young people cannot be overlooked.

Instead of seeing only famous places, as may happen when adolescents travel with educational institutions, homestay participants are expected to become temporary members of a family. Being paired with a counterpart abroad is intended to allow adolescents to be absorbed into another culture. They are able to take part, on a daily basis, in all facets of family life. Although research in the area of international exchange was found by Burn (1980) to be both limited and fragmented and by Vornberg and Grant (1976) to rarely consider secondary school students as subjects, Kelman (1962) maintains that the best results are obtained when, "there are opportunities for involvement in an ongoing enterprise, when the visitor can become a full-fledged participant, when he can be treated as a regular member, though a temporary one, of a group doing a job" (p. 23).

Travel abroad, and particularly a homestay, could provide adolescents with personal challenges requiring many skills which have little opportunity to be practised in today's high schools. Flexibility, open-mindedness and cooperation are necessary if youngsters are to fit into a new environment. By being immersed in a new situation which automatically generates a high degree of intimacy and an unavoidable interdependency, students become the agents of their own growth. Upon evaluating the impact of an overseas study tour, Kauffmann (1983) concluded that immersion into another culture, and not superficial contact, was a very effective method challenging students to adopt a more adequate world view. Hansel (1985) also found that the cited

benefits to those who participated in foreign exchanges were many: lasting personal relationships between students and host families; deeper understanding of the culture of another country; and an increase in curiosity, language competency, and awareness of international issues.

The CISV homestay program examined in this research study also involves joint interaction, mutual interests, common goals, and active give-and-take situations among participants. Will this program, like the ones studied by Kauffmann (1983) and Hansel (1985), also develop attitude changes in its participants? Will the international homestay foster cross-cultural adjustment and worldminded attitudes in its adolescent participants?

#### Problem Statement

The problem for this study was to discover whether an international homestay can influence the attitudes of adolescent participants toward a more worldminded frame of reference. Since the goals of the CISV are to promote international peace and understanding through children by fostering positive attitudes toward cultural differences, the researcher was interested in studying the effects of the homestay toward this end. If the homestay does indeed promote worldminded attitudes, then the adolescents should become more adaptable, aware of cultural norms, tolerant of ambiguity and diversity and appreciative of the differences and similarities which make up humankind.

#### Purpose of the Study

The purpose of the study was to evaluate the effects of an international homestay on the development of cross-cultural adjustment and worldminded attitudes, such as adaptability, awareness of cultural norms, tolerance for ambiguity and diversity, and an appreciation for the differences and similarities which make up humankind. In short, to explore the variables related to the development of worldmindedness.

#### Research Question

The above purpose will be achieved by examining the following research

question:

Does the CISV international homestay promote cross-cultural adjustment and worldminded attitudes in its adolescent participants?

### Significance of the Study

If worldminded attitudes are important to humankind in the middle of the 1990's, then it is imperative that educators recognize and understand how they are developed. According to Leonard (1964), travel can produce much greater changes in attitude in a far shorter period of time than can a regular program of campus study. Kauffman and Kuh (1984) believe that immersion into another culture, not just superficial contact, can challenge students to acquire a more sophisticated, complex view of themselves and the world.

One published study of the CISV programs, (Bjerstedt, 1962), involved international delegations of eleven-year-olds in a camp situation. Since then many CISV chapters have developed a month-long homestay program for adolescents. No studies have been published on its effectiveness in meeting the overall goals of the organization.

### Definition of Terms

Adolescence - The term "adolescence" comes from the Latin verb *adolescere* and means "to grow into maturity." It is defined by the *Concise Dictionary of Education* as:

The chronological years of individual growth and development beginning with the onset of puberty (about 13 years old) and lasting more or less until maturity (about 21 years old). The adolescent is past childhood and not yet an adult, so that the physical and psychological processes of development may be erratic and confusing... (Hawes, 1982, p. 8)

"Socially, adolescence is that span in an individual's life when society stops regarding an individual as a child but fails as yet to grant full adult status" (Mitzel, 1982,

p. 68).

According to the *Encyclopedia of Educational Research*, adolescence is important for a variety of reasons:

There are critical times when experiences have maximum effect.

If these experiences occurred either earlier or later, they would presumably have less effect. Adolescence itself is critical in that attitudes, characteristics, and behaviors established during this time relate to those in the years ahead. Thus, adolescence is a period for consolidating coping styles or characteristic ways of solving problems. Also during adolescence young people make the decisions that set patterns for the years that follow in work, loving relationships, friendship experiences, religious involvement, and academic orientation. (Mitzel, 1982, p. 68)

Doris Twitchell-Allen (1951) was aware of the "critical time" for an overseas homestay when she stated the purpose of the CISV: "Its purpose is to promote international understanding among children around the world, who are young enough to be deeply influenced" (p. 111).

For Furnham and Gunter (1989), it is not until adolescence that young people begin to reach states of cognitive and moral maturity which facilitate the development of advanced, abstract ideas about the world and independent, adult-like modes of thought about important social, political, economic, spiritual, and environmental issues (p. 8).

In examining youth in a seventeen-nation study of perceived problems and coping strategies, Gibson, Westwood and Ishiyama (1991) found that, "young people by virtue of their ages, share common biological, psychological and social needs" (p. 214). The authors went on to state that, "adolescent concerns are age-related and remarkably similar regardless of national background, socioeconomic grouping or gender" (p. 214).

Attitudes - "As an individual develops, his cognitions, feelings, and action tendencies with respect to various objects of the world become organized into enduring systems called *attitudes* " (Kafka, 1968, p. 22). Von Haden and King (1974) define attitudes as:

...ways of viewing problems and issues that arise in the course of living. Although they may be based on facts and reason, they commonly are rooted in emotion. They grow out of the person's values, lie closer to the surface than values, and can be changed without altering the basic nature of the inner man. Although attitudes develop within the framework of values, they are less generalized in that they are usually directed toward specific problems or situations. Attitudes frequently are more important than knowledge or reason in determining an individual's conduct as it relates to a specific situation at a given time. His values influence his attitudes and usually indicate the position he is likely to take regarding problems or incidents (p. 313).

Cross-cultural adjustment - Cross-cultural adjustment has often been used to refer to the mental-emotional state of comfort, satisfaction, and positive attitude held by the traveller (Kim, 1988). As cross-cultural contact almost always entails a meeting between individuals who are diverse in some important respect, cross-cultural adjustment refers to the individual's ability to use the new culture's salient characteristics. The term combines the idea of social skills with cross-cultural competence and has been used by other researchers (Hannigan, 1990; Crano, 1986; Grove, 1984).

Worldmindedness - Sampson and Smith (1957) define worldmindedness as, "a frame of reference, apart from knowledge about, or interest in, international relations" (p. 99). They identify as highly worldminded the individual who favours a world-view of

the problems of humanity and whose primary reference group is all humankind, rather than Americans, English, or Chinese. Such a person may or may not have a heightened interest in and knowledge about international affairs.

Although this definition dates from the 1950's it has been used by Gwynne (1981), Eaker (1980), Marion (1980), Hensley and Sell (1979), Murphy (1972) and Kafka (1968).

## CHAPTER 2

### Review of the Literature

Chapter 2 begins with a review of the literature, after which are summary concepts for four interrelated sections. The first is devoted to adolescents, while the second deals with attitude change. Section three examines cross-cultural adjustment and section four considers worldmindedness.

Although there is a considerable body of research on attitude change involving post-secondary study abroad, there is considerably less research involving adolescents.

#### Worldmindedness

The results of previous research on study abroad and worldmindedness bear conflicting results: the studies of Gwynne (1981), Marion (1980), Kelman (1975), and Murphy (1974) found that attitudes changed, while Eaker (1980), Hensley and Sell (1979), Kafka (1968) and Smith (1955) found that they did not.

Smith (1955) was one of the first researchers to study attitude changes in students studying abroad. Using a pretest/posttest design with 183 American students who travelled to Europe and a control group who remained at home, he found negligible change in worldmindedness and ethnocentrism and concluded that a brief exposure to another culture had a limited impact on attitudes. A person's attitudes before an overseas experience were, Smith postulated, a greater determinant of attitude change than was their sojourn abroad.

Smith's study utilized a Likert-type scale to measure worldminded attitudes designed by Sampson and Smith (1957) which later gained extensive use by Kafka (1968), Murphy (1972), Hensley and Sell (1979), Eaker (1980) and Gwynne (1981).

Sampson and Smith's (1957) Worldmindedness Scale was used by Kafka (1968) in his study of American liberal arts students in Europe. Kafka tested the initial class (208

subjects) of Justin Morrill College with a pre- and post-sojourn questionnaire. Some studied in Moscow, others in Madrid and Lausanne; some were housed together in dormitories, while others experienced a homestay. With 81 in the sample group and 127 in the control group, Kafka concluded that the lack of significant findings, could, in part, be attributed to a deficiency on the part of the instrument to detect sensitive attitude change. He did, however, find that exposure to a foreign culture reinforced appreciation for the homeland.

In using the same instrument with 57 Indiana university students in Europe (and the control group of 24 non-overseas study students), however, Murphy (1974), discovered significantly different mean scores on worldmindedness between the two groups and concluded that there was indeed some evidence for worldmindedness being enhanced by study overseas. His study though, investigated both satisfaction with the program and the site of the program on worldmindedness and neither of these aspects of study abroad appeared to affect worldmindedness scores.

Hensley and Sell's (1979) study used 52 American students enrolled in the United Nations component of the Geneva Semester Program sponsored by Kent State University. The control group comprised 17 students enrolled at the home campus in a class on international organization. As well as focusing on attitude change in regard to worldmindedness, this study also assessed self-esteem and tolerance for ambiguity. In conjunction with Sampson and Smith's (1957) Worldmindedness Scale, the researchers used a self-esteem scale developed by Rosenberg (1965) and a tolerance of ambiguity scale developed by Budner (1962). Although there was a strong relationship between students' worldminded attitudes before and after the program, the researchers found that the variance was explained more by student's pretest scores than by either their enjoyment of the program or their closeness of contact with the host nationals. They concluded by supporting Smith's (1955) statement:

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

Hensley and Sell (1979) did, however, find positive personal changes in the area of self-esteem.

Using a six-week community college study-abroad program, Eaker (1980) examined the relationship between worldmindedness and the program satisfaction of the participants. The sample group comprised 19 students who studied overseas and 34 control group members enrolled in courses on the home campus. In using Sampson and Smith's (1957) Worldmindedness Scale in a pretest/posttest design, as well as two researcher-designed questionnaires, she was unable to find significant differences in worldmindedness between the two groups. This lack of difference she attributed to the short duration of the study-abroad program. The correlation between program satisfaction and worldmindedness was found to be very low and Eaker reported that previous travel by the participants was the variable influencing a large portion of the attitudes of worldmindedness.

Marion's (1980) study used 90 undergraduate students who participated in University of Colorado study-abroad programs in four locations in Europe. Three of these programs lasted for an academic year with the students taking regular classes in the foreign university. The program in Italy was one semester and involved special instruction. Marion used a number of tests, one of which was a modified version of Sampson and Smith's (1957) Worldmindedness Scale. Marion recognized that the relationship between specific experiences abroad and changes in attitudes had not been well-researched and hence the study was broad, with a large number of diverse variables including: age, gender, host country, language ability, number and type of living

arrangements, religion, and amount and type of travel. Marion reported that students with a greater number of host friends had a more positive view of the host country and that students who visited a greater number of countries during their stay abroad became less dogmatic and less conservative compared with those who visited fewer countries.

Gwynne (1981) also used community college students for her study on the relationship between a semester's study abroad and the attitudes of worldmindedness and tolerance. Although her study was hampered by a low rate of return (20 %) Gwynne reported a significant increase on the Worldmindedness Scale (Sampson and Smith, 1957) for the group who studied abroad; no difference in tolerance, however, was reported between the experimental and control groups.

#### Personal Characteristics

As well as worldmindedness *per se*, some researchers have found evidence for positive personal changes in the participants of study-abroad programs. These include interpersonal communication skills (Pfnister, 1972), tolerance for persons different from self (Steinkalk & Taft, 1979; Pfnister, 1972), self-concept (Carsello & Creaser, 1979), self-esteem (Kauffman, 1983; Hensley & Sell, 1979), and open-mindedness (Marion, 1980).

Pfnister (1972) studied a small Mennonite college in Indiana which sends its students on a full term of study and service in a developing country. Pfnister studied the 120 participants in the Goshen College Study Service Trimester. The students lived with two sets of families while abroad; with one during the study period, and with another during the period of service. In using an opinion and attitude inventory, (developed by the staff of the higher education program and The Center for the Study of Evaluation at the Graduate School of Education, UCLA), Pfnister found significant increases on 11 of 16 items which were grouped into four categories and measured human relations, critical thinking, humanistic values, and vocational orientation. Pfnister concluded that the

greatest changes occurred in two areas: awareness of different philosophies, cultures, and ways of life and in tolerance and understanding of other people and their views.

Carsello and Creaser (1976) asked 209 American undergraduate students in Europe about the changes in their lives since beginning their study abroad. The students filled in a researcher-designed questionnaire which contained items concerning possible areas of change in their lives. Students were asked, if there was a change on an item, to indicate whether they considered it to be positive or negative. Topping the list was “interest in travel” with 88.5% of students finding a positive change. “Relating to strangers” changed positively for 71.3% of the students and “self-concept” for 63.6% (as opposed to negatively for 8.1%). The researchers concluded that:

It is encouraging to see some of the ways in which students change during study abroad. Their interests expand and become deeper in many of the humanitarian aspects of life. Their horizons are broadened and in general they are enthused by what they see. (p. 278)

Hensley and Sell’s (1979) study did not find a strong relationship between students’ attitudes of worldmindedness and their enjoyment of the program or their closeness of contact with host nationals; nor did they find the expected increase in tolerance for ambiguity. They did, however, find a substantial increase in students’ level of self-esteem. In conclusion, the researchers stated that, “students’ attitudes on self-esteem did indeed undergo important change, and the extent of contact with non-Americans is an important variable associated with this change” (p. 405).

Kauffmann (1983) used for his study three small American liberal arts colleges associated with the Mennonite Church. In his research on the impact of study abroad on personality change, Kauffmann used 126 students involved in a homestay with the Goshen College Abroad program and 90 students who remained at their home campus. He administered the Omnibus Personality Inventory (OPI) and also used structured

interviews. He found that compared to their counterparts, the respondents who studied abroad increased in self-esteem, independence, and in their interest in the welfare of others. Much of Kauffmann's findings are based on the interview results since the changes indicated by the OPI were generally less than those perceived by the participants. This study, however, demonstrated that immersion into another culture, not just superficial contact, is a very effective method challenging students to adopt a more adequate world view.

Steinkalk and Taft (1979) examined the effects of intercultural contact on 21 Australian student teachers and three staff members who participated in a ten-week educational visit to Israel over the summer vacation. A group of 19 students and four staff members acted as the stay-at-home control group. The group which travelled to Israel stayed together, but spent four weeks on a Kibbutz. The touring group and the control group completed questionnaires both before and after the tour, including semantic differential scales on concepts relevant to Israel and Australia. The researchers found that the tour participants adopted some changes in behaviour and became aware of their own culture; they became more tolerant towards other peoples and cultures and developed a stronger opinion that travel is a broadening experience.

Marion's (1980) research results on worldmindedness also supported the claim that foreign travel leads to a more open-minded, liberalized viewpoint; the subjects who visited a greater number of countries during their stay abroad became less dogmatic and less conservative compared with those who visited fewer countries.

Yet other researchers, such as McGuigan (1958) and Nash (1979), concluded that such claims should be viewed with caution as the personal changes they found were not large enough to be statistically significant.

In 1958 McGuigan tested 49 Hollins College undergraduate females prior to departure, during the study-abroad program, immediately after the experience, and again

sixteen months later. He also tested 104 students in the same class who had not taken part in the Hollins College Abroad Program. The sample group who studied abroad lived with a French family during the academic year, and travelled throughout Europe during the summer vacation (about four months) . McGuigan used a batter of tests including Sampson and Smith's (1957) Worldmindedness Scale and Phillip's (1951) Attitude Toward Self And Others questionnaire. Although McGuigan's research was flawed by the large number of personality characteristics he attempted to measure, he concluded that personality changes as a result of study abroad were rare.

Nash (1976) studied University of Connecticut undergraduates on a year abroad in France. There were 41 in the study-abroad group and 32 participants in the control group. Although, one year later Nash had only 16 study-abroad members and 24 control-group members, he discovered evidence of increased autonomy and a greater interest in international affairs for the overseas group. He did not find, however, significant evidence for either increased tolerance and flexibility or increased self-confidence.

As funds have been available for study-abroad programs at the college level, this is where the bulk of the research has been done. But these study-abroad programs have academics at their core, hence it is not surprising that the main thrust has not been worldmindedness or even personal adaptation to a new culture. Indeed many of these American programs simply transplanted their courses, faculty and students to a European milieu.

Often there was no effort, or even desire, to adapt or assimilate to the environment. Rather everything was kept, as much as possible, identical to the home campus with students even living with their own nationals in student dormitories (Hensley & Sell, 1979; Nash, 1976). Dr. Joe Neal, director of the Office of International Programs at the University of Texas at Austin, put it well when he described American students cocooned in their own world in Europe:

There they sit listening to the same language they could have heard on their own campus, learning from the same textbooks, the identical lecture notes that were brought over in worn suitcases and periodically they look outside their glass windows and there they see a foreign country. (Goodwin & Nacht, 1988, pp. 40-41)

Goldin (1984) also recognized this problem when he said, in *Overseas programs:*

*Suggestions for a director:*

Housing arrangements are one of the most important factors in how well a student learns the language and comes to know the country in which he is studying. The ideal situation is to have a student live along with a family that takes an interest in him as an individual... (p. 640)

Contact *per se* has not been found to be effective in changing attitudes, yet many student exchange programs are founded on the belief that the mere fact of persons interacting is likely to change their beliefs and feelings toward each other. Brislin (1981) states that an implicit, if not explicit, goal of almost all sponsored sojourns is that people will develop more favourable attitudes toward the host country.

#### Adolescents

While numerous studies have been done on post-secondary students, Vornberg and Grant (1976) stated that, "very little research has been done in the area of intercultural living which considers secondary school students as subjects" (p. 602). Most exchange programs that have published findings of their research efforts have focused on the college student. Again in 1980, Rhinesmith stated that international educational exchange in secondary education is a much smaller enterprise than in higher education.

Kelman and Bailyn (1962) examined 93 Scandinavian students studying for one year in American high schools for changes in their national images by asking them approximately 20 interview questions at different intervals during their stay. They found

that the motivations and expectations that the students brought to their foreign stay, the way they adjusted to life abroad, and the way they related to the new environment, all had a bearing on the way their images of their *own* countries changed. However, this study used no control group, and the sample population lived in dormitories rather than with host families.

Hofman and Zak (1969) studied a group of 90 school pupils (ages 14 to 18) from Canada and the United States, of Jewish origin, who attended a summer camp at an Israeli youth village; no control group was used. The campers were housed in two units: a 14-16 age group and a 17-18 age group. The Israeli group was similar in size, age and years of schooling, and shared afternoon and evening activities with the campers. The sample group were administered the questionnaire on the incoming plane and again three days before the end of the camp. The questionnaire was adapted by the researchers and consisted of nine items concerning attitudes to Jewishness and Israel. Counsellors also observed campers' contact with Israelis. This study looked for relationships between attitudinal change and the amount of interpersonal contact the overseas group had with host nationals. Before and after the camp the students' attitudes toward Jewishness and Israel were assessed and the subjects divided into high and low contact groups. The campers with a high degree of contact with host nationals became more favourable in their attitudes on all nine subscales of the questionnaire. The low-contact campers showed no change on six of the subscales and became less favourable on the three other subscales.

Rotary International conducts youth exchange programs for people between the ages of 15 and 20, for either the school year or the summer vacation (Breitholz, 1972). School-year exchanges are the more popular, with students being placed in one or more host homes. While a later empirical study by Wood, Bostwick, Childer, Fredland and Rumbaugh (1982) found considerable changes in Rotary International exchange students, the paper by Breitholz (1972) contains numerous student testimonials to the cross-cultural

learning that occurred as the result of their overseas experience.

Hoeh and Spuck (1975) used a pretest/posttest design to explore the impact of an intensive exchange program, where 15 American high school students were hosted by French families for two weeks while they were enrolled at a *lycee*. The ten girls and five boys also toured France for one week following their school experience. There was no control group. Three tests were administered to the students one day before their departure, and one day after their return. One was the Modern Language Association's Cooperative Test (*Handbook*, 1965), of which only the listening and reading portions were used. Another was a Semantic Differential (Osgood & Tannenbaum, 1967) designed to assess concepts of self; the third was a researcher-designed instrument to assess student attitudes toward certain conditions in France. After two weeks in a French high school, significant gains were made in listening and reading achievement, and the students also became more positive in their views of French people. Changes in self-concept, however, were not as great, but were also positive.

Vornberg and Grant (1976) used the American School in Sao Paulo, Brazil, to assess the relationship between cultural acquaintance experiences and ethnic group attitudes in Canadian and American students new to the school in grades seven through twelve. The students were administered four instruments to measure attitudes: the Modified Ethnocentrism Scale (Levinson, 1949), the Scale to Measure Attitudes Toward Defined Groups (Grice, 1934), the Attitudes Toward School Integration Scale (Greenberg, Chase & Cannon, 1957) and the Social Distance Scale (Bogardus, 1933) upon their entrance to the school and again at the close of the academic year. Differences in attitudes were measured through a comparison of scores on the two administrations of the instrument. In the 44 students making up the sample, Vornberg and Grant found that attitude changes appeared to be related to achievement, as well as to the age and gender of the subjects. Notably, enjoyment of the overseas experience also related to attitude

change toward both host nationals and integration.

Clement, Gardner and Smythe (1977) used 379 grade eight anglophone students attending public schools in London, Ontario in their study. One hundred and eighty-one students took part in a short excursion to Quebec City, while 198 stayed at home. Although not involved in a homestay, the excursion students were divided into two groups on the basis of a self-assessment on how often they spoke French in public. The instrument used was an attitudinal/motivational one devised by the researchers. Those students selecting the “quite a bit” or “very much” options were deemed the High Contact Group and were found at the end of the study to exhibit more positive attitudes both toward French Canadians and the French language than were the Low Contact Group who selected the “none at all” or “not very much” options. The researchers found that, “a brief exposure affects students’ attitudes toward the community and its language if they actively seek contact with members of that community via the second language” (p. 212). However, passively visiting the other culture as an observer had only minimal effects.

Wood et al. (1982) examined the 57 participants in the Rotary International Exchange program in relation to the impact of the program on civic attitudes and understanding. Fifty-seven individuals comprised the sample group and 38 non-participants the control group. The study sought to determine if the Rotary participants returned with more strongly held attitudes and personally held beliefs conducive to the promotion of international goodwill and the understanding of other peoples than those who had not had the Rotary experience. A scale of 28 items measured students’ opinions on the need for accepting foreign differences, the desirability of international peace, openness to change, and the personal impact of the program. The instrument was given once to both groups, after the sample group had returned home, and the results compared. The researcher-designed opinion questionnaire consisted of 18 items on a Likert-type scale. The exchange students demonstrated greater acceptance of and feeling of

responsibility toward other peoples. “They felt so strongly about the importance for understanding other cultures that they believed it to be fundamental to one’s education” (Wood et al., 1982, p. 10). They were also slightly more opposed to supporting their country, right or wrong, than were the control group. The participants were more willing to consider that other ways of doing things, even though different, were acceptable and not inherently inferior or superior to those of their own country. Another interesting finding by Wood et al. (1982) was that, “the impact of the program appears not only to be lasting, but to increase in intensity over time” (p. 12).

Hansel (1985) reported on the exchange experience of over 1,100 high school students on an AFS exchange. In 1979 AFS designed a questionnaire by seeking input from returned exchange students on personal characteristics that had been affected by their experience abroad. AFS then developed scales on 17 personal characteristics to be used in a self-rating questionnaire. Hansel noted that the overseas group had statistically significant increases on 10 of the 17 characteristics, including adaptability, awareness of opportunities, critical thinking, independence and responsibility for self. It is also interesting to note that Hansel reported that previous travellers exhibited relatively higher pretest scores than those teenagers who had never travelled abroad. She also reported that adolescent AFS exchange participants increased in adaptability following an overseas exchange.

Martin’s (1985) study showed that living with a new family in a foreign country had a major impact on the quality of adolescents’ relationships with parents, siblings and friends. Martin distributed her questionnaire concerning reentry relationships to a sample of 300 recently returned AFS students; 173 of whom responded. No control group was used. The sample were American students who had returned four months earlier from homestays in Europe: seventy-nine spent the summer and 26 spent the year, in Germany, while fifty-eight spent the summer, and 10 the year, in Turkey. The researcher-designed

instrument asked the students to describe the existing quality and frequency of communication in each of their selected relationships. Separate questions asked the returnees to indicate the extent to which each relationship had changed, both positively and negatively, since their return home, and why they thought it had changed. Only 2% of parental relationships and only 1% of sibling relationships were described as deteriorating. In contrast almost 20% of relationships with friends were described negatively with the returnees identifying their rapid maturation and increase in knowledge as the cause.

Crano (1986) investigated the relationship between self-concept and the personal, social, and academic adjustment of foreign high school students in the United States. Two hundred and fifty-one American Field Service (AFS) exchange students from five South American countries completed a self-concept scale (translated into Portuguese and Spanish by the researcher) and a measure of student adjustment, before their departure for a one-year homestay in America. They completed the measures again in the fall and spring of the academic year. The students ranged in age from 15 to 19 years. Crano found that the students with high self-concepts showed a tendency to report fewer and less severe adjustment problems regarding academic work and interactions with their host families. No significant relationship was found between self-concept and age or gender.

Torney-Purta (1986) studied over 1,000 American secondary school students to determine predictors of global awareness and concern. She looked at secondary global education programs in several regions of America. Approximately 535 students made up the sample group and 502 the control group. The Global Awareness Survey, (with 101 items designed for the college level), was adapted and pared to 28 items. Five items were included from Other Nations Other People; a researcher-designed Global Concern measure had 10 items. The most substantial predictor of the cognitive Global Awareness score was the students' grade point average in high school. The second variable was

reading the international news in the newspaper. Another very significant predictor was visiting another country, especially staying a month or longer.

Stitsworth's (1987) study sought to determine whether changes in personality functioning occurred in American teenage participants of a month-long homestay in Japan. There were 154 exchange participants and 112 control group members. The Americans were between 11 and 20 years of age and belonged to the Four-H group and the Japanese teens to Labo Exchange. The California Psychological Inventory (Gough, 1956), as well as two researcher-designed instruments, were administered to both groups prior to the exchange, at its conclusion and again four months later. Stitsworth's findings showed that the exchange group increased in flexibility and independence. He also found two groups of participants who changed the most: those who had paid most of their trip expenses themselves, and those who were the only members of their immediate families to travel abroad.

### Summary of the Literature

While much that has been learned about cross-cultural adjustment and worldmindedness has focused on adult subjects, the results of these research efforts are pertinent to the present study. All of the studies have examined how particular groups of people are affected by the experience of going abroad. Altered views of the host country and a different perspective of the home culture seem to be the results of a sojourn abroad.

From the studies examined, several factors have been identified which may make a significant difference in the travel experience, and therefore, in the results of that experience. These factors are:

- previous travel experience (Eaker, 1980)
- length of the sojourn (Eaker, 1980)
- frequency and quality of contact with host nationals (Carsello & Creaser, 1976; Marion, 1980)

- age and gender of the sojourner (Marion, 1980)
- attitudes of the sojourner in the host country (Kauffmann, 1983)
- attitudes of the sojourner prior to the experience (Hensley & Sell, 1979; Smith, 1955)
- level of self-concept held by the sojourner (Kauffmann, 1983; Hensley & Sell, 1979; Carsello & Creaser, 1976)
- enjoyment of the sojourn experience (Eaker, 1980).

The factors identified in the research of adult subjects pertain equally well to adolescent travellers. Although considerably less research has been done with adolescents, the factors which make a significant difference in the results of the travel experience are the same:

- previous travel experience (Torney-Purta, 1986; Hansel, 1985)
- length of the sojourn (Clement, Gardner & Smythe, 1977)
- frequency and quality of contact with host nationals (Hofman & Zak, 1969)
- age and gender of the sojourner (Vornberg & Grant, 1976)
- attitudes of the sojourner in the host country (Wood et al., 1982)
- attitudes of the sojourner prior to the experience (Kelman & Bailyn, 1975)
- level of self-concept held by the sojourner (Crano, 1986; Hoeh & Spuck, 1975)
- enjoyment of the sojourn experience (Vornberg & Grant, 1976).

Unfortunately these studies cannot be compared with any degree of reliability as the subjects themselves, the length of the sojourn, the reasons for travel, the living arrangements and the contact with host nationals are all areas in which considerable variety is found.

#### Need for the Present Study

Although casual intergroup contact has been found to have little or no effect on basic attitude change, intimate contact, on the other hand, tends to produce favourable

change (Amir, 1969). It was Schild (1962) who, after evaluating the effects of overseas study tours, concluded that the most effective way of inducing lasting attitude change was through participation involving joint interaction, mutual interests, common goals, and active give-and-take situations. Kelman (1962) also believed in the importance of the sojourner becoming a fully-fledged member of a group--albeit a temporary one--whose participation in on-going activities was desired, needed, and expected, instead of treating the sojourner as a visitor in need of special attention.

Most of the programs examined so far involve study abroad, yet Sewell and Davidson (1956) found that foreign students interacted with their host nationals most frequently when the purpose for their overseas experience was social or cultural rather than professional.

A group that does provide adolescents with intimate contact of their hosts, without any emphasis on academic pursuits, is Children's International Summer Village (CISV). Here the sole focus is on living together with a foreign adolescent as a friend, and with the hosts as a member of the family. The program is unique in that the hosting arrangements are reciprocal and involve the connection of the two families for the two year duration, as the travel and homestay only occur for one month in the summers. Letters, small gifts and photographs are usually sent in the interval. The stated purpose of CISV, in the words of its founder, Doris Twitchell-Allen (1951) is, "to promote international understanding among children around the world, who are young enough to be deeply influenced" (p. 111). And although worldmindedness *per se* is not mentioned, two of the theses around which the program is based are:

International understanding has to be learned. It involves insight into the dynamics of different peoples as related to other peoples, and to their common membership in one world. (p. 111)

Face to face contacts are the most potent approach to the learning

of social relations. (p. 112)

While the goal of promoting international understanding is a lofty and sorely needed one, no assessment of the CISV program for adolescents could be found. This study seeks to examine how adolescent attitudes change as a result of the CISV international homestay.

### Summary Concepts

#### Adolescence: Time of Transition

Although the Children's International Summer Village (CISV) program began with delegations of 11-year-olds from around the world (who lived and interacted together in a camp setting), in 1961 an additional program was added for adolescents (ideally for those between the ages of 13 and 15 years). This program--a month-long, reciprocal homestay--necessitates the independent adaptation to a new environment; each teen spends four weeks in a home abroad, where a child of his or her own age is living. Although a home-country leader is nearby, and available to assist with problems, the adolescents, for the most part, must cope with the complexities of daily life in an overseas situation by themselves.

Adolescence is a time of transition from childhood to adulthood, and as such is the time when young people must learn to adjust to the outside world. They have to know about themselves, the expectations of the people around them, and how to establish happy relations with others. As Marie Montessori noted in 1972, adolescents need a change from the education which was appropriate in childhood; adolescents need social experience in order to develop their personalities. Personal identity is formed as adolescents interact with their environment and introspect within themselves. Mitchell (1986), put it well when he said:

With regard to the intellect it is widely assumed that the late-adolescent has attained most of his "raw intelligence." However, limited experience with the outside culture and limited opportunity

to employ one's intelligence (except in school) prevents the adolescent from possessing the range of intellect or the "wisdom" of more experienced adults. (p. 27)

Adolescence is a period when social values, as well as attitudes and beliefs, attain complex levels of development. Whereas children view their social world through a narrow, highly individualistic lens, just before puberty, this narrow view widens dramatically as children begin thinking about their social world in new ways (Mackey, 1991). Montessori (1976) views adolescence as the "sensitive period" for social relationships, the age at which the child must make a place for himself with his peers and at which he begins to consider the social realities of the wider community. Relationships are now seen as fundamentally reciprocal, as mutually sharing, and friends are treated with greater tolerance and respect (Furnham & Gunter, 1989).

Although many attitudes and values will already have been shaped during the childhood years, it is not until adolescence that young people begin to reach states of cognitive and moral maturity which facilitate the development of advanced abstract ideas about the world and independent, adult-like modes of thought about important social, political, economic, spiritual, and environmental issues (Furnham & Gunter, 1989).

During adolescence egocentrism abates and young people acquire the ability to assess the viewpoints of others. They become more tolerant because they identify that others have a right to viewpoints which differ from their own; the absolutist outlook of childhood is rescinded (Mitchell, 1979).

Adolescents also become more political. Political socialization occurs over a long time, but political awareness is likely to occur first during adolescence as their increased cognitive and moral development enable adolescents to understand the causes of social problems, to imagine a better society, and to see how their own activity could contribute to the construction of such a society (Sunal, 1991). In her work with peace education at

Lund University in Sweden, Hesse (1992) found that starting around 13 years of age, individuals move beyond identification of enmity with individuals or groups and begin to show a metacognitive awareness - they become social critics and social philosophers. Gibson et al. (1991), in their seventeen-nation study, found that young people, by virtue of their ages, share common biological, psychological and social needs and that adolescent concerns are age-related and remarkably similar regardless of national background, socioeconomic grouping or gender.

Adolescence is a critical time of life, in that the attitudes, characteristics, and behaviours established during this time relate to those in the years ahead (Mitzel, 1982). During this “critical time” it is necessary for young people to understand and cope with the controversies and complexities of the world around them and to develop considered attitudes towards them (Lyons, 1992). An international homestay involves many such challenges and opportunities for its adolescent participants.

#### Attitudes: Formation and Change

According to Rokeach (1968) an attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner (p. 112). Attitudes develop out of the person’s interaction with an object in a particular motivational or cognitive context; with continued interaction the attitudes are tested, and exposed to new information.

Attitude change would then be a change in predisposition, the change being either a change in the organization or structure of beliefs or a change in the content of one or more of the beliefs entering into the attitude organization (Rokeach, 1968, pp. 134-135).

Attitudes, and their changes, have often been the central concern of researchers involved in the effects of travel (Amir & Ben-Ari, 1985), study abroad (Kauffmann, 1983; Gwynne, 1981; Eaker, 1980; Carsello & Creaser, 1976; Kafka, 1968; Smith, 1955) and homestay programs (Stitsworth & Sugiyama, 1990; Hansel, 1985).

Underlying much of the research is the premise that experience in a foreign country exposes an individual to a variety of influences that may challenge his existing attitudes and cause them to change, modify or solidify (Kelman & Bailyn, 1962).

Although no clear definition of “attitude” exists - as there is no real consensus about what an attitude is - (Thomas, 1984; Ajen, 1988; Alkin, 1992), it is widely recognized that attitudes are made up of three components: beliefs, feelings and behavioural components of an attitude.

As it is difficult to measure knowledge and beliefs in regard to attitudes, and almost impossible to measure behaviour, (as the attitudes and opinions that a person holds need not be expressed in his behaviour), the most common measurement is of affect--that is, a person's overall feelings toward the attitude object (Thomas, 1984). A person's attitude toward an object or event or behaviour is therefore usually measured as his or her overall feeling of favourableness or unfavourableness toward that object or event or behaviour.

As there is no general agreement about the definition of an attitude there is, therefore, no consensus about how attitudes should be measured. Henerson, Morris, and Fitz-Gibbon (1978) state that demonstrating attitude change is probably the most difficult of all evaluation tasks. Because language is so important to attitudinal experience and expression, it is only natural that most techniques for measuring attitudes rely heavily on verbal material in the form of interviews or questionnaires (Eiser & Pligt, 1988).

Previous research suggests that attitudes to self are antecedent, however briefly, to attitudes to others (Crano, 1986; Hopkins, 1982; Burn, 1980). This might well mean that changes in attitudes to others can only come about through changes in attitudes to self. A person who is secure and confident because of his positive self-appraisal, appears able to accept and have more positive attitudes toward others, and lay less stress on ethnic characteristics in evaluative procedures, than those with a lower level of self-acceptance

who are unsure of their own merit (Burn, 1980). Hopkins (1982) listed self-confidence as the first personality characteristic which predicted overseas effectiveness in his study of 209 high school exchange students on a homestay abroad, and Crano (1986) found that students with high self-concepts showed a tendency to report fewer and less severe adjustment problems regarding interactions with their host families than those with lower self-concepts.

Also, Amir & Ben-Ari (1985) found that a respondent's initial attitude may influence both the amount and the direction of attitude change. One of the major implications of Marion's (1980) research is that the study-abroad experience may have had more influence in reinforcing attitudes than in changing attitudes. For example, the students who were more conservative and nationalistic before the experience tended to increase in that direction and those who had a more international and radical orientation increased in that direction.

Kauffmann (1983) found that attitudes can change in an unexpected manner; it was not readily apparent why most of the change took place between the end of the course and one year later rather than as one would expect, between the beginning of the course and the end of the course. However, according to Fahs (1970), it is normal for the effects of cultural exchange to be greater many years after the exchange has taken place. Smith (1957) found this to be true in his worldmindedness study, where four-and-a-half years later, in a follow-up investigation, many of his subjects were less ethnocentric and authoritarian. Stitsworth (1987) too, concluded that certain personality changes do not occur immediately, but rather appear only after a period of time has passed and Wood et al. (1982) stated that perhaps the most important finding from the standpoint of education is that not only were there statistically significant changes in the attitudes by exchange students but also these differences tended to intensify over time.

Previous researchers also found that casual intergroup contact had little or no

effect on attitude change, while intimate contact tended to produce favourable changes (Bochner, 1982; Amir, 1969). When intimate relations are established, stereotypes are broken down, the person is considered as an individual, and thereby many areas of similarity are discovered (Amir, 1969).

In *Going International: How to Make Friends and Deal Effectively In the Global Marketplace* (1985), Franschon Silberstein, former director of the State Department's Overseas Briefing Center says:

I'd sooner send someone over[seas] who has no knowledge of the country but who knows how to look and listen in a foreign place rather than someone who speaks the language and knows the rules but has the wrong attitude. (Copeland & Griggs, p. 18)

Clearly, attitudes are of the utmost importance in international contact and cross-cultural adjustment. Today, with improved communication and transportation the amount of cross-cultural contact has increased dramatically; however, according to Hannigan (1990), our knowledge in this area is still limited. Educators need to understand the attitudes which contribute to cross-cultural understanding, in order to foster their development, if knowledge in this area is to improve.

### Cross-Cultural Adjustment

The effects of foreign experience upon adolescent attitudes is put into perspective by reviewing the characteristics which contribute to cross-cultural adjustment. Many researchers have identified these characteristics and recognized their inter-relatedness (Hansel, 1986; Zimmer-Loew, 1986; Kauffmann & Kuh, 1984; Wood et al., 1982). Hannigan (1990) defined cross-cultural adjustment as the process of achieving harmony between the individual and the environment, with this harmony being achieved through changes in the individual's knowledge and attitudes.

From examining the self-ratings of over 1,100 adolescent exchange students,

Hansel (1985), identified seventeen characteristics of internationally-experienced students. Although Hansel's students were involved in a year of study abroad, many of the characteristics identified are also appropriate to a one-month homestay situation, and contribute to the worldminded frame of reference.

The characteristics of adaptability and tolerance have been identified by numerous studies and both Hansel (1986) and Zimmer-Loew (1986) define adaptability as the, "ability to deal flexibly with and adjust to new people, places and situations" and also as a, "willingness to change behaviour patterns and opinions when influenced by others" (p. 18; p. 3). Adaptable people are able to react to new and ambiguous situations with little visible discomfort, while the intolerant have a tendency to perceive ambiguous situations as sources of threat (Budner, 1962). An ambiguous situation may be defined as one which cannot be adequately structured or categorized by the individual because of the lack of sufficient cues (Budner, 1962). Pfnister (1972) and Wood et al. (1982) found that their internationally-experienced participants demonstrated positive changes in their tolerance and understanding of other people and their views.

Related to both adaptability and tolerance of ambiguity are the characteristics of flexibility and open-mindedness. In studying American adolescents after a summer homestay in Japan, Stitsworth (1987) found that the overseas group increased in flexibility, and in examining international schools, Willis and Enloe (1990) are of the persuasion that, "internationally-experienced students display a unique flexibility of thought and an eagerness to explore new ideas" (p. 179). Grove (1989) believes that the person who has enjoyed the full benefits of intercultural learning has sharply reduced his or her ethnocentrism in favour of openness and flexibility when faced with new people and ideas. Grove (1984) defined open-mindedness as the capacity to appreciate different attitudes, opinions, values, and lifestyles, and to accept people from different backgrounds.

One needs to be inquisitive, experimental and willing to try new things when one encounters a new environment. Natural, irrepressible curiosity has been described as a first requirement for learning about people who are different from oneself by Ferguson (1987). The importance of curiosity to inter-cultural learning has also been described by Barnlund (1985), Copeland and Griggs (1985) and Hicks and Townley (1982).

Another characteristic of worldmindedness is empathy. Hicks and Townley (1982) define empathy as the ability to imagine the feelings and perspectives of other people, particularly people in cultures and situations different from one's own. Ruben (1976) suggests that the capacity to "put oneself in another's shoes", or to behave as if one could, is important to the development and maintenance of positive relationships both within and between cultures.

Although one can certainly be worldminded without having acquired the skill of a foreign language, living in a foreign culture, for even as little time as a month-long homestay, permits the understanding of some of the language. Storti (1990) believes that

... the attempt to speak with people in a foreign country is an acknowledgment of their humanity and individual worth (as it is, perforce, an indication of our own), a sign that we take them and their culture seriously. What matters is not what we say when we speak ...or how well we say it, but what making the effort to speak... says about us. (p. 90)

Twitchell-Allen (1956), founder of the CISV organization, believes that lack of a common language can even enhance the depth of communication, as without words, one must use more effort to be understood; one must speak "from the bottom of his heart" and "throw his whole self into the situation" (p. 21).

Another example of the inter-relatedness of the characteristics of cross-cultural awareness is Torney-Purta's (1986) study of the predictors of global awareness, which

suggests that even students' participation in foreign language classes, quite apart from fluency, appears to increase empathy for global problems. Hence, the homestay participants in this study were asked, on the post-questionnaire, to what extent they attempted to use the host language.

Researchers have also mentioned the importance that self-awareness, self-confidence, and self-respect play in cross-cultural relations (Crano, 1986; Kauffmann & Kuh, 1984; Hopkins, 1982). It seems that self-awareness and cultural awareness are inseparable and that understanding and transcending culture cannot be accomplished without some degree of self-awareness (Uehara, 1986). Hopkins (1982) listed self-confidence as the first personality characteristic which predicted overseas effectiveness, and in Crano's study (1986) the students with high self-concepts reported fewer and less severe adjustment problems with their host families than did those with lower self-concepts.

The difficulty of adjusting to life in a foreign culture is an issue that has been with humankind throughout the ages. Today the amount of cross-cultural contact is increasing, while knowledge in this area is limited. The experience of sojourning abroad not only allows one to gain an awareness of the host country, it often promotes new insights into one's home country. Both Overland (1987) and Storti (1990) believe that travel teaches us as much about the country we leave behind as the one we visit; Storti (1990) states that:

An even greater consequence of learning about another culture is that in the process we learn a great deal about our own. At home we are rarely prompted to reflect on our cultural selves; we are too busy manifesting our behaviour to examine it, and even if we were thus inclined, what would we use as our vantage point. (p. 94)

The characteristics which contribute to cross-cultural adjustment are ones which

allow individuals to show through body language, words, and actions their sincere respect and interest in others.

Worldmindedness: A Frame of Reference

The concept of worldmindedness refers to the sense of global responsibility within the individual. It may be seen as the orientation one holds toward the problems of humanity; that is, to what extent one views the world from the point of view of humankind, as opposed to the frame of reference embodied by a particular nationality. According to Hicks and Townley (1982), students should be shown that they have a double allegiance--an allegiance to their own nation and people and an allegiance to humankind in general--and that where a conflict exists between the two, the larger loyalty subsumes the smaller (p. 57).

In the *Teacher's Resource Manual on Worldmindedness* Urso (1981) provides these abilities expected of the worldminded individual:

- understand and be compassionate toward those who hold different cultural beliefs, perceptions, and participate in human institutions and life situations different from one's own;
- develop a sense of involvement in, and sensitivity to the problems and needs of humanity. (p. 6)

Hensley and Sell (1979) recognized that one of the primary purposes of many international educational programs is to develop a more worldminded outlook among the student participants. Kelman (1965) was one of the first to recognize the potentially strong connection between worldmindedness and exchanges, providing that two conditions were satisfied: "International interchanges - provided they are intrinsically useful and satisfying - are likely to increase worldmindedness and commitment to an internationalist ideology among the participants" (p. 574). Indeed, Grove (1989) believes the terms *worldminded* and *empathetic* are ones that justifiably might be applied to a

successful intercultural learner.

An international homestay can give the sojourner the opportunity to not only learn how the hosts see the world, but also how they feel about the world. The basis of compassion and understanding are built when the sojourner comes to share some of those feelings and recognize qualities in others that are also his own. In the discussion of his findings, Murphy (1974) stated that:

What worldmindedness does imply is that a worldminded person is one who perhaps transcends a cultural parochialism to achieve cultural relativism. It might also imply a growth toward self-objectivism where the needs of the self are sought within a framework of consideration for the needs of others. (p. 51)

When one esteems the characteristics which contribute to cross-cultural adjustment, and is able to show through body language, words, and actions, one's sincere respect and interest in others, then it only remains for one to embrace an internationalistic ideology, to be termed worldminded.

## CHAPTER 3

### Methodology

This chapter describes the subjects studied, after which the instruments used to collect the data and their administration are discussed. To complete the chapter the statistical models used are presented, as are the limitations of the study.

#### Study Design

The purpose of the study was to evaluate the effects of an international homestay on the development of cross-cultural adjustment and worldminded attitudes, such as adaptability, awareness of cultural norms, empathy for others, tolerance of ambiguity and diversity, and an appreciation for the differences and similarities which make up . In short, to explore the variables related to the development of worldmindedness. Specifically the study sought to provide a descriptive answer to the following research question:

Does the CISV international homestay promote cross-cultural adjustment and worldminded attitudes in its adolescent participants?

A combination of quantitative and qualitative research methods were used in the study. A pretest questionnaire consisting of items from Sampson and Smith's (1957) Worldmindedness Scale, Hansel's (1986) AFS Impact Study, as well as author-designed questions, was administered to the 38 CISV adolescent homestay participants in July of 1994. The items chosen and adapted for this questionnaire were selected for their compatibility with the goals of the CISV homestay program. This questionnaire, using a Likert-type scale, was mailed to the chapters across Canada or given personally by the researcher to the 8 participants in Victoria. Interview questions, taken from previous research (Hansel, 1986) and further readings (Hannigan, 1990; Hansel & Grove, 1985; Hicks & Townley, 1982; Batchelder, 1977) were also asked of the Victoria adolescent participants by the researcher .

Although it was originally planned to utilise a nonequivalent-control-group design for assessing the changes in attitude among adolescent participants of the CISV homestay, this proved to be impossible. Each local organization was so small that all of the adolescents were able to participate in the homestay program. Any member not able to be a homestay participant often voluntarily drops his or her membership, so that including them in the study would be a very delicate and sensitive issue. Of the eight chapters contacted across Canada, none could provide a control group which would not be going with their peers on a homestay abroad.

A case-study approach was deemed to be the most appropriate as both quantitative as well as qualitative data was sought. According to Hakim (1987), the case study, with its use of multiple sources of evidence allows for a, "more rounded, holistic, study than any other design" (p. 61). As was stated by Best (1977), "the case-study method probes deeply, and intensively and analyzes interaction between the factors that produce change or growth" (p. 119). This method was found by the researcher to be the one best suited to provide a complete account of the issues and processes which contribute to the development of cross-cultural adjustment and worldminded attitudes.

### Subjects Studied

The Children's International Summer Village (CISV) organization was first established in the United States in 1950. Since then it has grown to include ninety member countries worldwide. A list of Canadian chapters was obtained from the head office in London, England. Upon contacting the nine Canadian chapters, first to determine whether they had adolescents who would be involved in the travel portion of an international homestay in the summer of 1994, and second, to obtain consent to involve their groups in the study, only one, did not have an adolescent homestay program and the remaining eight chapter leaders all consented to having their groups become involved. However, only six chapters had their adolescents complete both the pretest and posttest

questionnaires as directed and thus only these six groups were involved in the final study. Two chapters did not have their adolescents complete the pretest before their overseas departure due to time constraints. The study, therefore, consisted of a purposeful sample of 38 preselected adolescents from six chapters across Canada who participated in a CISV homestay in the summer of 1994 and answered both the pretest and posttest questionnaires. The groups participating were located in the cities of Victoria, Calgary, Saskatoon, Kitchener, Ottawa and Nicolet.

It appeared to be easier for many chapter leaders to ensure the cooperation of their adolescents in completing the pretest than it was to administer the posttest questionnaire. After the homestay abroad, many adolescents felt that the CISV experience was over, and it was, therefore, difficult to get some members of the group together again. The leaders also stated that they were unable to contact one or more of their adolescents and that in some instances the families had moved.

There were advantages to be gained in studying this particular population and sample. The nature of the CISV homestay program is such that the age range varies little, in this case from 13 to 16 years, so that age was relatively controlled. Also, each chapter strives to maintain an equal proportion of males and females. The group from Kitchener varied the most in regard to gender with three males and nine females (see Table 1).

Although the groups experienced their homestays in different countries, many of the characteristics of the homestay were similar. Each adolescent was involved in the same type of homestay experience in that the length of stay was one month, each participant was paired with a host-country adolescent of the same gender, and each program incorporated a combination of whole-group and individual activities. Previous research by Bochner (1982) has suggested that intimate contact with host nationals is necessary to produce favourable attitude changes. The CISV homestay is designed to allow such intimate contact, in fact, this is the goal of the program.

As the Children's International Summer Village (CISV) has as its purpose international understanding one would expect these adolescents, by virtue of their membership, to be predisposed toward cultural awareness and therefore not necessarily representative of adolescents in general. Also, because they or their families cover the expenses incurred for overseas transportation, one could expect that their socioeconomic level is above average.

The subjects studied were, therefore, relatively homogeneous rather than representative of all adolescents in a school-based setting.

Table 1

Characteristics of the Population and Sample

|              | Victoria | Calgary | Saskatoon | Kitchener | Ottawa | Nicolet |
|--------------|----------|---------|-----------|-----------|--------|---------|
| Male         | 3        | 3       | 1         | 3         | 0      | 4       |
| Female       | 5        | 2       | 3         | 9         | 1      | 4       |
| Total        | 8        | 5       | 4         | 12        | 1      | 8       |
| Host Country | France   | Sweden  | Japan     | Italy     | France | France  |

Total Male Respondents = 14

Total Female Respondents = 24

Total Subjects = 38

Instrumentation

A questionnaire was developed specifically for this study to assess both cross-cultural characteristics and the extent of the worldminded frame of reference. The researcher-designed questionnaire used items from Hansel's (1986) Impact Study and Sampson and Smith's (1957) Worldmindedness Scale.

### Hansel's AFS Impact Questionnaire

From examining the self-ratings of over 1,100 adolescent exchange students, Hansel (1985) identified seventeen characteristics of internationally-experienced students. From this preliminary work, Hansel (1986) designed a questionnaire for both pre- and post-test use. For the present study, eleven of these characteristics were chosen: adaptability, awareness of home/host country, critical thinking, communication, curiosity, empathy, foreign language, open-mindedness, international awareness, non-materialism, and self-confidence. Twenty-two questions on the pre- and post-tests were adapted or taken directly from Hansel's (1986) study. The eleven characteristics were measured on a Likert-type scale. Although no published results of the reliability and validity were available, this questionnaire has undergone extensive use by AFS in examining homestay programs for adolescents. Hansel (1986) described the questionnaire as "a highly reliable measure of personal growth and learning, yet understandable by students at the high school level" (p. 2).

### Sampson and Smith's Worldmindedness Scale

When Sampson and Smith designed their 32-item Worldmindedness Scale in 1957, they did so with eight sub-categories in mind: economics, education, government, immigration, patriotism, race, religion, and war. The authors used four questions for each category, with two worded positively and two negatively. However, some of the questions were ambiguous in that they combined more than one of the categories in a single question. For example:

1. Our country should have the right to prohibit certain racial and religious groups from entering it to live. (p. 100)

Sampson and Smith classify this question under the "religion" subcategory, but it could also pertain to "immigration" and "race".

Their scale comprised 32-items: 16 world-oriented and 16 nationally oriented.

The respondent was to indicate agreement or disagreement on a Likert-type scale. In the present study, seven questions were used, chosen from the subcategories “patriotism”, “race”, and “war”. The questions from these subscales were deemed by the researcher, not only to be pertinent to an overseas experience but also to be suitable for adolescent participants and to complement the questions taken from Hansel’s (1986) questionnaire. Questions on “economics”, “government”, “immigration” and “religion” were considered unsuitable for the adolescents in the present study, either due to their ambiguity, their prerequisite of a knowledge base in foreign affairs, or to their inflammatory nature.

The published reliability of the Worldmindedness Scale by use of a product-moment correlation between odd and even questions is .93 (Sampson & Smith, 1957).

The authors claimed validity on two counts--internal consistency and the “known group” technique. The scale was tested against the Ethnocentrism Scale of the California Public Opinion Scale, using a sample of 223 secondary and college students. The Pearson coefficient was  $-.71$ , indicating a high negative association between worldmindedness and ethnocentrism (Shaw & Wright, 1967). The “known group” technique was used with 192 students and 25 members of the highly worldminded Quaker International-Voluntary Service. After a summer sojourn, their pre- and posttest scores revealed a statistically significant disparity on the scale.

#### Researcher-Designed Items

As well as questions taken from Sampson and Smith (1957) and Hansel (1986), the questionnaire used in this study incorporated a further eleven questions taken from other readings and questionnaires which were pertinent to the CISV homestay experience.

The questionnaire was pretested and revised a number of times. It was first given to two former CISV leaders, one male, one female, both in their early twenties, and then to 84 adolescents ranging in age from 15 to 18 years, attending junior and senior high school in a local school district who responded to the instrument in their regular social

studies classes. Seven questions were deleted and revisions made to clarify a number of ambiguous items.

As the CISV participants from Nicolet speak French as their first language, the questionnaire was professionally translated for them. The instructions for the chapter leader were also translated into French.

#### Pretest Questionnaire

The different aspects of cross-cultural adjustment and worldmindedness were randomly distributed throughout the questionnaire and questions from all sources were incorporated in a random order, with an alternating positive and negative response, in order to minimize response set (see Appendix A).

The pretest questionnaire (see Appendix B) consisted of a four-page paper of 40 questions, which took less than 15 minutes to complete. As well, the pretest form asked for the following contextual variables: birth date, gender, the date and place of any previous international travel, and the date and place of any other living location.

Uniform instructions given to each chapter leader included an explanation for the administration of the questionnaire (see Appendix C).

A reliability check of the pretest questionnaire, determined by Cronbach's alpha coefficients, was .81.

#### Posttest Questionnaire

The posttest questionnaire (see Appendix D) was a five-page paper containing the same original 40 questions as the pre-sojourn form, with the addition of eight Likert-type items and two open-ended questions regarding the participants' perception of the overall homestay experience. These additional questions sought to determine the level of each participants' comfort in, and adjustment to, the new surroundings. Also, the posttest form asked for the respondent's birth date, gender, and the host country and city of the CISV homestay. It also asked if the group from Canada was the first to travel and

whether the respondent had met their CISV partner previously. As the CISV homestay program is a reciprocal two-year program, the groups from Victoria, Saskatoon and Ottawa had already hosted their partners for one month during the previous summer. They already knew their partners and therefore had some perception of the person with whom they would spend their summer homestay. On the other hand, the groups from Calgary, Kitchener, and Nicolet were the first to travel, and would therefore, meet their partners for the first time when they arrived overseas.

More instructions for the chapter leaders were included with the posttest questionnaire forms (see Appendix E).

The overall reliability of the posttest, as determined by Cronbach's alpha coefficient, was .87.

### Interviews

In June of 1994, the 8 Victoria participants were interviewed by the researcher in order to identify their general attitudes toward the upcoming experience and to assess each adolescent's perspective of the host culture (host family, unique customs) and his or her perceived adjustment to it. The interviewer first tried to establish rapport, put the adolescent at ease, and clarify the purpose of the interview. The 16 questions, developed by the researcher, were asked of each adolescent participant in Victoria, as a basis for discussion (see Appendix F). Each interview lasted approximately 20 minutes and took place in the adolescents' family home.

Five parents permitted their child's interview to be tape recorded, while three parents did not. In the cases where a tape recorder was not used, the researcher wrote brief notes as the adolescent answered the questions. The interview data was summarized.

In August of 1994, the eight adolescents were interviewed again in order that the researcher could learn something about the specific environment in which the participant

was immersed and also to note any changes in their responses to the interview questions. The adolescents' accounts, in their own words, not only shed a more well-rounded and humanistic light on the questionnaire statistics, but also help to determine what learning and personal changes occurred.

### Confidentiality

The Office of Research Administration at the University of Victoria reviewed this study to insure that all procedures relating to the use of human subjects were strictly followed. Confidentiality was assured in numerous ways throughout the study. Parents, were advised that withdrawal from the study by their son or daughter could occur at any time without penalty and that their decision to participate or not to participate would in no way affect their child's status in the CISV organization (see Appendix G).

As a guarantee of confidentiality, the respondents were asked only for their gender and birth date and leaders were informed that these variables would be used to match respondents' pre- and post-test results. The adolescent participants that the researcher met and interviewed in Victoria were assured that only gender and birth date would be used in the final study to identify subjects and that all audio tapes would be erased.

### Administration

In order not to prejudice the results, some aspects of the study were deliberately left vague. If the adolescents were able to determine the reasons underlying the scale, their responses might have been based on their feelings about what the project was seeking (Kafka, 1968). By using subtle wording, and giving a broad rather than specific purpose for the study, it was hoped that test reaction would be minimized. An honest representation, however, was made of the study at all times.

In June of 1994 a package was mailed to each out-of-town chapter leader which contained an outline of the study and instructions for the administration of the questionnaire (see Appendix C), parental consent forms (see Appendix G), the pretest

questionnaire forms (see Appendix B), and a self-addressed, stamped envelope for the return of the forms. Follow-up phone calls were made to ensure that each package arrived and that the instructions were understood. The pretest questionnaire was given to all subjects prior to their CISV international homestay.

In July of 1994, another package was mailed to each chapter leader which contained an explanatory letter (see Appendix E), posttest questionnaires (see Appendix D), and another postage-paid return envelope. Upon their return to Canada the same adolescents were given the posttest questionnaire.

Only those adolescents who completed a questionnaire (pretest) before their travel overseas began and again upon their return to Canada (posttest) were used in this study.

The questionnaire forms were returned by mail to the researcher at the University of Victoria.

Once the questionnaire instruments were returned the data was analyzed using two programs: analysis of variance (ANOVA) and *t*-tests available in the SPSS computer software package. According to Freed, Ryan and Hess (1991), SPSS is a well established, versatile, and comprehensive statistical package which is widely used for research in the social and behavioural sciences.

#### Analysis of Quantitative Data

The procedures used to analyze the data gathered in this study were comparison of the means and standard deviations combined with analysis of data gathered from the individual interviews.

Analysis of variance (ANOVA) and *t* tests were used to measure the significance of the relationships among the antecedent variables and the outcome variables. ANOVA determined if the mean change scores on the pre- and posttest were significantly different by analyzing the mean and standard deviation scores.

Analysis of variance was used because this method statistically equates the

participants as to pretest differences so that the posttest scores reflect the different amounts of change for each of the participants on the outcome variables. All sets of variables were inter-correlated. The program yielded relationships between variables, as well as standard deviations and means for all factors. Analysis of variance was used to compare the six groups on all background variables, and to identify the areas of statistical significance.

The data collected on the adolescents' variables was correlated to the scores attained on both the pretest and posttest. The antecedent variables relating to previous overseas travel, previous living abroad, enjoyment of the homestay, and whether the group was the first to travel abroad were all used as variables in the analysis. These results were then compared to determine which variables increased or decreased in their degree of relationship with the questionnaire scores. With respect to validity, no major source of limitation was found relevant in this phase.

A  $t$ -test was used to establish whether a positive relationship existed between the adolescents' enjoyment of the homestay and their score on the questionnaire (attitude of worldmindedness). For the purpose of this study, enjoyment is defined by Hawkins and Allen (1991) as something which one can, "take delight or pleasure in" (p. 474).

#### Threats to Validity

Threats to validity for this type of design derived from the administration of the questionnaire on two different occasions. By taking the pretest, students may have become sensitized to the nature of the test and may have responded differently on the posttest. This interaction was assumed to be minimized, however, because there was at least a six-week interval between pre- and post-testing, and because the completion time of the test was relatively short, approximately 15 minutes.

#### Analysis of Qualitative Data

The two open-ended questions on the post questionnaire form (see Appendix D)

were designed to allow all participants to express, in their own words, any learning or changes which they perceived to have resulted from the homestay experience. The interview questions (see Appendix F) were designed to give a more in-depth view of the homestay from an adolescent perspective. Because the group being interviewed was small, it was possible to compare each of the eight participants' responses on the pre- and post- test interview forms.

To organize the responses to both the open-ended and interview questions the following topic headings were used:

- knowledge of host country and customs
- feelings about the customs, people and experience
- personal characteristics

Individual quotes enrich the statistical data and provide a more well-rounded perspective on the effects of the CISV international homestay.

#### Limitations of the Study

The subjects used in this study came from six CISV chapters across Canada and consisted of 38 adolescents. There was a degree of uniformity among some variables, such as age and gender. Therefore, treatment variables were easier to isolate.

The characteristics of age, gender, and previous travel experience, suggest that this sample can be considered representative of a selective, CISV adolescent population. However, considerable caution needs to be exercised in generalization to other international homestay programs.

The CISV organization was chosen by the researcher because of the homestay program that it offered. Random selection of participants was not possible in this study and therefore representativeness should be questioned. The adolescents (and their families) seek membership in the CISV organization due to a particular interest in international understanding and are, therefore, unlikely to be a typical population when

compared to other adolescents.

The instruments used in this study were of two types: a reliable, validated instrument providing empirical data and a self-report instrument, recommended in previous research by Kauffmann (1983) which obtained the adolescents' perception on the impact of travel abroad on personality change.

While the adolescents used in this study, completed both a pre- and posttest, ideally each person should have received the pretest just a day before leaving Canada, and the posttest a day after his or her return. Then the overseas experience would be more clearly defined and the confounding variables reduced.

Also, as actual behaviour often differs significantly from attitudes as measured by a paper and pencil questionnaire, a behaviour rating would have added a useful component. Ideally, the participants would be observed in real-life situations occurring naturally over time.

### Summary

This study focused on the effects of the CISV international homestay on adolescent cultural adjustment and worldminded attitudes. The subjects were drawn from groups in six cities across Canada.

Before summer travel began, all six groups were given the pretest by their chapter leaders. The questionnaire consisted of items from Hansel's (1986) Impact Study, Sampson and Smith's (1957) Worldmindedness Scale, and researcher-designed questions. As well, the group in Victoria was interviewed by the researcher before leaving for their international homestay experience.

Following the one-month homestay program, the adolescents completed the posttest questionnaire. Those in Victoria were again interviewed by the researcher.

The data was analyzed using analysis of variance and *t* tests.

The most fundamental limitations in the study were the lack of a control group,

and the lack of randomization in the sample. Because the adolescents who went abroad were self-selected there were inherent factors differentiating them from adolescents in general.

The findings that result from the analysis of the data gathered are presented in Chapter 4.

## CHAPTER 4

### Results of Findings

This chapter is divided into three sections. In the first section, respondents' scores are compared to assess changes in attitudes between the pretest and posttest. In the second section, the data gathered from the open-ended questions and the interviews are presented. Both quantitative and qualitative data are integrated in the final section of this chapter.

#### Quantitative Data Analysis

Scores obtained from the pretests were compared to determine whether the six Canadian groups were essentially equivalent on their attitudes of worldmindedness before they began the homestay program. Using the one-way analysis of variance (ANOVA) it was found that the difference in mean scores between the six groups was not significant at the  $p < .05$  level. Therefore the groups are treated as one group in the posttest analysis.

After establishing the similarity of the six groups, other variables were examined: previous travel experience, gender, level of enjoyment, and travel order.

#### Contextual Variables

By asking participants about their previous travel and living experiences outside of their home country, and for their gender, the researcher hoped to learn more about the effect of these variables on the CISV international homestay. Gender was not balanced in this study as there were 24 females and only 14 males. Also, as only one boy had lived outside of Canada, this variable was not used further.

#### Previous Travel Experience

Those who had travelled outside of Canada and the United States were defined by the researcher to fall into the internationally "travelled" category, ( $n = 15$ ), while those who had not were defined as "non-travelled" ( $n = 23$ ).

There was no significant difference between those subjects with previous travel

experience outside of North America and those without. Pretest and posttest scores were compared using one-way analysis of variance (ANOVA). Results indicated that the travelled and non-travelled groups did not differ significantly on their attitudes of worldmindedness since the observed  $F$  ratio was not at, or below, the .05 level of significance.

#### Gender

Significant differences were found on gender when the respondents' mean change scores on the pre- and posttests were compared. Females scored significantly higher ( $M = 3.21$ ) on the pretest than did males ( $M = 3.03$ ). Changes between the pre- and posttest results are evident for gender, but only the females increased in worldmindedness - the males exhibited a marginal decrease. Females also scored higher ( $M = 3.26$ ) than males on the posttest ( $M = 3.02$ ). The  $F$  ratio of significance was at the .028 level on both the pre- and posttests. By using a  $t$  test to further examine the pretest, three significant factors were identified as contributing to gender differences. These were "communication", "empathy", and "nonmaterialism" (see Table 2). Females scored significantly higher than males on each of these three factors: on "communication" ( $p < .029$ ), on "empathy" ( $p < .009$ ), and on "nonmaterialism" ( $p < .034$ ).

On the posttest only the factor of "nonmaterialism" remained significant from the pretest, but two other factors became significant: "patriotism" and "war" (see Table 3). Again females scored significantly higher than males: on "nonmaterialism" ( $p < .000$ ), on "patriotism" ( $p < .034$ ), and on "war" ( $p < .014$ ).

Table 2

T-Test By Factors On The Pretest For Gender

| Communication | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|---------------|----------|----------|-----------|----------|----------|
| Males         | 14       | 2.85     | .363      | 3.13     | .029*    |
| Females       | 24       | 3.22     | .642      |          |          |

\* $p < .05$ .

| Empathy | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|---------|----------|----------|-----------|----------|----------|
| Males   | 14       | 2.92     | .475      | 1.35     | .009*    |
| Females | 24       | 3.33     | .408      |          |          |

\* $p < .05$ .

| Nonmaterialism | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|----------------|----------|----------|-----------|----------|----------|
| Males          | 14       | 2.67     | .750      | 1.55     | .034*    |
| Females        | 24       | 3.16     | .602      |          |          |

\* $p < .05$ .

Table 3

T-Test By Factors On The Posttest For Gender

| Nonmaterialism | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|----------------|----------|----------|-----------|----------|----------|
| Males          | 14       | 2.64     | .569      | 1.49     | .000**   |
| Females        | 24       | 3.39     | .466      |          |          |

\*\*p&lt;.001.

| Patriotism | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|------------|----------|----------|-----------|----------|----------|
| Males      | 14       | 2.69     | .811      | 1.98     | .034*    |
| Females    | 24       | 3.18     | .596      |          |          |

\*p&lt;.05.

| War     | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|---------|----------|----------|-----------|----------|----------|
| Males   | 14       | 2.53     | .796      | 1.22     | .014*    |
| Females | 24       | 3.18     | .719      |          |          |

\*p&lt;.05.

Outcome Variables

A number of program variables were asked for on the post questionnaire. One related to the enjoyment of the homestay experience as determined by a self-rating scale. The other asked the respondent whether he or she had met their homestay partner previously and whether their Canadian group was the first to travel abroad. All of these variables were deemed to have possible significance.

Enjoyment

On examining enjoyment, as determined by the participants' self-rating scale, it was found that most adolescents rated themselves very highly. Out of a possible 24

points, twenty-two subjects rated themselves with 21 points or more and were labelled as the “high” group. Ten adolescents gave a self-rating of 20 points or below and were, therefore, labelled as the “low” group. No one rated their enjoyment with less than 15 points, and so clearly the experience was deemed enjoyable. Even so, some experienced higher levels of enjoyment than others.

Table 4

T-Test By Factors On the Pretest For Levels Of Enjoyment

| Communication | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|---------------|----------|----------|-----------|----------|----------|
| Low           | 10       | 2.80     | .422      | 1.56     | .014*    |
| High          | 22       | 3.29     | .527      |          |          |

\* $p < .05$ .

| Open-mindedness | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|-----------------|----------|----------|-----------|----------|----------|
| Low             | 10       | 2.40     | .459      | 1.07     | .003*    |
| High            | 22       | 2.97     | .475      |          |          |

\* $p < .05$ .

On the pretest, those in the high group had a higher mean score ( $\underline{M} = 3.22$ ) than those in the low group ( $\underline{M} = 3.04$ ) at the .030 level of significance. As could be expected, those in the high group also had a more worldminded mean score on the posttest ( $\underline{M} = 3.30$ ) than those in the low group ( $\underline{M} = 2.95$ ) ( $p < .001$ ). The mean scores showed a substantial change from the pretest to the posttest measure. Changes occurred for the two sets of participants, but only the “high” enjoyment group became more worldminded. The “low” enjoyment group actually exhibited a decrease in worldmindedness after the homestay.

Enjoyment was a significant variable on both the pretest and the posttest. A  $t$  test

revealed interesting areas of difference between those with higher and lower levels of

Table 5

T-Test By Factors On The Posttest For Levels Of Enjoyment

| Adaptability | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|--------------|----------|----------|-----------|----------|----------|
| Low          | 10       | 3.20     | .511      | 5.48     | .008*    |
| High         | 22       | 3.75     | .218      |          |          |

\* $p < .05$ .

| Communication | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|---------------|----------|----------|-----------|----------|----------|
| Low           | 10       | 2.85     | .337      | 1.65     | .000**   |
| High          | 22       | 3.54     | .434      |          |          |

\*\* $p < .001$ .

| Self-Confidence | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|-----------------|----------|----------|-----------|----------|----------|
| Low             | 10       | 3.00     | .385      | 1.24     | .009*    |
| High            | 22       | 3.37     | .346      |          |          |

\* $p < .05$ .

| Expression | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|------------|----------|----------|-----------|----------|----------|
| Low        | 10       | 2.75     | .486      | 1.08     | .018*    |
| High       | 22       | 3.22     | .505      |          |          |

\* $p < .05$ .

| Awareness of Host Country | <u>N</u> | <u>M</u> | <u>SD</u> | <u>F</u> | <u>P</u> |
|---------------------------|----------|----------|-----------|----------|----------|
| Low                       | 10       | 2.30     | .632      | 1.27     | .017*    |
| High                      | 22       | 2.86     | .560      |          |          |

\* $p < .05$ .

enjoyment. By using  $t$  tests to analyze the group which later classified themselves as having experienced lower enjoyment, it was determined that this low group differed significantly on the pretest in the areas of “communication” and “open-mindedness” (see Table 4). Those who rated themselves as having lower enjoyment scored lower on these two factors.

On the posttest, five factors were significant: “communication”, “adaptability”, “self-confidence”, “expression” and “awareness of host country” (see Table 5).

As not all of the 38 participants answered every one of the rating questions, six cases are missing from the analysis.

#### Travel Order

The adolescents from Calgary, Kitchener and Nicolet were the first to travel and make initial contact with their partners abroad. Those from Victoria, Saskatoon, and Ottawa, on the other hand, had previously hosted their partners in Canada, and so knew something of the person they would be meeting again. Although the groups who had previously met their partners had a slightly higher mean score on the pretest, it was not significantly higher. Therefore, travel order had no direct bearing on the results of the study.

#### Qualitative Data Analysis

The kinds of personal changes documented in the open-ended and interview questions provided a different perspective on the research than the data which was collected from other instruments. Qualitative data provided insights into the perceived changes the adolescents made in the areas of increased sense of independence, tolerance for other people and their customs, and increased self-confidence. To organize the responses, the following themes were used:

- knowledge of the host country and customs
- feelings about the customs, people and experience

- personal characteristics

### Knowledge

The participants reported becoming more knowledgeable about the country they visited, in particular, as well as about the world in general. Although the aim of the CISV homestay is not specifically knowledge-based, the adolescents frequently mentioned an increase in knowledge as resulting from the experience. This was particularly evident when comparing the interview responses of the Victoria participants. In every case, the answers to the knowledge-based questions were more extensive in the posttest interview than in the pretest one. When asking participants to compare and contrast life in France with life in Canada, half of the adolescents were unable to give any answer in the pretest interview. All eight were able to answer these questions (see Appendix F) in the posttest interview. The answer of one of the Victoria participants is typical:

Question # 4 How is life in France different from life in Canada?

I'm not really sure. (Pretest)

Well, when I was there I noticed that there is quite a bit of difference between the old world and the new world because France's culture has had more time to develop. Their buildings are a lot older and better built and they are more dependent on their community--their food comes from the community. The landscape, the architecture, and many cultural things are different in France, but there are good and bad people in France, just like there are in Canada. (Posttest)

Victoria, Male, born Oct. 1979

While only the eight Victoria participants were interviewed in the pre- and post-test manner, all 38 participants were asked two open-ended questions on the posttest questionnaire form. These comments were also valuable in understanding the benefits of

the homestay from an adolescent point of view. The comments on the questionnaire form reflected increased knowledge in the way the participants viewed not only their host country but also the world in general:

I know I learned a lot more about Italians and how they live.

Kitchener, Female, born May 1980

I picked up some of the ways the French believe in things;

I learned a different perspective on how to view the world.

Victoria, Male, born June 1979

This trip allowed me to learn the ways of thinking of the other country.

Nicolet, Male, born July 1980

I think about a more global understanding after travelling abroad.

Calgary, Female, born May 1981

I expanded my knowledge about the world.

Nicolet, Female, born Dec. 1980

Hannigan (1990) suggested that a nonjudgmental attitude is also a frequent result of an intercultural experience and the comments seem to reflect this also:

I have fewer preconceived ideas concerning the French and

I more easily accept others.

Kitchener, Female, born May 1981

I learned to accept differences in others.

Nicolet, Female, born May 1980

I learned that we shouldn't criticize a country before we visit and know it --the same concerning a human being.

Nicolet, Male, born Sept. 1979

The interview participants also elaborated on their increased knowledge of French as a second language. All eight participants believed that their French language ability

improved due to their immersion in French culture.

Question #7 What things might give you difficulty?

I think probably the language and the communication between us, but I don't think anything else will.

(Pretest)

The language was a bit difficult, but not much. I understood it more than I spoke it; they would speak to me in French and I would understand. After the first week, I understood most of what they were talking about. I picked up some words and I think when I go back to school I will understand French really well.

(Posttest)

Victoria, Female, born Aug. 1979

The comments on the posttest questionnaire also reflected increased language skills:

My French improved a great deal and I've become more independent.

Victoria, Male, born Oct. 1979

I was trying to speak Italian a lot.

Kitchener, Female, born June 1980

I've learned the language and how to get along in a different culture.

Kitchener, Male, born Dec. 1981

### Feelings

The adolescents' feelings about the people, customs and experience was very positive. Many stressed that while abroad they made strong personal friendships which they planned to uphold upon their return home:

Question #16 Would you recommend this experience to other teenagers?

Yes, I would. (Pretest)

Oh yes, of course I would! It's so exciting! I think it is a good experience to get to know people from other countries. Now, if I go back to France I have friends I can go and stay with.

(Posttest)

Victoria, Female, born Oct. 1979

Question #2 How do you feel about your homestay abroad?

I'm excited about it. I'm in French immersion, so I'll be able to practise my French. (Pretest)

I got along with my host family great; I was really intimate with them. They actually offered for me to stay another month and they would pay for my [plane] ticket back. I'm thinking of going there this Christmas. (Posttest)

Victoria, Male, born Oct. 1979

An overall evaluation of the comments yielded the information that getting to know a country and culture through personal contact with host-country nationals left deep impressions upon the adolescent homestay participants.

I haven't changed, but the French are very warm and respectful and this may have opened my eyes.

Nicolet, Male, born Sept. 1979

I feel wiser now and I want to see more of the world.

Kitchener, Female, born June 1980

I think I am much more comfortable around other cultures now. If someone doesn't speak English I can still make friends with them.

Kitchener, Female, born Sept. 1980

I learned that it is easy to develop lifelong relationships with people

who live across the world and don't speak my language.

Saskatoon, Female, born July 1979

### Personal Characteristics

Most of the respondents associated the homestay with changes in their personal characteristics.

Question #14 In what respect do you feel you might change as a result of your stay abroad?

I don't know. (Pretest)

I think I'm more independent. I can do a lot more stuff. I think I can go away now and know how to think and how to make friends with foreign people. (Posttest)

Victoria, Female, born Aug. 1979

Ten adolescents stated that they became more self-reliant, independent and more able to make decisions; they attributed these changes to having been placed in a situation away from familiar family and friends. The words of the adolescents illustrate this:

I think I have matured since I went to France because I was different when I didn't have my mother and friends around.

Victoria, Female, born Oct. 1979

I learned that I can make it in another country by myself, without total and complete guidance all the way; I have more guts to do things now and more courage to travel than I used to.

Ottawa, Female, born April 1979

I am more open-minded now.

Saskatoon, Female, born Jan. 1979

I am more forgiving, understanding, independent and outgoing.

Kitchener, Female, born Dec. 1980

### Integrating the Data

The findings identified by the two methods of data collection were, in some ways, congruent. However, each provided a different type of research understanding. The questionnaire data identified the areas of “communication”, “empathy” and “nonmaterialism” to be significantly different for gender both before and after the homestay. The females scored higher on each of these three areas. Qualitative data revealed that females gave longer and more in-depth responses when answering the open-ended questions on the posttest questionnaire. On the open-ended questions, females neglected to answer 6.25% (or answered with, “I don’t know”), whereas males did the same for 42.85%. Overall, the female respondents, on both on the open-ended and interview questions, were more able to identify and articulate their feelings and personal changes than were the males. However, 89.5% of all respondents were able to identify one or more areas of positive change. While differences in the area of “communication” were observed on both the quantitative and qualitative portions of the study, differences in “empathy” and “nonmaterialism” were gender differences only observed on the pretest questionnaire. Significant differences at the  $p < .05$  level were revealed in the quantitative data in the areas of “empathy” and “nonmaterialism”. Similarly the posttest results for gender, showed differences at or above the  $p < .05$  level of significance in the areas of “nonmaterialism”, “patriotism” and “war”.

Questionnaire data also identified the areas of “adaptability”, “communication”, “self-confidence”, “expression”, and “awareness of host country” to be significantly different on the posttest for the groups who experienced different levels of enjoyment during the homestay. Those with higher levels of enjoyment scored significantly higher on each of these factors. The adolescents who perceived themselves to have increased in self-confidence during the homestay experience also rated themselves as highly adaptable, as enjoying communicating their ideas and as being aware of how they express

themselves on the posttest questionnaire. The qualitative data supported these findings to some extent, in that the most positive comments were written by those who experienced high levels of enjoyment. Also, those experiencing high levels of enjoyment neglected to answer (or responded with, "I don't know") 6.8% of the open-ended questions, whereas those experiencing lower levels of enjoyment did the same for 45%.

Increased self-confidence seemed to be the change observed most frequently on the qualitative data, followed by increased independence.

#### Summary

The significant differences found on gender and level of enjoyment seem to suggest that these two variables related positively with cross-cultural adjustment and attitudes of worldmindedness.

Females scored higher than males and as such were less patriotic and more international in outlook, as well as less inclined to solve international problems with war.

Higher scores by those who experienced a greater level of enjoyment during the homestay were attributed to a number of factors (adaptability, communication, self-confidence, expression, awareness of host country) contributing to cross-cultural adjustment and a worldminded frame of reference.

The findings from the open-ended and interview questions were, for the most part congruent and reinforcing. The qualitative data revealed more positive changes resulting from the homestay than did the questionnaire, with 89.5% of the respondents identifying some positive changes in their comments. Increased self-confidence was the change cited most often.

## CHAPTER 5

### Conclusions and Recommendations

Conclusions and implications are discussed in the first section of this chapter. In the final section the recommendations are presented.

#### Conclusions

The conclusions generated by the study supported the view that the CISV homestay enhanced the development of cross-cultural adjustment and a worldminded frame of reference in its adolescent participants.

The questionnaire data suggested that those participants who experienced higher enjoyment possessed certain specific characteristics. “Adaptability”, “communication”, “self-confidence”, “expression”, and “awareness of host country” were the significant factors for level of enjoyment, and as such, may suggest a profile of the adolescent who is receptive to another culture and therefore gains more from the experience than others. Hofman and Zak (1969) identified from their study that even though group attitudes may appear unchanged, contact was effective for those individuals who achieved it. Although it is possible to say that the group with a higher level of enjoyment also had a significantly higher mean score on these five factors, it is not possible to conclude that enjoyment leads to more of any one of these factors (i.e., to more self-confidence). Further research would need to be done to clarify the relationship; this study simply reports that a relationship seems to exist. However, previous research has often related the degree of enjoyment to the level of positive or negative change which has occurred (Vornberg & Grant, 1976; Davies, 1974).

The study showed that the adolescents who had previously travelled abroad were not significantly different from those who had not. Also, those participants who had previously hosted their foreign exchange partner in Canada responded no differently from those who met their partner for the first time overseas.

The qualitative data had a slightly different emphasis and showed that the homestay seemed to have had the most impact on three dimensions: increased self-confidence, increased independence and increased interest in the welfare of others. The comments of the adolescents reflected Rhinesmith's (1980) belief that after a foreign sojourn, students return to their own country with a greater sense of self-confidence, maturity and understanding of their own strengths and limitations. Parent (1984) has suggested, and the participants' comments support, that adolescents experience an accelerated development of their entire personality when removed from their parents and friends because they are able to gain a better understanding of themselves.

Exposure to a foreign culture changed the adolescents' perception of the host country and also enhanced their perception of their foreign language ability.

### Implications

The conclusions of the study have specific implications for the CISV program. Orientation sessions prior to departure and group meetings shortly after returning home would assist adolescents in maximizing the benefits of the homestay abroad. These meetings with their group leader could raise awareness of the goals of the program, the nature of the challenges which they are likely to face, and the impact the experience has had on previous participants. By becoming aware of the challenges and expectations involved in a homestay in another culture, the orientation could provide the adolescents with the opportunity to reflect upon their own goals and coping strategies. The sessions could provide the group leader and the adolescents with the opportunity to learn about each other by sharing their goals and expectations as well as any anxieties.

The leaders of the CISV may want to consider the type of host family to whom the participants are assigned. Adolescents who can be described as more self-confident could be placed in a home providing less structure or support. Then those adolescents who need more nurturing could be placed in an environment which is less experiential and

more tailored to their needs.

If hosts were aware of the importance of enjoyment and positive self-image to the growth of their guest's personality, steps could be taken to enhance the visit.

#### Significance of Location

Four of the six groups involved in international homestay program travelled to France. The group from Calgary lived in Sweden, and the group from Saskatoon in Japan. The question remains as to what effect location had on the experience and attitude changes of the program participants. Presumably the French-speaking adolescents from Nicolet would have considerably less adjustment problems in France, than the other three English-speaking groups, or the groups in Japan and Sweden. Further study would be needed to address these questions.

#### Recommendations

Even though this study examined changes in attitudes following the homestay, the real value of the program might be more accurately assessed some months after the experience when the adolescents have had more time for reflection. A follow-up of the participants through the years would also add valuable insight into the impact of the CISV homestay upon a worldminded frame of reference. A behaviour rating scale might also enhance these findings and identify whether the identified changes are actually manifest in dealings with others.

Information gained from the qualitative data would indicate that the questionnaire forms were not sensitive enough to detect the increased self-confidence and interest in others that the participants perceived themselves to have made.

In a world filled with misunderstandings and mistrust, learning to appreciate and understand other peoples and their cultural perspectives should be viewed, not as an educational elective but as the very foundation of learning. The Children's International Summer Village has chosen well in incorporating a homestay program to enhance its goal

of peace through understanding. Perhaps Peck (1987) was correct in his premise that first we must live together; only then we can resolve our differences. Certainly for this age group, no cultural or language barrier proved to be too large an obstacle to their desire for friendship and understanding.

Although the gains may seem modest, the likelihood that the homestay experience planted the seeds for a more worldminded frame of reference is very real. The adoption of a more adequate world view is unlikely to be accomplished all at once. If, as the adolescents expressed, the homestay encouraged them to build friendships and change their perspective on “foreigners” then the homestay can be viewed as a modest step toward cross-cultural adjustment and a worldminded frame of reference. As Sherman (1991) expressed:

If reaching the summit is only the final step of a long journey,  
then the people along the way may be as important as the peak,  
and an expedition to nowhere may become a modest journey  
to everywhere. (Forward)

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Appendix A

CONSTRUCTS USED ON QUESTIONNAIRE

Constructs Used On Questionnaire

| Domain                    | Question Number & Worldminded Response                                   |
|---------------------------|--|
| Critical Thinking         | 1 (positive); 17 (negative)  |
| Adaptability              | 2 (negative); 18 (positive); 38 (positive)                               |
| Communication             | 3 (positive); 19 (negative)  |
| Open-Mindedness           | 4 (negative); 20 (positive)  |
| Empathy                   | 5 (positive); 21 (negative); 33 (positive)                               |
| Self-Confidence           | 6 (negative); 22 (positive); 37 (positive)                               |
| Curiosity                 | 7 (positive); 23 (negative); 34 (positive); 39 (positive)                |
| Foreign Language          | 8 (negative); 24 (positive)  |
| International Awareness   | 9 (positive); 25 (positive); 35 (positive); 36 (positive); 40 (positive) |
| Awareness of Home Country | 10 (negative); 26 (positive)   |
| Patriotism                | 11 (positive); 27 (negative)   |
| Expression                | 12 (negative); 28 (positive)   |
| Race                      | 13 (positive); 29 (negative)   |
| Non-Materialism           | 14 (negative); 30 (positive)   |
| War                       | 15 (positive); 31 (negative)   |
| Awareness of Host Country | 16 (negative); 32 (positive)   |

Appendix B

PRETEST QUESTIONNAIRE

Questionnaire

**Birth date:** Day: \_\_\_\_\_ Male/Female: \_\_\_\_\_  
 Month: \_\_\_\_\_  
 Year: \_\_\_\_\_

List Any Countries You Have Visited & the Year: (ex. China, 1991)

---

List Any Countries Where You Have Lived & the Year: \_\_\_\_\_

Please **circle one** response to each question.

The only "correct" response is the one you believe to be true for you. (Please do not spend time thinking about an answer, just give your immediate "gut" reaction).

1. Do you question and challenge your peers even if it makes you less popular?

Absolutely      Probably      Not Usually      Not At All

2. Do you feel lost and uncomfortable when you are in a new environment away from home?

Absolutely      Probably      Not Usually      Not At All

3. Do you enjoy sharing your thoughts and feelings with others?

Absolutely      Probably      Not Usually      Not At All

4. Do you dislike being contradicted and so avoid people whose ideas disagree with yours?

Absolutely      Probably      Not Usually      Not At All

5. Are you able to put yourself in someone else's place when making judgments?

Absolutely      Probably      Not Usually      Not At All

6. Do you prefer to listen to your friends, rather than yourself, when it comes to making important decisions in your life?

Absolutely      Probably      Not Usually      Not At All

7. Are you so curious about people from other cultures that you seek out their company?

Absolutely      Probably      Not Usually      Not At All

8. Do you believe that learning a foreign language is a waste of time?

Absolutely      Probably      Not Usually      Not At All

9. Do you have a sense of personal connection to people in other parts of the world?

Absolutely      Probably      Not Usually      Not At All

10. Do you get upset or angry whenever Canada is criticized?

Absolutely      Probably      Not Usually      Not At All

11. Do you believe that it would be better to be a citizen of the world than of any particular country?

Absolutely      Probably      Not Usually      Not At All

12. Do you find it difficult to learn about people and situations by listening and observing?

Absolutely      Probably      Not Usually      Not At All

13. Do you believe that people of all races have the same level of intelligence?

Absolutely      Probably      Not Usually      Not At All

14. Do material possessions hold great importance for you?

Absolutely      Probably      Not Usually      Not At All

15. Do you believe that an international police force should be the only group in the world allowed to have weapons?

Absolutely      Probably      Not Usually      Not At All

16. Do you believe that life in other countries is not as good as life in Canada?

Absolutely      Probably      Not Usually      Not At All

17. Do you believe what you are told without questioning it?

Absolutely      Probably      Not Usually      Not At All

18. Do you view being in a new environment (away from home) as a good opportunity to learn something new about yourself and others?

Absolutely      Probably      Not Usually      Not At All

19. Do you hesitate to express your opinions for fear of being criticized?

Absolutely      Probably      Not Usually      Not At All

20. Do you believe that your opinions and ideas are formed by your upbringing and are, therefore, limited?

Absolutely      Probably      Not Usually      Not At All

21. Do you find it difficult to understand the feelings and perspectives of others?

Absolutely      Probably      Not Usually      Not At All

22. Do you know your own character strengths and weaknesses?

Absolutely      Probably      Not Usually      Not At All

23. Do you feel uncomfortable around people from different cultural backgrounds?

Absolutely      Probably      Not Usually      Not At All

24. Would learning a foreign language help you to understand another people and culture?

Absolutely      Probably      Not Usually      Not At All

25. Do you care about what happens in other parts of the world?

Absolutely      Probably      Not Usually      Not At All

26. Could you give a talk or presentation on Canada because you know its strengths and weaknesses?

Absolutely      Probably      Not Usually      Not At All

27. Do you believe that loyalty to Canada is more important than world brotherhood?

Absolutely      Probably      Not Usually      Not At All

28. Are you aware of your body language when you interact with other people?

Absolutely      Probably      Not Usually      Not At All

29. Do you believe that people of some races are naturally less trustworthy?

Absolutely      Probably      Not Usually      Not At All

30. Do you believe that happiness comes from loving relationships with family and friends and not from possessions?

Absolutely      Probably      Not Usually      Not At All

31. Would you be willing to fight for Canada without questioning whether it is right or wrong?

Absolutely      Probably      Not Usually      Not At All

32. Could you give a talk or presentation on another country because you know its strengths and weaknesses?

Absolutely      Probably      Not Usually      Not At All

33. Could you assist someone who does not know your language in coping with problems?

Absolutely      Probably      Not Usually      Not At All

34. How likely is it that you would make friends with people from a different culture?

Absolutely      Probably      Not Usually      Not At All

35. Do you believe that international goodwill is essential to the welfare of Canada?

Absolutely      Probably      Not Usually      Not At All

36. Do you believe that Canada is no better than many other countries?

Absolutely      Probably      Not Usually      Not At All

37. Are you confident when meeting new people?

Absolutely      Probably      Not Usually      Not At All

38. Are you willing to accept other people's way of doing things even if it is not your way?

Absolutely      Probably      Not Usually      Not At All

39. Would you be willing to live in another country for one or two years?

Absolutely      Probably      Not Usually      Not At All

40. Do you believe that there should be many opportunities for teenagers to get to know people from other cultures?

Absolutely      Probably      Not Usually      Not At All

Questionnaire

**Date de Naissance:** Jour: \_\_\_\_\_ Sexe: M \_\_\_\_\_  
 Mois: \_\_\_\_\_ F \_\_\_\_\_  
 Année: \_\_\_\_\_

Nommez **les pays** que vous avez visités, et un quelle année (ex. Chine, 1991): \_\_\_\_\_

---

Nommez **les pays** où vous avez vécu, et en quelle année:

---

**N'encerclez qu'une seule réponse par question.** Cette réponse sera choisie parce que vous pensez qu'elle se rapporte le mieux à votre cas. Ne vous arrêtez pas à réfléchir: répondez d'instinct.

1. Contestez-vous, défiez-vous vos pairs même si cela vous rend moins populaire?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

2. Vous sentez-vous perdu(e), mal à l'aise, dans un milieu étranger loin de chez vous?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

3. Aimex-vous partager vos opinions et vos sentiments?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

4. Vous déplaît-il d'être contredit, et de ce fait évitez-vous les personnes ne partageant pas les mêmes idées que vous?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

5. Etes-vous capable de vous mettre à la place de ceux ou celles envers qui vous portez un jugement?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

6. Préférez-vous écouter les conseils de vos amis, plutôt que vous-même, quand vient le temps de prendre une décision importante?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

7. Etes-vous si intéressé(e) aux personnes ayant une culture différente que vous recherchez leur compagnie?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

8. Estimez-vous qu'apprendre une langue étrangère est une perte de temps?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

9. Vous sentez-vous proche, en relation avec les autres peuples de la planète?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
10. Etes-vous contrarié(e) ou en colère chaque fois que le Canada est critiqué?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
11. Estimez-vous qu'il serait préférable d'être citoyen(ne) du monde plutôt que citoyen d'un pays?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
12. Vous est-il difficile d'apprendre à connaître les gens et leur situation en les écoutant et en les observant?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
13. Croyez-vous que toutes les races ont le même niveau d'intelligence?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
14. Les biens matériels ont-ils une grande importance pour vous?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
15. Estimez-vous qu'un corps de police international devrait être le seul groupe autorisé à porter des armes?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
16. Pensez-vous que vivre dans d'autres pays n'est pas aussi agréable que vivre au Canada?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
17. Croyez-vous tout ce qu'on vous dit sans remettre en question?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
18. Estimez-vous que vivre dans un milieu étranger, loin de chez vous, est une bonne occasion d'apprentissage?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout
19. Hésitez-vous à exprimer vos opinions, de peur d'être critiqué(e)?
- Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

20. Croyez-vous que vos opinions et votre façon de penser sont formées par votre éducation, et donc limitées?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

21. Trouvez-vous difficile de comprendre les sentiments et la façon de voir les choses de la part des autres?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

22. Connaissez-vous vos forces et vos faiblesses?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

23. Vous sentez-vous mal à l'aise avec des personnes de cultures différentes?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

24. Apprendre sa langue vous aiderait-il à comprendre un peuple et sa culture?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

25. Vous sentez-vous concerné(e) par les événements dans le reste du monde?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

26. Seriez-vous capable de faire un exposé ou une présentation sur le Canada car vous connaissez ses forces et ses faiblesses?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

27. Croyez-vous qu'un loyalisme envers le Canada est plus important qu'une fraternité entre les peuples?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

28. Etes-vous conscient(e) du langage de votre corps quand vous conversez avec d'autres personnes?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

29. Pensez-vous que certaines races sont moins dignes de confiance?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

30. Croyez-vous que le bonheur provient de rapports affectueux avec la famille et les ami(e)s et non pas de biens matériels?

Oui Absolument Probablement D'Habitude Non Pas Du Tout

31. Accepteriez-vous de vous battre pour le Canada sans vous demander si cela est bien ou mal?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

32. Seriez-vous capable de faire un exposé ou une présentation sur un pays étranger car vous connaissez ses forces et ses faiblesses?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

33. Pourriez-vous aider un étranger qui ignore votre langue à résoudre ses difficultés?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

34. Pensez-vous avoir des chances de vous faire des ami(e)s avec des personnes de cultures différentes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

35. Croyez-vous qu'une bienveillance internationale est indispensable au bien public de la nation canadienne?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

36. Croyez-vous que le Canada n'est ni meilleur, ni pire que beaucoup d'autres pays?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

37. Etes-vous sûr(e) de vous-même quand vous rencontrez de nouvelles personnes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

38. Etes-vous prêt(e) à accepter d'autres personnes une façon différente de faire les choses, même si ce n'est pas votre façon?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

39. Accepteriez-vous de vivre à l'étranger pendant un an ou deux?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

40. Faudrait-il d'après vous qu'il y est pour les adolescent(e)s beaucoup d'occasions de découvrir et connaître des personnes de cultures différentes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

Appendix C

OUTLINE OF THE STUDY

PRETEST

June 8, 1994

## OUTLINE OF THE STUDY

This study will examine the effects of travel on adolescents. The Children's International Summer Village homestay program will be examined by means of a questionnaire. Adolescents who have not travelled will also be used in the study as a comparison group.

The researcher-designed questionnaire will hopefully answer the following question:

(1) What do the adolescent participants learn from the experience, both about themselves and others?

The questionnaire will be given to all participants in June or July of 1994. Some of the participants will take part in international travel abroad in the summer. The same questionnaire will be given to all participants again at the end of the summer. Any differences between "before" and "after" responses will be noted.

**(If possible** have any CISV teenagers who were not chosen to participate in the interchange program also complete the questionnaire - both in June or July and again in late August or September. I appreciate that this may not be possible, or perhaps not even advisable, depending on the circumstances. I leave this portion entirely up to your discretion and I will understand if it is not done. The reason I ask, however, is it would make my study more reliable by giving me a comparison group. If it is possible to tactfully give any non-travelling CISV teens the questionnaire, please just indicate on their form that they were not chosen to go abroad).

## INFORMED CONSENT

The research will be explained to the participants verbally (see the following note) and a letter of Informed Consent (attached) obtained from their parents or guardians before the questionnaire is given.

The initial questionnaire will be given in June or July of 1994, **before** the adolescents travel in the summer, and the final questionnaire will be given in late August or September of 1994 when all travel has been completed.

At this time I have enclosed only the "before travel" questionnaire. The extra copies are in the event that CISV teens not chosen for the interchange can tactfully be given the form.

Please return any unused forms with the completed ones.

If, by any chance, I have not sent enough of any paper, please feel free to copy it for use in this study.

## NOTE

Please do **not** inform the adolescent participants or their parents that a learning experience is being looked for; this will invalidate the study by creating a mind set. It is enough to say that a research study is being conducted on adolescents by a University of Victoria student and that they have been asked to participate.

## TIMELINE &amp; INSTRUCTIONS

The questionnaire must be given to the teenagers before the interchange group departs for its homestay abroad.

The leader who takes the group abroad, or another CISV person, could give the teenagers the questionnaire to complete. They should all complete the questionnaire at the same time, but what is most important is that they do the questionnaire individually, i.e. **without conferring with one another**, (just as if it were a school test) sometime before they leave for their trip.

(Please **do not** give anyone the questionnaire to do at home).

Please return these first forms to me in the envelope provided. I can then keep the "before" and "after" travel questionnaires separate and can begin to correlate the data.

I will send out another package (this one in good time) in the summer. It will again contain the instructions and the "after travel" questionnaire. No parental permission forms should be needed in this second package because the second questionnaire will be given to the same teens who completed the first one.

The second questionnaire should be completed as soon as the group gets together again (perhaps with their leader) after their arrival back. Again, the teens should complete the questionnaire in the same way - individually, without conferring with one another.

Please return these second questionnaire forms to me in the envelope I will provide.

Whoever gives the adolescents the questionnaire should make sure that the birthdate and travel information is completed. When testing this form on teens myself I noticed that some put "today's date" for their "birthdate". Please don't let this happen. Also, it is fine to give the participants the meaning of any words they do not know, just as long as you don't interpret the question for them.

Should you have any questions, please do not hesitate to call me at home at (604) 598-5587 (with an answering machine) or fax me at the university at (604) 721-7767.

## PARENTAL CONSENT FORM

The parental consent forms are enclosed.

## QUESTIONNAIRE

The questionnaire forms are enclosed.

As you have helped me to collect data for my study, you will no doubt want to know something about it. I will contact you again in September of 1994 to let you know what I have learned; I have also promised to share my study with the CISV organization. (Let me state again that no names will be used anywhere in the study as all data is to be strictly anonymous).

Your help is invaluable to me in my study and I thank you.

Yours truly,

Catherine Walker, Graduate Student  
University of Victoria

Mercredi 15 juin 1994

## PLAN DE RECHERCHE

Cette recherche analysera les répercussions des voyages sur les adolescents. Les effets du programme de foyers du Village d'Été International des Enfants (CISV en anglais) seront examinés grâce à une série de questions. (Des adolescent(e)s n'ayant pas voyagé seront aussi sollicité(e)s pour cette recherche en temps que groupe de comparaison).

Ce questionnaire, conçu comme outil de recherche, permettra je l'espère de répondre à la question suivante:

(1) Qu'apportent les voyages aux adolescents? (Que découvrent-ils sur eux-mêmes et sur les autres?)

La série de questions sera donc proposée à tous les participants en juin ou juillet 1994; certains partiront en voyage cet été à l'étranger. La même série leur sera redonnée à la fin de l'été: toute divergence entre les réponses "avant" et "après" sera consignée.

**Si possible**, j'apprécierais que des adolescent(e)s du CISV non sélectionné(e)s pour le programme d'échange complètent eux aussi le questionnaire en juin ou juillet ainsi que vers la fin août ou fin septembre. Je me rends compte que cela sera peut-être impossible, voire même non recommandable dépendant des circonstances; je laisse donc cela à votre entière discrétion. Je comprendrai si ça ne peut être accompli. Les résultats de ma recherche seront cependant plus fiables s'ils s'appuient sur un groupe de comparaison, et cela motive ma demande. Au cas où elle serait exaucée, je vous demanderais d'avoir la gentillesse d'indiquer sur les feuilles de questions que les participants ne furent point choisis pour partir à l'étranger.

## FEUILLE D'AUTORISATION

La marche à suivre sera expliquée oralement aux participants (voir feuille suivante). Une lettre d'autorisation (pièce jointe) devra être signée par les parents ou tuteurs avant que de donner le questionnaire.

Bref, un questionnaire sera d'abord distribué fin juin ou fin juillet **avant** que les jeunes partent en voyage. Puis, quand tout voyage sera terminé, il leur sera redistribué fin août ou fin septembre.

Je n'inclus pour l'instant que le questionnaire "avant voyage". Les copies en plus sont pour les jeunes CISV non choisis pour partir (au cas où il serait possible de leur proposer avec tact le questionnaire).

Veillez je vous prie me renvoyer toute feuille inemployée avec celles qui l'auront été. Si d'aventure vous vous trouvez à cours, n'hésitez pas à faire des photocopies afin qu'elles soient utilisées pour cette recherche.

#### NOTA BENE

Veillez ne point dévoiler aux adolescent(e)s ou à leur parents qu'une étude de comportement est entreprise: cela invaliderait l'étude en créant un état d'esprit particulier. Il suffira de dire qu'une enquête sur les adolescents est menée par une étudiante à l'Université de Victoria à laquelle on leur demande de participer.

#### TEMPS IMPARTI ET DIRECTIVES

Il faut que le questionnaire soit donné aux jeunes avant leur départ. (Leur guide, ou toute personne CISV, pourra remplir cette fonction). Quelques jours avant de partir à l'étranger donc, tous les jeunes devront compléter les feuilles de questions en même temps mais, et c'est primordial, de façon individuelle et sans se consulter (même principe qu'un examen).

Veillez **ne donner à quiconque** le questionnaire pour être rempli à la maison.

Veillez aussi me renvoyer ces premières feuilles dans l'enveloppe fournie; je serai ainsi en mesure de les classer ("avant voyage") et commencerai à mettre en corrélation les données.

Je vous enverrai cet été un second paquet (à temps cette fois!) à l'intérieur duquel vous trouverez des directives ainsi que le questionnaire "après", moins les feuilles d'autorisation rendues inutiles puisque celui-ci sera proposé aux mêmes participants.

Cette deuxième série de questions doit être remplie aussitôt après leur arrivée, quand tout le monde se retrouve (peut-être avec leur guide). Encore une fois, même procédé: individuellement, sans consultation.

Veillez me renvoyer les feuilles dans l'enveloppe fournie.

Celui ou celle qui fait remplir le questionnaire devra s'assurer que les segments "date de naissance" et "voyages antérieurs" soient correctement remplis: ayant moi-même testé les questions auprès de jeunes, je me suis aperçu que certains écrivent la date du test au lieu de leur date de naissance!

Essayez je vous prie d'éviter ce genre de choses. Ce serait bien aussi de donner aux jeunes la signification de mots qu'ils ignorent, en autant qu'on n'interprète point la question.

Je me tiens a votre entière disposition pour toute demande de renseignements supplémentaires. Vous pouvez me joindre à la maison au (604) 598-5587 ou par télécopie a l'université au (604) 721-7767.

#### AUTORISATION PARENTALE

Feuille d'autorisation jointe.

#### QUESTIONNAIRE

Feuilles du questionnaire jointes.

M'ayant apporté votre aide dans la collecte de données, vous aimeriez certainement en connaître l'aboutissant. Je vous appellerai en septembre 94 afin de vous faire savoir ce que j'ai appris. J'ai aussi donné ma parole de partager mes résultats avec le CISV. (Qu'il me soit permis une dernière fois d'affirmer qu'aucun nom ne sera dévoilé; toutes les données sont - et resteront - strictement anonymes).

Merci de votre aide inestimable.

Veillez agréer, Madam, l'expression de mes sentiments les meilleurs,

Catherine Walker, Etudiante Diplômée.

Appendix D

POSTTEST QUESTIONNAIRE

Questionnaire

**Birth date:** Day: \_\_\_\_\_ Male/Female: \_\_\_\_\_  
 Month: \_\_\_\_\_  
 Year: \_\_\_\_\_

List the Country and City of your CISV Interchange:

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Was your group from Canada the first to travel?: (Yes or No) \_\_\_\_\_  
 Had you met your CISV exchange partner before?: (Yes or No) \_\_\_\_\_

Please **circle one** response to each question.  
 The only "correct" response is the one you believe to be true for you. (Please do not spend time thinking about an answer, just give your immediate "gut" reaction).

1. Do you question and challenge your peers even if it makes you less popular?

Absolutely      Probably      Not Usually      Not At All

2. Do you feel lost and uncomfortable when you are in a new environment away from home?

Absolutely      Probably      Not Usually      Not At All

3. Do you enjoy sharing your thoughts and feelings with others?

Absolutely      Probably      Not Usually      Not At All

4. Do you dislike being contradicted and so avoid people whose ideas disagree with yours?

Absolutely      Probably      Not Usually      Not At All

5. Are you able to put yourself in someone else's place when making judgments?

Absolutely      Probably      Not Usually      Not At All

6. Do you prefer to listen to your friends, rather than yourself, when it comes to making important decisions in your life?

Absolutely      Probably      Not Usually      Not At All

7. Are you so curious about people from other cultures that you seek out their company?

Absolutely      Probably      Not Usually      Not At All

8. Do you believe that learning a foreign language is a waste of time?

Absolutely      Probably      Not Usually      Not At All

9. Do you have a sense of personal connection to people in other parts of the world?

Absolutely      Probably      Not Usually      Not At All

10. Do you get upset or angry whenever Canada is criticized?

Absolutely      Probably      Not Usually      Not At All

11. Do you believe that it would be better to be a citizen of the world than of any particular country?

Absolutely      Probably      Not Usually      Not At All

12. Do you find it difficult to learn about people and situations by listening and observing?

Absolutely      Probably      Not Usually      Not At All

13. Do you believe that people of all races have the same level of intelligence?

Absolutely      Probably      Not Usually      Not At All

14. Do material possessions hold great importance for you?

Absolutely      Probably      Not Usually      Not At All

15. Do you believe that an international police force should be the only group in the world allowed to have weapons?

Absolutely      Probably      Not Usually      Not At All

16. Do you believe that life in other countries is not as good as life in Canada?

Absolutely      Probably      Not Usually      Not At All

17. Do you believe what you are told without questioning it?

Absolutely      Probably      Not Usually      Not At All

18. Do you view being in a new environment (away from home) as a good opportunity to learn something new about yourself and others?

Absolutely      Probably      Not Usually      Not At All

19. Do you hesitate to express your opinions for fear of being criticized?

Absolutely      Probably      Not Usually      Not At All

20. Do you believe that your opinions and ideas are formed by your upbringing and are, therefore, limited?

Absolutely      Probably      Not Usually      Not At All

21. Do you find it difficult to understand the feelings and perspectives of others?

Absolutely      Probably      Not Usually      Not At All

22. Do you know your own character strengths and weaknesses?

Absolutely      Probably      Not Usually      Not At All

23. Do you feel uncomfortable around people from different cultural backgrounds?

Absolutely      Probably      Not Usually      Not At All

24. Would learning a foreign language help you to understand another people and culture?

Absolutely      Probably      Not Usually      Not At All

25. Do you care about what happens in other parts of the world?

Absolutely      Probably      Not Usually      Not At All

26. Could you give a talk or presentation on Canada because you know its strengths and weaknesses?

Absolutely      Probably      Not Usually      Not At All

27. Do you believe that loyalty to Canada is more important than world brotherhood?

Absolutely      Probably      Not Usually      Not At All

28. Are you aware of your body language when you interact with other people? –

Absolutely      Probably      Not Usually      Not At All

29. Do you believe that people of some races are naturally less trustworthy?

Absolutely      Probably      Not Usually      Not At All

30. Do you believe that happiness comes from loving relationships with family and friends and not from possessions?

Absolutely      Probably      Not Usually      Not At All

31. Would you be willing to fight for Canada without questioning whether it is right or wrong?

Absolutely      Probably      Not Usually      Not At All

32. Could you give a talk or presentation on another country because you know its strengths and weaknesses?

Absolutely      Probably      Not Usually      Not At All

33. Could you assist someone who does not know your language in coping with problems?

Absolutely      Probably      Not Usually      Not At All

34. How likely is it that you would make friends with people from a different culture?

Absolutely      Probably      Not Usually      Not At All

35. Do you believe that international goodwill is essential to the welfare of Canada?

Absolutely      Probably      Not Usually      Not At All

36. Do you believe that Canada is no better than many other countries?

Absolutely      Probably      Not Usually      Not At All

37. Are you confident when meeting new people?

Absolutely      Probably      Not Usually      Not At All

38. Are you willing to accept other people's way of doing things even if it is not your way?

Absolutely      Probably      Not Usually      Not At All

39. Would you be willing to live in another country for one or two years?

Absolutely      Probably      Not Usually      Not At All

40. Do you believe that there should be many opportunities for teenagers to get to know people from other cultures?

Absolutely      Probably      Not Usually      Not At All

Please turn over to the next page!

I appreciate the careful answers you give to the questions.

41. How well did you adjust to the host culture?

Not At All                      Some                      A Lot

42. To what extent was your attitude toward the host nationals favourable?

Not At All                      Some                      A Lot

43. How well did you get along with your host family?

Not At All                      Some                      A Lot

44. How much did you try to use the host language?

Not At All                      Some                      A Lot

45. How well were you accepted by the host nationals?

Not At All                      Some                      A Lot

46. How strong was your desire to use the host language?

Not At All                      Some                      A Lot

47. How much did you like being along (with no other Canadians) with host nationals?

Not At All                      Some                      A Lot

48. How strong is your desire to return to the host country?

Not At All                      Some                      A Lot

49. From your homestay experience, what did you learn about yourself (your personality)?

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50. In what respect do you feel you changed as the result of your homestay abroad?

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If you need more space to write, please use the back of this paper.

Questionnaire

**Date de Naissance:** Jour: \_\_\_\_\_ Sexe: M \_\_\_\_\_  
 Mois: \_\_\_\_\_ F \_\_\_\_\_  
 Année: \_\_\_\_\_

Ecrivez **le nom du pays** et la ville où vous avez séjourné dans le cadre du programme d'échange

---

Faisiez-vous partie du premier groupe à partir? (Oui/Non) \_\_\_\_\_

Aviez-vous rencontré auparavant votre partenaire du programme d'échange? \_\_\_\_\_

**N'encerclez qu'une seule réponse par question.** Cette réponse sera choisie parce que vous pensez qu'elle se rapporte le mieux à votre cas. Ne vous arrêtez pas à réfléchir: répondez d'instinct.

1. Contestez-vous, défiez-vous vos pairs même si cela vous rend moins populaire?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

2. Vous sentez-vous perdu(e), mal à l'aise, dans un milieu étranger loin de chez vous?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

3. Aimex-vous partager vos opinions et vos sentiments?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

4. Vous déplaît-il d'être contredit, et de ce fait évitez-vous les personnes ne partageant pas les mêmes idées que vous?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

5. Etes-vous capable de vous mettre à la place de ceux ou celles envers qui vous portez un jugement?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

6. Préférez-vous écouter les conseils de vos amis, plutôt que vous-même, quand vient le temps de prendre une décision importante?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

7. Etes-vous si intéressé(e) aux personnes ayant une culture différente que vous recherchez leur compagnie?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

8. Estimez-vous qu'apprendre une langue étrangère est une perte de temps?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

9. Vous sentez-vous proche, en relation avec les autres peuples de la planète?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

10. Etes-vous contrarié(e) ou en colère chaque fois que le Canada est critiqué?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

11. Estimez-vous qu'il serait préférable d'être citoyen(ne) du monde plutôt que citoyen d'un pays?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

12. Vous est-il difficile d'apprendre à connaître les gens et leur situation en les écoutant et en les observant?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

13. Croyez-vous que toutes les races ont le même niveau d'intelligence?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

14. Les biens matériels ont-ils une grande importance pour vous?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

15. Estimez-vous qu'un corps de police international devrait être le seul groupe autorisé à porter des armes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

16. Pensez-vous que vivre dans d'autres pays n'est pas aussi agréable que vivre au Canada?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

17. Croyez-vous tout ce qu'on vous dit sans remettre en question?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

18. Estimez-vous que vivre dans un milieu étranger, loin de chez vous, est une bonne occasion d'apprentissage?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

19. Hésitez-vous à exprimer vos opinions, de peur d'être critiqué(e)?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

20. Croyez-vous que vos opinions et votre façon de penser sont formées par votre éducation, et donc limitées?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

21. Trouvez-vous difficile de comprendre les sentiments et la façon de voir les choses de la part des autres?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

22. Connaissez-vous vos forces et vos faiblesses?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

23. Vous sentez-vous mal à l'aise avec des personnes de cultures différentes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

24. Apprendre sa langue vous aiderait-il à comprendre un peuple et sa culture?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

25. Vous sentez-vous concerné(e) par les événements dans le reste du monde?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

26. Seriez-vous capable de faire un exposé ou une présentation sur le Canada car vous connaissez ses forces et ses faiblesses?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

27. Croyez-vous qu'un loyalisme envers le Canada est plus important qu'une fraternité entre les peuples?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

28. Êtes-vous conscient(e) du langage de votre corps quand vous conversez avec d'autres personnes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

29. Pensez-vous que certaines races sont moins dignes de confiance?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

30. Croyez-vous que le bonheur provient de rapports affectueux avec la famille et les ami(e)s et non pas de biens matériels?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

31. Accepteriez-vous de vous battre pour le Canada sans vous demander si cela est bien ou mal?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

32. Seriez-vous capable de faire un exposé ou une présentation sur un pays étranger car vous connaissez ses forces et ses faiblesses?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

33. Pourriez-vous aider un étranger qui ignore votre langue à résoudre ses difficultés?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

34. Pensez-vous avoir des chances de vous faire des ami(e)s avec des personnes de cultures différentes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

35. Croyez-vous qu'une bienveillance internationale est indispensable au bien public de la nation canadienne?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

36. Croyez-vous que le Canada n'est ni meilleur, ni pire que beaucoup d'autres pays?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

37. Etes-vous sûr(e) de vous-même quand vous rencontrez de nouvelles personnes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

38. Etes-vous prêt(e) à accepter d'autres personnes une façon différente de faire les choses, même si ce n'est pas votre façon?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

39. Accepteriez-vous de vivre à l'étranger pendant un an ou deux?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

40. Faudrait-il d'après vous qu'il y est pour les adolescent(e)s beaucoup d'occasions de découvrir et connaître des personnes de cultures différentes?

Oui Absolument    Probablement    D'Habitude Non    Pas Du Tout

41. Qualifiez votre niveau d'intégration à la culture du pays hôte:

Pas Du Tout                      Un Peu                      Beaucoup

42. Dans quelle mesure aviez-vous une ouverture d'esprit favorable envers vos hôtes?

Pas Du Tout                      Un Peu                      Beaucoup

43. Comment vous êtes-vous entendu avec vos hôtes?

Pas Du Tout                      Un Peu                      Beaucoup

44. Qualifiez vos efforts à parler la langue du pays:

Pas Du Tout                      Un Peu                      Beaucoup

45. Comment fûtes-vous accepté par vos hôtes?

Pas Du Tout                      Un Peu                      Beaucoup

46. Qualifiez votre volonté à parler la langue du pays:

Pas Du Tout                      Un Peu                      Beaucoup

47. Avez-vous apprécié être seul(e) (sans autre Canadien(ne)) dans un milieu étranger?

Pas Du Tout                      Un Peu                      Beaucoup

48. Avez-vous envie de retourner séjourner dans ce pays?

Pas Du Tout                      Un Peu                      Beaucoup

49. Qu'avez-vous appris sur vous-même? Sur votre personnalité?

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50. A quel égard ressentez-vous que vous avez changé depuis ce séjour à l'étranger?

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Veillez écrire ci-dessous si vous manquez d'espace

Appendix E

OUTLINE OF THE STUDY

POSTTEST

August 26, 1994

Thank you for giving the "before" questionnaire to your homestay participants prior to their travel. I await the return of these forms.

When the teenagers return, please give them the enclosed "after" questionnaire. It should be given in the same way (under the same conditions) and by the same person as the first questionnaire. They should all complete the questionnaire at the same time, but what is most important is that they do the questionnaire individually, i.e. **without conferring with one another**, (just as if it were a school test).

(Please **do not** give anyone the questionnaire to do at home).

This "after" questionnaire should be completed as soon as the group gets together again after their arrival back.

[This second questionnaire is almost the same as the first. Please do not point this out to the teenagers, but should they mention it, this is true. If the teenagers questions this, perhaps whoever gives the questionnaire could gently state that they are being asked the questions once again - nothing more. (They are not being asked to remember what they said the first time; they are only asked to answer the questions as honestly as possible for themselves)].

It is fine to give the adolescents the meaning of any words on the questionnaire form that they do not know, just as long as you do not interpret the question for them.

Please make sure the participants write their birthdate on the questionnaire (not today's date). This is my method for identifying responses and is important.

Please return the "after" questionnaire forms in the envelope provided.

I will contact you again in the fall of 1994 to let you know what I have learned from my study. Let me say, once again, how grateful I am for your assistance. Your help has been invaluable to me.

Yours truly,

Catherine Walker, Graduate Student

University of Victoria fax (604) 721-7767  
Home (answering machine) (604) 598-5587

Mardi 30 août 1994

Merci d'avoir distribué le questionnaire "avant". Veuillez trouver ci-joint le questionnaire "après". Le principe en est le même: être complété si possible dès le retour des participants (de façon individuelle, sans consultation), et sous aucun prétexte être rempli à la maison. Il faudrait aussi que le questionnaire soit donné par les mêmes personnes (guides) qui ont donné le premier. Elles pourraient expliquer les mots incompris, sans faire d'interprétation.

A moins qu'ils en fassent la remarque, ne pas mentionner aux participants que les questions (à part une dizaine) sont les mêmes. Mais si cela se produit, simplement répondre "oui, c'est vrai" et leur demander gentiment de compléter le questionnaire: l'importance étant d'y répondre de façon honnête, sans essayer de se rappeler la première réponse. Et surtout, **qu'ils écrivent leur date de naissance, pas la date du test!**

Veuillez retourner les feuilles dans l'enveloppe fournie. Je vous appellerai cet automne afin de vous faire connaître les résultats. je ne vous remercierai jamais assez de votre aide inestimable. Veuillez agréer, Madame, l'expression de mes sentiments les meilleurs.

Catherine Walker, Etudiante diplômée

télécopie a l'université (604) 721-7767  
a la maison (604) 598-5587

Appendix F

INTERVIEW QUESTIONS

Birth date: Date \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

M \_\_ F \_\_

## INTERVIEW QUESTIONS

### PRETEST

1. Why did you choose to be part of the CISV homestay experience?
2. How do you feel about your upcoming homestay abroad?
3. What do you know about France?
4. How is life in France different from life in Canada?
5. How is life in France similar to life in Canada?
6. How well do you think you will adjust to your host country's culture?
7. What things might give you difficulty?
8. How are you at speaking the French language?
9. How do you see the host country people? (view your partner)
10. Are you at all apprehensive about this experience? Will you miss your family?
11. What will you learn from your experience in a French home?
12. What will you learn about yourself? (your personality)
13. What character strengths will be needed?
14. In what respect do you feel you might change as a result of your stay abroad?
15. What do you think are the most significant differences between France and Canada?
16. Would you recommend this experience to other teenagers?

Birth date: Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_ M \_\_\_ F \_\_\_

## INTERVIEW QUESTIONS

### POSTTEST

1. Why did you choose to be part of the CISV homestay experience?
2. How do you feel about your homestay abroad?
3. What do you know about France?
4. How is life in France different from life in Canada?
5. How is life in France similar to life in Canada?
6. How well did you adjust to your host country's culture?
7. What things gave you difficulty?
8. How are you at speaking the French language?
9. How do you see the host country people? (view your partner)
10. Were you at all apprehensive during this experience? Did you miss your family?
11. What did you learn from your experience in a French home?
12. What did you learn about yourself? (your personality)
13. What character strengths were needed?
14. In what respect do you feel you changed as a result of your stay abroad?
15. What do you think are the most significant differences between France and Canada?
16. Would you recommend this experience to other teenagers?

Appendix G

PARENTAL CONSENT FORM

CONSENT FORM  
FOR PARTICIPATION IN THE STUDY OF ADOLESCENT TRAVELLERS

Dear Parents or Guardians:

I am a graduate student at the University of Victoria in the Faculty of Education. In order to complete my degree I would appreciate the assistance of your son or daughter, \_\_\_\_\_, with my research study relating to the effects of travel on adolescents. (The study will involve students who have travelled as well as those who have not).

Your child's participation is entirely voluntary and will consist of answering a questionnaire. How the questionnaire is answered will not in any way affect your child's status in the CISV organization. Also your child is free to withdraw from the study at any time and without explanation. As the responses are to remain anonymous your child is asked not to write his/her name on the questionnaire form.

Your son or daughter will be asked about his/her impressions and opinions of travel in a questionnaire prepared by myself. Participation is completely voluntary and involves only 15 to 30 minutes of your child's time.

The University of Victoria has a copy of my questionnaire and has approved my study. Your permission to include your child in my study would be greatly appreciated.

Catherine Walker \_\_\_\_\_  
Graduate Student, University of Victoria

Date: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_  
(Giving permission for child to participate in above research study)

CONSENT FORM  
FOR PARTICIPATION IN STUDY OF ADOLESCENT TRAVELLERS  
(Victoria participants)

Dear Parents or Guardians:

I am a graduate student at the University of Victoria in the Faculty of Education. In order to complete my degree I would appreciate the assistance of your son or daughter, \_\_\_\_\_ with my research study relating to the effects of travel on adolescents. (The study will involve students who have travelled as well as those who have not).

Your child's participation is entirely voluntary and will consist of answering questions about his/her impressions and opinions of travel on a questionnaire and in an interview. All data collected in the study will remain confidential; the data will be kept in a locked room and observed only by the researcher, Catherine Walker. Also, as the study is anonymous your child is asked not to write his/her name on the questionnaire form. Anonymity will also be protected by using code numbers to identify the results obtained from individual subjects. Your child's participation or nonparticipation in the project will have no effect on his or her status in the CISV organization and he/she can withdraw from the study at any time, without explanation.

In order to speed the interview process and have a record of your child's thoughts, an audiotape may be used (with your permission). Please circle the check mark to signify your permission . If you do not wish to have your child's interview taped, your child can also participate by completing the questionnaire alone.

The University of Victoria has a copy of my questionnaire and interview questions and has approved my study. Your permission to include your child in my study would be greatly appreciated.

Catherine Walker \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_  
(Giving permission for child to participate in above research study)

FEUILLE D'AUTORISATION  
DE PARTICIPER À L'ENQUÊTE SUR LES ADOLESCENTS

Chers parents ou tuteurs,

Je suis une étudiante diplômée à l'Université de Victoria, Faculté d'Enseignement. Afin de passer ma maîtrise, j'ai besoin de l'aide de votre fils ou fille, pour mon enquête concernant les repercussions des voyages chez les jeunes. (Cette étude fera aussi participer des adolescent(e)s qui n'ont pas voyagé).

La participation de votre enfant se fait sur une base entièrement volontaire. Il s'agit de répondre à une série de questions (environ 10 minutes). La façon d'y répondre n'implique en aucune façon votre enfant: toutes les réponses sont anonymes. Votre enfant aura pour instruction de ne pas écrire son nom.

L'Université de Victoria a une copie de mon enquête et du questionnaire. Votre permission d'inclure dans mon enquête les réponses de votre enfant est grandement appréciée.

Catherine Walker \_\_\_\_\_  
Etudiante diplômée, Université de Victoria

Date

Signature du Parent ou Tuteur \_\_\_\_\_  
(Donnant l'autorisation à l'enfant de participer à l'enquête)

VITA

Surname: WALKER

Given Names: Catherine Lynn

Place of Birth: LACHINE

Date of Birth: 3rd August, 1955

QUEBEC, CANADA

Educational Institutions Attended:

University of Victoria

1976 to 1981

Camosun College

1975 to 1976

Degrees Awarded:

B.Ed.

University of Victoria

1981

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Title of Thesis:

EFFECTS OF AN INTERNATIONAL HOMESTAY ON THE  
DEVELOPMENT ADOLESCENT ATTITUDES OF  
WORLDMINDEDNESS

Author

  
CATHERINE LYNN WALKER

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July 5, 1995

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