

A NEEDS ASSESSMENT OF THIRD CULTURE CHILDREN
AND THE ADMINISTRATIVE IMPLICATIONS
FOR AN ORIENTATION PROGRAM

by

Dellanna West O'Brien

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APPROVED:

~~_____~~
Glen Earthman, Chairman

~~_____~~
Martha Harder

~~_____~~
Jimmie Fortune

~~_____~~
Larry Weber

~~_____~~
William Bost

~~_____~~
R. Keith Parks

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INTRODUCTION

In 1976 it was reported that some 300,000 American children between the ages of five and eighteen years lived overseas. These "Third Culture Kids," or "TCK's," children of representatives of governments, employees of international businesses, church and educational mission representatives, and employees of international organizations, foundations and welfare agencies, comprise a unique population, presenting significant categorical as well as individual differences.¹ Ruth Useem, professor of education, Michigan State University, has defined "third culture" as a "generic term to apply to the way of life that is developed in the interstices between societies."² One very large sub-group of this population is the group of missionary children, affectionately called "MK's" (missionary kids) who live with their missionary parents overseas. Because of their long-term experience in a single overseas location, they are, according to Useem, more typical of the generalizations of TCK's than short-term residents.

¹Ray F. Downs, "A Look at the Third Culture Child," The Japan Christian Quarterly, (Spring 1976), pp. 66-67.

²Ibid., p. 66.

A number of studies have been concerned with the identification of the unique characteristics of high school and university third culture children. Little information, however, is available regarding the needs of third culture children at the time of their initial departure overseas. The adjustment of the child to a new role and a new culture has been generally left to parents who are equally involved in finding their own way in a new environment.

Only recently have various governmental agencies, businesses, military groups, and missions provided some sort of orientation to the adult members of the families they send overseas. These orientations vary in length from a few hours to several months and include a variety of emphases designed to produce a satisfactory adjustment and enhance the work potential of their employees.

The Foreign Mission Board of the Southern Baptist Convention, among the pioneers in the area of orientation, for most of its 136 years of operation provided no formal orientation for new missionaries. In 1954, however, the first conference designed to prepare new missionaries was held, and then repeated annually for three years. During the next decade, the four-day orientation program was expanded to nine days and was held semi-annually. In 1967 a new extended program lasting several months was instituted. Because such a lengthy program was only possible on a residential basis, arrangements for the children of the new

missionaries became a necessary priority. In the beginning years the children continued their academic studies during the orientation period by means of the Calvert course, a correspondence course designed for use by Americans living overseas. When this was considered unsatisfactory by the participants in the orientation, the local school system was persuaded to provide for this rather transient group of students. In the intervening years this arrangement has been continued. Considering the short-term stay of these children and the uncertainty of numbers and age distributions from group to group, the school system has been gracious indeed to accept this group of temporary residents into their regular educational program.

With provision made for academic needs of the children in this manner, the orientation staff attempted to focus on other needs of the missionary children by including them along with their parents in the viewing of films of the country to which they were moving and in enabling them to develop skills in music, art, sports, and other areas that could be continued in their new homes overseas. In addition discussion groups for the children provided opportunity to explore their fears, concerns, and questions related to the move to a new country.

Limited access to the children because of the hours spent in school was deemed a serious restriction to the effectiveness of the orientation program for children. In

the opinion of Sam James, Director of Orientation for the Southern Baptist Foreign Mission Board, missionaries who have participated in the orientation program have repeatedly expressed disappointment that the needs of their children have not been met.³ Foreign Mission Board staff members have also experienced frustration in being deprived of the time necessary to implement an effective orientation program for the children. Area directors of the Foreign Mission Board have felt that the missionary children need an opportunity to "change gears" just as their parents do, and the orientation period could provide an excellent, rather controlled environment for this, according to J. D. Hughey, former Area Director for Europe and the Middle East.⁴ In addition they believe it is necessary to provide a transition to the new type of school the children will attend on the field, a transition not possible at the present Missionary Orientation program with its utilization of a typical U. S. school setting.

Thus, it is not surprising that, given the opportunity, the Foreign Mission Board would consider alternative means of providing for the educational needs of the children in order to give greater attention to other aspects of the

³Sam James, Director for Orientation, Foreign Mission Board, Southern Baptist Convention, interview, June 22, 1981.

⁴J. D. Hughey, former Area Director for Europe and the Middle East, Foreign Mission Board, Southern Baptist Convention, interview, August 27, 1981.

child's development as well. This opportunity came in October 1980 when the Foreign Mission Board voted to move its orientation center to new facilities to be constructed on a 233-acre tract in Rockville, Virginia. Because of limited, seasonal access to the program's earlier location in Calloway Gardens, Georgia, the Foreign Mission Board proposed the construction of an \$8.5 million multiple-use Orientation Center where the orientation program might be broadened. Projection of an in-house educational/orientation facility for the children was included. It would now be possible to expand a typical educational program into an educational/orientation experience which would blend quality academic education with the learning of specific skills necessary to live in another culture.

CHAPTER I

STATEMENT OF THE PROBLEM AND PURPOSE OF THE STUDY

Statement of the Problem

Providing an appropriate educational/orientation program for children preparing for life overseas presented a rather unique problem for at least two reasons. First, no similar program existed which might serve as a model. A review of the agencies and organizations that provided pre-departure orientation for employees offered few examples of attempts to address the needs of the children. Some church mission groups provide for the presence of the children at the parents' orientation and include them in activities suitable for their participation. Wycliffe Bible Translators, Incorporated, encourages missionaries in training to place their children in public or private schools when possible. During Wilderness Training, however, the children join their parents in a six-week camp phase, a four-week "border phase" in which they live with Mexican families, a ten-day travel practicum in Mexico, and a ten-day field trip in which only the most basic gear and equipment are used. The children take along their schoolbooks, secured from their former

schools, and study daily with the help of a teacher.⁵ This orientation program is unique to the needs of the Wycliffe missionary who will reside in a remote area of the world in most cases, carrying out the tasks of recording an existing language for the first time and providing a translation of the Bible.

The Department of Defense, through its Office of Dependents Schools, while providing education for 135,000 students in twenty foreign countries, assumes no responsibility for the child until he arrives at the overseas location. The military would face an almost insurmountable task if they attempted to orient their more than 100,000 military personnel and their families assigned overseas annually, according to Steve Motta, chief of the Education Division of the Department of Defense, Office of Dependents Schools.⁶

Frank G. Shepard, Director of Student Services of International Schools Services, reported in September 1981 that he had been consulting with Shell Oil Incorporated in the development of a new orientation program for Shell's employees. The focus, however, is not on the child, as Shepard interprets it, but on the employee. Similar to another program sponsored by Continental Oil Company, the emphasis

⁵Field Training Course Catalog and Instructions for 1981-82 Season of the Americas Field Training Course, Dallas, Texas: Wycliffe Bible Translators, Incorporated.

⁶Letter from Steve Motta, Chief of the Education Division of the Department of Defense, Alexandria, Virginia, September 2, 1981.

is clearly on the orientation of the parent, and the child is truly "shortchanged," according to Shepard. The United States Department of State also provides a pre-departure orientation program in Washington which is more a review of the State Department post than a truly in-depth program for families of dependents, he continues. In response to a question regarding the need for an orientation program for children moving overseas, he gives the following response:

My answer can only be a resounding yes. Following twelve years in the field, I have come to see too many families, particularly too many children, who came into a new post with no prior experience, no expectations and no knowledge of the limitations that are imposed upon them as dependent children. Children need to know the legal ramifications in a given country or at a given post within a country; they need to be aware of the ethical implication and expectations placed upon them as dependents of missionary personnel, or indeed of expatriate personnel. Children also need to have an awareness of the ethnic foibles of a given country or a given group of people within a country.⁷

A second obstacle in offering an appropriate educational/orientation program for these children is that relatively little information is available which would identify needs unique to this group. Children of parents newly appointed as missionaries have many needs in common with the general population of young children and adolescents born and residing in the United States. They are, of course, a legitimate part of that group. It is not their experi-

⁷Letter from Frank G. Shepard, Director of Student Services, International Schools Services, Princeton, New Jersey, September 22, 1981.

ences, but their projected and anticipated role changes which precipitate the emergence of new and unique needs. It was these needs, specific to children anticipating a transfer to and a residence in a new and foreign culture, which must be identified.

The problem addressed by this study then was: What are the cognitive, emotional, social, and spiritual needs of new missionary children in their transition to residence in a new cultural setting, and what are their implications for the provision of an educational/orientation program?

1. What are the needs missionary children face prior to departure overseas?
2. Is the sending agency responsible for meeting those needs?
3. Is it possible to meet all or any of the expressed needs in a limited time frame?
4. What priority should be assigned to specific goals of an orientation program in meeting identified needs?

Purpose of the Study

In order to determine essential components of an effective educational/orientation program for children planning to move with their missionary parents overseas, it was first necessary to identify areas in which the children experienced specific needs in relation to their anticipated change of residences. It was the purpose of this study to identify the cognitive, emotional, social, and spiritual needs of children of newly appointed missionaries; to judge

whose responsibility it is to meet those needs; and to determine the degree to which it is possible to meet the needs in a two-month orientation program. The focus of the study was those needs which are related to the transition of the children to their new place of residence. Implications for an orientation program were then drawn from the needs assessment.

Significance of the Study

This study will add to the body of knowledge by identifying needs of American children in their transition to residence in a foreign land and by suggesting implications for a pre-departure orientation. The needs are specific to those of children whose parents are Southern Baptist appointed missionaries, but may have commonalities with all children anticipating a transfer of residence overseas.

Because little or nothing is known of the needs of "Third Culture Kids" prior to their departure overseas generally, or new missionary children specifically, information derived from the research regarding such needs will be of interest to professionals in sociology, medicine and education, and to others who are involved with missionary children and other third culture children. While some studies have been done of adolescent and young adult TCK's, particularly in identifying unique characteristics of the

group, only minimal knowledge of the needs, fears, and concerns of young missionary children as they face a rather significant change in the structure and form of their lives is available. As such needs and concerns are identified and intervention provided, a better adjustment on the part of the child is possible. The study will, therefore, provide information to other mission groups, businesses or government agencies in their concern for families of their employees living overseas.

In addition, the analysis of the needs as defined in this study will lead to implications for an orientation program for the Foreign Mission Board of the Southern Baptist Convention to enable missionary children to make a smoother transition into their new "homes." Such a transition has potential for creating an improved long-term adjustment.

Organization of the Study

Each year thousands of American children accompany their parents to new residences in foreign countries. While the businesses, government agencies, and missions who are the sponsors of these families have in many cases equipped the adults to encounter the inevitable cultural differences by means of some kind of formal orientation, little attention has been offered the children in their adjustment to a new setting. This chapter has offered a statement of the problem and defined the importance and necessity of the

study of specific needs experienced by these children. Evidence was offered that no investigation of this nature has been conducted and that it would provide important information in the development of a pre-departure orientation program.

The review of the literature in Chapter II is directed toward two subjects: the missionary child overseas and a needs assessment methodology. Current studies of this population will be considered, both in relationship to American children who remain in their homeland and to those who live overseas with parents engaged in occupations other than missionary (government officials, businessmen, and teachers, for example). A review of the literature surrounding methodologies available for the assessment of needs not only offers a variety of designs but also critiques the strengths and weaknesses of each. Specific dangers involved in the use of the methodology are also explored.

Chapter III describes the methodology used in this study. The preliminary investigations are reported, and their role in the development of the survey instrument outlined. The design of the study is presented, and the sample is detailed. This chapter also includes a description of the survey instrument and of the process of data collection and analysis.

The results of the study are reported and analyzed in Chapter IV. Tables serve to clarify the findings. Both

consensus and diversity among the groups are presented, and the influence of geographic area of residence is highlighted.

The final chapter contains a summary of the results of the study and offers implications for the development of an orientation program for new missionary children based on the data. It also includes suggestions for further research in the area of the American child overseas.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In the preparation of a needs assessment of new missionary children anticipating a move overseas, some prior knowledge of the characteristics of this specific group is required. Most of the available research deals with the older child with overseas background, but it does offer some specific information about the missionary child and the results of experiences in growing up in a foreign land. Nonetheless, it is true that to this point little research has been focused on this unique group of younger missionary children.

An orientation program directed toward young missionary children prior to their moving to a foreign assignment with their parents presupposes the gathering of information about necessary areas of concentration. Therefore, it is important to benefit from the experiences of others through the literature in the preparation of a needs assessment survey. Definition and parameters of a variety of methodologies are needed to differentiate effective alternatives in choice of methods and implementation. A comparison of needs assessment techniques will sort out features of the various ap-

proaches, thereby facilitating the selection of the most appropriate method for the study. One method, the mail questionnaire, will be highlighted. Its greatest drawback, nonresponse bias, will be explained and some remedies offered. Finally, four specific needs assessment programs will be reviewed and suggestions made for reporting survey results and suggestions.

Research and the Missionary Child

The large number of American children between the ages of five and eighteen living overseas, 300,000 reported by Downs in 1976,⁸ would seem to indicate that a great deal of research must have been directed toward the identification of characteristics and needs of these children. A review of the literature, however, reveals that only recently has this group been targeted by researchers for study, and these few studies uncover only scanty information about the young missionary child. Much of the study and writing has been carried out by men and women who have themselves been a part of a third culture family. Research, for the most part, has been done in the context of graduate study, and only a few of these studies have been published. Although journals published by church agencies and mission foundations are increasingly focused on the life and needs of missionary children, they typically offer human interest stories and accounts of the life of a youngster or teenager overseas. Relatively little serious research has been done by the church regarding the children of the men and women it sends out. Perhaps this is due to the fact that missiologists have been primarily concerned with the dissemination of the gospel rather than with the personal lives of those who proclaim that gospel.

⁸Downs, "Look at Third Culture Child," p. 66.

Few sociologists or educators have been interested in the study of life in a third culture or its resulting effects on the members of such a culture. Only an occasional article on this unique group appears in an educational or other professional journal.

An annotated bibliography on the education of missionary children compiled by Steve and Judy Van Rooy in 1981⁹ includes ninety-four entries on this subject. An earlier work, completed in 1977 by these authors, was edited and amended to include all the sources known to them at that time. Although no claims were made that the bibliography was exhaustive, it was the sum and substance of their search over a period of years. More than half the entries were found in journals published by churches and mission agencies. Another one fourth of the titles were masters' theses (24) or doctoral dissertations (3). Only ten percent were found in academic journals or books. At least one fourth of the articles deal directly with the education of missionary children. The other topic of greatest interest is the adjustment of the missionary child back into the American culture after residence in a foreign land. The authors'

⁹Steve and Judy Van Rooy, "Bibliography on Education of Missionary Children," disseminated through the Billy Graham Library in Wheaton College, Wheaton, Illinois, 1981.

comment that, "Articles on the whole seemed a bit superficial and of little real substance," is followed by commendation for some "quality works."¹⁰

A number of the articles noted in the above bibliography relate to types of school settings available on the mission field and the relative merits of each type. While a number of options are available, such as correspondence courses, national schools, mission schools, and American schools (Miller,¹¹ Smith¹²), national schools (Kladensky¹³) and boarding schools (Mark¹⁴) are often favored. Beck¹⁵ has offered suggestions to missionary parents in preparing their children for life in a boarding school by explaining varia-

¹⁰Ibid., p. 1.

¹¹Robert William Miller, "A Comparative Study of the Types of Elementary Education Available to Conservative Baptist Missionary Children," (MRE thesis, Conservative Baptist Theological Seminary, 1962).

¹²William Wesley Smith, "Planning Your M.K.'s Education," (Th.M. project, Dallas Theological Seminary, 1975).

¹³Georgina Kladensky, "The Advantages of Going to National Schools," Evangelical Missions Quarterly 10 (April 1974):154-159.

¹⁴Leslie Earl Mark, "The Problem of Education for the Children of Missionaries," (Bachelor's thesis, Gordon Divinity School, 1955).

¹⁵James Romaine Beck, "Parental Preparation of Missionary Children for Boarding School," (Taipei, Taiwan: Mei Ya Publications, 1968).

tions in the normal routine of life. Cassady and Cassady¹⁶ have recommended more careful staff selection and more adequate staff for mission schools, as well as the development of a guidance program in assisting missionary children in adjusting to boarding schools and in returning to the United States.

In a study of missionary students in an elementary and junior high school in the Central African Republic, it was found that the greatest problem of these youngsters was separation from their parents.¹⁷ Craw has described problems faced by missionary children academically, socially, psychologically, and spiritually, and has proposed solutions.¹⁸ Van Rooley commented, however, that "the paper does not fulfill its stated purpose entirely, and his summary lacks substantial conclusions."¹⁹

Many of the studies concerning missionary children deal with their social and emotional development. While

¹⁶Melvin and Maryanna Cassady, "Study Related to the Education of Missionary Children" (a mimeographed paper for National Council of Churches, New York, 1962-63).

¹⁷Joann Albrecht, "Adjustment of Missionaries' Children on the Mission Field and Upon Return to America" (scholarly/scientific paper for a graduate course, Indiana University, 1970).

¹⁸Donald L. Craw, "A Study of Basic Problems of Missionary Children with Proposed Solutions," (MRE thesis, Talbot Theological Seminary, 1968).

¹⁹Van Rooley, "Bibliography".

being an MK is generally perceived as a positive experience, there are inherent and potential hurdles in early childhood and adolescence which may be magnified by the unusual circumstances of the third culture setting. David Stewart²⁰ has warned that it is altogether possible that the missionaries can remain unaware of problems their children may be experiencing by assuming that a quiet and well-behaved child is well adjusted and happy. Collins²¹ urged missionary candidates to consider carefully the implications of rearing children in a land which may be less sanitary than their own, with children of a different culture, language, and thought patterns, and the long separation which may be involved if the children are sent away to school. She also recommended obtaining professional help for children who exhibit any tendency toward unnatural dependence and instability or other psychological disturbances, to determine the child's ability to cope with changes resulting from a move overseas. She states that the parents' attitude toward the call and service of God and their presence and emotional support in the family are crucial factors in the child's adjustment.

²⁰David Stewart, "Booby Traps and Tight Ropes" (paper delivered at the Sixth International Convention on Missionary Medicine, held on the Wheaton College (Illinois) campus, March 18-22, 1972).

²¹Marjorie A. Collins, Manual for Accepted Missionary Candidates (Pasadena: William Carey Library, 1972).

Basing her study on Erik Erikson's psychosocial model of stages of human development,²² Taylor traced issues of major concern in the personality development of children of missionary parents. She indicated that trust, autonomy, and initiative have peak developmental periods within the pre-school years. Unfortunately, however, she finds that many missionaries are pulled by demands of supporting churches, language learning, professional development and service, and overseas family needs and tend to neglect to study this period of childhood and to organize time to do an adequate job in rearing the pre-schooler. In Erickson's fourth stage of development, industry versus inferiority, Taylor challenged the missionary parent to offer experience, information, and stimulation to engender intellectual and social growth. She concluded by emphasizing the importance of the day-to-day interaction of missionaries with their children:

An extremely important personal ingredient for our bi-cultural children is a strong personal identity built from birth through successive stages of basic trust, autonomy, initiative and industry, all passing through ascendant stages at an age when still at home with parents.²³

Useem pointed out that because third culture families share the common experience of moving into un-

²²Margaret Hopper Taylor, "Personality Development in the Children of Missionary Parents," The Japan Christian Quarterly (Spring 1976): 72-78.

²³Ibid., p. 78.

familiar territory, they offer each other mutual support in the face of change and strangeness. As a result, the overwhelming majority of third culture children like, respect, and feel emotionally attached to their parents.²⁴ These shared experiences are different from those of the people with whom the TCK interacts when he returns to the United States. It is not surprising then that only seven percent report feeling 'at home' among their peers in the United States.²⁵ Because of their extraordinary experiences in growing up, Useem found:

The reported experiences of these youth suggest that they cope rather than adjust, and as one student of multicultural persons describes them, they become both 'a part of' and 'apart from' whatever situation they are in.²⁶

Interaction with the national children in the country in which the missionary child lives provides interesting material for observation. In a limited study Gross²⁷ investigated the effects of missionary children's contact with national peers. He found that while only nineteen percent of his subjects would have liked more contact with the other missionary children, sixty-four percent of them desired more

²⁴Ruth Hill Useem, "Third Culture Kids," Today's Education 55 (September-October 1976):104.

²⁵Ibid., p. 105.

²⁶Ibid., p. 105.

²⁷Clifford Gross, "Missionary Children's Contact with National Peers," seminar paper, Graduate School of Missions, Columbia Bible College, 1975.

contact with national peers. No apparent attempt was made to explain the causes for the failure to obtain this contact, and the reader is left to ponder if lack of permission by parents, poor interpersonal relationship skills on the part of the child, or some other factor was the cause.

Troutman²⁸ contrasted the lifestyle of diplomatic and business people stationed overseas with that of the missionary. Governmental representatives and employees of businesses typically live within an American colony, a "little America," and in reality never leave the United States in their attitudes, he reported. The missionary family, on the other hand, identifies and lives closely with the local people in all aspects of life, often living outside the large metropolitan areas where they meet few Americans other than missionaries. Troutman proposed that this strong identification with the host country precipitated some complications and confusion for the missionary child. Although the foreign country is actually his home, the child is taught both consciously and unconsciously that "home" is the United States. Usually his only experience in the United States is on furlough where he must cope with constant traveling, new schools, new friends, and the expectation of returning to the field in a year. Furlough time

²⁸Charles H. Troutman, "Family Security--Wherever Home Is," Evangelical Missions Quarterly 10 (April 1974): 146-152.

is not a settling experience, nor is the time when the missionary child returns alone to the United States for high school or college. It is not surprising that many missionary children feel as though they have been cut adrift in an unfamiliar vacuum, separated not only by geographical distance, but by emotional distance as well. It is even possible that they will feel they are burdens to their families, and their being sent away to school is to enable their parents to be more "effective" missionaries, unhampered by their roles as parents. Troutman recommended two things that parents can do to prevent feelings of alienation from their families:

1. Ensuring the security of the home in a physical sense, both living at home on the field and teaching the children that the field is their home while they are there.
2. Including the whole family in the actual work of the mission, giving them a sense of participation and fulfillment.²⁹

According to Troutman, these two steps can forestall the feelings of parental rejection and establish support systems of love and concern within the missionary family.

It has been determined rather recently that growing up in a country other than your own generally results in the development of unique characteristics. Ruth Hill Useem, director of the Office of International Extension of Mich-

²⁹Ibid.

igan State University, is prominent among educators in providing the impetus for study in this important area. Useem in her articles, speeches, and interviews, as well as in her class lectures and through direction of graduate studies, has contributed to the general knowledge and understanding of "third culture kids" both with her own studies and through the generation of interest of other researchers.

The term "third culture" is commonly used in literature relating to missionary families. Useem defines third culture as:

" . . . a generic term to apply to the way of life that is developed in the interstices between societies. It includes the occupational roles, language, values, and customs that are created and shared by persons who are crossing cultural, societal, or national boundary lines, to relate their societies, cultures, or nations to each other...TCK's, then, are the minor dependents of these (representatives of government, businesses, and international organizations), for the most part highly educated, mobile world elite who are linking in complex ways the global community."³⁰

Useem's research has included the identification of significant categorical as well as individual differences among third culture children through questionnaires submitted to college and university students in America who had spent part of their earlier life abroad. Findings regarding generalizations of third culture children seem to indicate

³⁰Downs, "Look at Third Culture Child," p. 66.

that they:

1. Are more intimately related to and dependent upon the family than their counterparts in the United States.
2. Appear to relate better to adults than their own peer group.
3. Do not make friends easily but prefer one or two very close friends.
4. Appear to be self-directed, self-disciplined, and subdued and think seriously about personal and community concerns.
5. Are good observers.
6. Are gaining in measured intellectual performance while SAT and achievement test scores in the United States are typically going down.
7. Have fewer psychiatric problems than young people reared in the United States.
8. Read more than youth in the United States and tend to enjoy writing.
9. Are more likely to be talented in the field of music.
10. Are more conservative in values than youth in the United States.
11. Take academic work seriously and are frequently overachievers. Useem also reported that few services are available for the small percentage of TCK's who experience academic problems, resulting in significant problems for them.³¹

A relatively small amount of research has been focused on the identification of differences among the

³¹Ibid.

children of different parental occupations. Krajewski,³² for example, found that missionary dependents, as compared to dependents of federal civilian, business, and Department of Defense employees, ranked second in percentage of those receiving high grades, but had the lowest percentage claiming high self-concepts of intellectual ability. His hypothesis was that the work ethic of these students caused them to feel that any grade less than "A" indicated less than adequate effort.

Shepard³³ has outlined a number of characteristics of the missionary child:

1. MK's learn languages more than children of other categories living overseas.
2. The child in the third culture, we are also very sure, develops very, very close friendships among very few people.
3. The child of the third culture also tends to be much more self-reliant than his Stateside counterpart.
4. The child of the third culture, the longer he stays out, tends to have more difficulty moving back into the social structure as it exists in the United States.
5. Generally, the third culture child seems to look back overseas when it comes time to make decisions about career lifestyles.

³²Frank R. Krajewski, "A Study of the Relationship of an Overseas-Experienced Population Based on Sponsorship of Parent and Subsequent Academic Adjustment to College in the United States," (PhD thesis, Michigan State University, 1969).

³³Frank Shepard, "Living in the Third Culture" (paper presented at Sixth International Convention on Missionary Medicine, Wheaton College, March 18-22, 1972).

Re-entry, a term for the return of third culture youth back into American culture, is currently a topic of keen interest among researchers. Downie³⁴ has explored some of the aspects of the identity formation of this group and has attempted to pinpoint factors influencing the nature of the re-entry experience. Clyde and Sheila Austin of Abilene Christian University, Abilene, Texas, are actively researching the effects of re-entry on third culture teenagers in an attempt to discover solutions to the inherent difficulties of this transition.³⁵

While the information distilled from these and other studies provides noteworthy assistance in the re-assimilation of young people who have lived a portion of their lives overseas back into the mainstream of American life, they contribute little or nothing to our understanding of the needs of the young child who is just beginning his life as a member of a third culture family. It is equally important to consider both the forces that accelerate positive adjustment on the part of the missionary child and those that hinder a proper transition in order to provide for productive intervention in adjustment situations. Definition of the needs of young children facing the potentially traumatic response

³⁴Richard Dixon Downie, "Re-Entry Experiences and Identity Formation for Third-Culture Experienced Dependent American Youth: An Exploratory Study," (Doctor's dissertation, Michigan State University, 1976).

³⁵Letter from Clyde Austin, Professor, Abilene Christian University, Abilene, Texas, 16 September 1982.

to a transition from the familiarity and comfort of a middle-class American environment to the unfamiliarity and cultural differences in life in a foreign country is extremely important in understanding their reactions and in enabling them to cope in a more positive way.

A Needs Assessment Approach

The process of determining the needs of a group of individuals in a specific situation is a difficult task. Decision-making requires the use of judgment, and as Stake has pointed out, judgments typically rest on incomplete knowledge, imprecise measurements, and inadequate experience. He goes on to say, however, that the evaluator may "lessen the arbitrariness of decisions and decision-making by introducing data-gathering methods already developed by other social scientists."³⁶ Kaufman recommended selecting from an array of needs assessment methods available for successful intervention in a problem area "without risking construction of solutions for which there is no related problem."³⁷ Indeed, the widespread use of needs assessment

³⁶ Robert E. Stake, "Objectives, Priorities, and Other Judgment Data," Review of Educational Research 40 (April 1970): 181.

³⁷ Roger Kaufman, "Needs Assessment in Perspective: Introduction to Special Issue," Educational Technology 17 (November 1977): 4.

strategies over the past dozen years has contributed to more effective educational planning.³⁸

Most approaches in needs assessment measure the discrepancy between a present condition and a group of specific, explicitly-stated goals.³⁹ The commonly used meaning of "need" infers a gap between a preferred state and the status quo. Kimpston and Stockton recommended four steps in determining needs:

1. Establish goals and rank for importance.
2. Determine the present status of each goal.
3. Identify the discrepancy between goals and the present condition.
4. Assign priorities to discrepancies.⁴⁰

In evaluating the five most commonly utilized methods of needs assessment, specifically the EPIC Diversified System,⁴¹

³⁸Richard D. Kimpston and William S. Stockton, "Needs Assessment: A Problem of Priorities," Educational Technology 19 (June 1979):16.

³⁹Ibid.

⁴⁰Ibid.

⁴¹EPIC Diversified Systems Corporation, Needs Assessment (Tucson, Arizona: Educational Innovators Press, 1972).

English and Kaufman,⁴² McGraw-Hill,⁴³ Phi Delta Kappa,⁴⁴ and Westinghouse,⁴⁵ it was found that all begin with goal establishment and ranking and the identification of existing discrepancy. However, the methods largely ignore other criteria for establishing priorities. Only the Westinghouse model included explicit criteria for setting priorities, i.e., the ranking of the extent to which a goal is perceived to be the school's responsibility.⁴⁶ Judgment of priorities in the Westinghouse model was based on these two questions:

1. Is the goal appropriate?
2. How does the discrepancy between actual condition and the expressed goal compare with gaps associated with other goals?

Kimpston and Stockton object to the idea that the larger the discrepancy, the higher the priority. They argued instead that high priority should be assigned to the area which peo-

⁴²Fenwick English and Roger Kaufman, Needs Assessment: A Focus for Curriculum Development (Washington, D.C., Association for Supervision and Curriculum Development, 1975).

⁴³McGraw-Hill Publishing Company, Evaluation Workshop II: Needs Assessment (Monterey: McGraw-Hill, 1973).

⁴⁴Northern California Program Development Center and The Commission on Educational Planning, Phi Delta Kappa, Educational Goals and Objectives: A Model Program for Community and Professional Involvement (Bloomington, Indiana: Phi Delta Kappa, 1972).

⁴⁵Westinghouse Learning Corporation, Educational Needs Assessment (Iowa City, Iowa: Westinghouse Learning Corporation, 1973).

⁴⁶Ibid.

ple see as most critically needed.⁴⁷ Stake agreed that an item with a smaller discrepancy may be more important. He contends that community pressures, difficulty and cost of remediation, and relevance of testing instruments should also be considered in making decisions.⁴⁸ Relative discrepancies, then, according to these authors, should be considered as additional data, but certainly not as adequate in themselves to form the total basis of effective decision-making. If, as Kimpston and Stockton, as well as Stake, have asserted, it is too simplistic to apply the discrepancy test, how is it possible to arrive at high priority needs? There is seldom enough time and/or resources to implement remedies to all problems. Planners need to know which needs command the most immediate attention.

Some attempts have been made to assist groups in expressing their sense of the relative importance of a need. Stake and Gooler, for example, have studied the allocation of a scarce resource--time--to identify needs. They concluded that the most important objectives will not, and indeed should not necessarily require the greatest amount of time and confirmed the suspicion that priorities are ordered differently when different measures are used.⁴⁹ Priorities

⁴⁷Ibid.

⁴⁸Stake, "Objectives and Judgment Data":181.

⁴⁹Robert E. Stake and Dennis Gooler, "Measuring Educational Priorities," Educational Technology 11 (September 1971):44.

ordered by allocation of time will differ from ordering based on allocation of money, for example. Stake and Gooler deduce:

It seems clear that a statement of goals and a description of discrepancies may be necessary but not sufficient considerations for eliciting reliable and valid judgment of priority for educational planning.⁵⁰

Kimpston and Stockton provide another factor in the attainability of the goal. It is conceivable, they state, that one might target three or four goals considered within the realm of possible achievement, over one goal which could require a greater expenditure of effort. As the relative difficulty of attaining a high-ranked goal increases, one's estimate of its relative priority would probably decrease, according to these authors. Thus, relative attainability becomes a significant consideration in assigning priorities for planning.⁵¹ Unfortunately, Kimpston and Stockton report, no currently available needs assessment model includes attainability as a criterion for priority setting. In the absence of a technique that directs attention systematically to relative difficulty of attainment, they recommend an adaptation of force field analysis, a widely recognized planning tool which has been applied in predictions of the future and for planning change in institutions and social

⁵⁰Ibid.

⁵¹Kimpston and Stockton, "Needs Assessment":20.

systems. In this model significant driving and restraining forces are identified with the purpose of adding, weakening, eliminating or holding them constant in order to affect change. Although specific procedures have not been outlined, their point that attainability of a goal is an important factor of a needs assessment is well taken.

From the information and opinions reflected above, it is apparent that a needs assessment method should include not only a measure of discrepancy between the perceived present and desired state of a situation, but also additional measures of other criteria, including responsibility and level of attainability. The inclusion of these additional factors will result in more productive and fertile data on which planning for the future may be based.

Sarthory has pointed out that in spite of the avowed value of needs assessment procedures, there are factors which inhibit their use. One problem is that an "awareness understanding" of the methodology, born out of the familiarity of the term "needs assessment," often results in one of two undesirable circumstances. Either an educational administrator will feel disinclined to acquire necessary skills to implement such a "familiar" technique, or he decides not to use it at all in favor of some more novel method.⁵² It is

⁵²Joseph A. Sarthory, "Needs Assessment and the Practitioner: Problems and Prospects," Educational Technology 17 (November 1977):24.

true, as Witkin has purported, that discrepancy models, those systematic educational planning techniques drawn from the original work of Kaufman, are demanding in time and expertise. Because of the method's regimen, it is often eliminated. Nevertheless, needs assessment procedures permit the consideration of more factors and usually are more valid than simple difference scores.⁵³

Kaufman has promoted the participation of partners such as parents, learners, community members and educators in needs assessment models. Stake and Gooler have asserted that since the statement of a need is the reaction of a person to something, a needs assessment is not only a description of a need, but of the persons who see the need as well. As a result,

. . . the needs assessor has no obligation to find consensus. In fact, he is acting improperly if he does not report the diversity of viewpoints of need.⁵⁴

It is the responsibility of the technologist to decide whose preferences should be considered significant in the identification of a need. The provision for involvement of many groups and the allowing for their representatives to express

⁵³Roger Kaufman, "A Possible Taxonomy of Needs Assessment," Educational Technology 17 (November 1977):61.

⁵⁴Stake and Gooler, "Measuring Priorities," p.45.

their views concerning goals and perceived needs constitute a major benefit of the methodology.⁵⁵

Needs Assessment Methodologies

Needs assessment methodologies, while differing in approach, follow similar steps in implementation. Basically, the procedure includes:

1. Defining the project's objectives
2. Selecting the data-gathering techniques
3. Preparing items for the instrument
4. Selecting the sample
5. Obtaining the data
6. Coding the data
7. Preparing the data for analysis
8. Presenting the findings and recommendations⁵⁶

With the expanded use of needs assessment instruments in recent years, at least five categories of approaches have emerged:

1. The Key Informant Approach
2. The Community-Forum Approach

⁵⁵Gayle H. Gear and Robert K. Gable, "Educating Handicapped Children in the Regular Classroom: Needs Assessment in Teacher Preparation," Journal of Research and Development in Education 12 (Summer 1979): 37.

⁵⁶George J. Warheit, Roger A. Bell, and John J. Schwab, Needs Assessment Approaches: Concepts and Methods (Washington, D.C.: Department of Health, Education and Welfare, 1979) p. 19.

3. The Rates-Under-Treatment Approach
4. The Social Indicators Approach
5. The Survey Approach⁵⁷

The Key Informant Approach utilizes data obtained from individuals in the service area who are cognizant of the community needs. The Community-Forum Approach also attempts to solicit information from a knowledgeable public but does so through participation in a forum. The Rates-Under-Treatment Approach involves the study of utilization patterns of agencies providing specific services to determine broad sociodemographic and geographic information and the types of service offered. The Social Indicator Approach makes use of the inference of need suggested by statistical reports, such as census reports and state and federal agency data. The purpose of the Survey Approach is to focus on needs perceived by a representative group of people rather than communicating with the entire population.

The survey method, the design most commonly used, "when done correctly with carefully developed and tested methods and materials, is the most scientifically valid for assessing needs and evaluating programs."⁵⁸ Surveys can be both the least expensive per response and also provide the

⁵⁷ Ibid.

⁵⁸ John M. Nickens, Adelbert J. Purga, III, Penny P. Noriega, Research Methods for Needs Assessment (Washington, D.C.: University Press of America, 1980), p. 5.

means for communicating with a large number of individuals. Survey research is used to study both large and small populations through the selection and study of samples. From these samples characteristics of the population are inferred. Random samples can often furnish the same information as a census at much less cost, greater efficiency and at times greater accuracy. Although social welfare surveys were done in England in the eighteenth century, survey research in the social science sense is a development of the twentieth century.⁵⁹ Rigorous, scientific procedures and methods have been developed mostly by psychologists, sociologists, statisticians, and other social scientists, profoundly influencing the social science field. Survey research is characterized by the nature of its variables, which may be classified as sociological fact, and opinions and attitudes. Sociological facts are attributes of the individuals such as sex, income, socioeconomic status, age, education and race. Opinions and attitudes, as well as behavior, form the second type variable and are in essence psychological facts. Psychological variables are examined in relationship to sociological variables in order to attempt to determine causes for certain behavior.

⁵⁹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), pp. 412-413.

Survey methods used to obtain information are the telephone survey, panel, controlled observations, personal interview, and the questionnaire. Of these, Kerlinger points to the personal interview as the most effective and further deems it to be the most powerful and useful tool of social scientific survey research. He dismisses the telephone survey method as having little to recommend it beyond speed and low cost. Possible nonresponse, uncooperativeness, and reluctance to answer more than superficial questions are a few of the negative aspects of this technique. The panel method involves the selection and interview of a sample of respondents who are then viewed and studied at later times in order to discover changes in behavior and attitudes. Kerlinger reports that the mail questionnaire has serious drawbacks unless it is used with other techniques. He points out that lack of response and the inability to check responses given form defects serious enough to make the mail questionnaire "worse than useless except in highly sophisticated hands."⁶⁰ Widely used for more than forty years,⁶¹ however, the questionnaire approach has been applied exten-

⁶⁰Ibid., p. 414.

⁶¹Dean J. Champion and Alan M. Sear, "Questionnaire Response Rate: A Methodological Analysis," Social Forces 47 (March 1969):335.

sively in many areas of social research and has become the most commonly applied method for educational research.⁶²

In comparing the mail questionnaire method with the second most frequently employed method of data collection, the personal interview, Benson points out these major advantages:

1. It provides opportunity for consultation within the family concerning matters affecting the whole household
2. It allows for greater chance of availability
3. Its impersonality often prevents or at least minimizes negative psychological reactions to emotionally-loaded questions
4. There is no chance of an interviewer intentionally or unintentionally biasing the answers⁶³

Warheit, Bell and Schwab list other advantages of the mail questionnaire technique:

1. It provides the most scientifically valid and reliable information it is possible to obtain regarding needs
2. It has flexibility to answer a wide variety of questions
3. Its design permits a choice of sampling techniques, item construction, and methods of analysis⁶⁴

They warn, however, that mail surveys can be very expensive, especially if the design includes a large statistical

⁶³Lawrence E. Benson, "Mail Surveys Can Be Valuable," Public Opinion Quarterly 10 (Summer 1946): 234.

⁶⁴Warheit, Bell and Schwab, Needs Assessment Approaches, p. 46.

probability sample, a lengthy interview instrument, and a widely dispersed population.⁶⁵ Parten, reflecting the concerns of others about the mail questionnaire, has suggested that not only is it difficult to check the accuracy of the responses, without the aid of a personal interviewer, misinterpretation of questions is possible.⁶⁶ The most frequently leveled criticism of the mail survey, however, is the typically low rate of return, often less than sixty to seventy percent, which affects the validity and reliability of the results.

Nonresponse Bias

A brief probe into the literature on needs assessment methodology brings strong evidence that high rate of response to a survey is essential. Hackler and Bourgette state that the problem of a high nonresponse rate is based on the assumption that opinions of nonrespondents may differ in nonrandom ways from those who do respond.⁶⁷ Leslie, however, has challenged those who support the notion that

⁶⁵Ibid.

⁶⁶Mildred B. Parten, Surveys, Polls, and Samples (New York: Harper and Brothers, 1950), pp. 95-96.

⁶⁷James C. Hackler and Patricia Bourgette, "Dollars, Dissonance, and Survey Returns," Public Opinion Quarterly 37 (Summer 1973): 276.

low response necessarily biases the results.⁶⁸ He questions the prevalent view that response bias severely limits the usefulness of surveys and questionnaires receiving less than 100 percent return. Although there is ample evidence that response rate bias may occur in mail surveys, available evidence reveals only differences between respondents or nonrespondents in terms of such independent variables as sex, geography, and age, he argues. It can only be assumed that these differences lead to differences in the dependent variables, according to Leslie. He further states that when populations surveyed are homogeneous, minor differences on independent variables between respondents and nonrespondents or late respondents may occur, but differences as to dependent variables are unlikely. Thus, he states, researchers surveying issues directly related to homogeneous groups should not be overly concerned about the percentage of questionnaire returns, as long as enough responses are gained to meet statistical assumptions.

Leslie's views notwithstanding, most researchers give serious consideration to the problem of response bias. The Advertising Research Foundation recommends an eighty percent or better response rate for mail questionnaire surveys.⁶⁹

⁶⁸Larry L. Leslie, "Are High Response Rates Essential to Valid Surveys?" Social Science Research 1 (1972): 328.

⁶⁹Paul L. Erdos, "Data Collection Methods: Mail Surveys," Handbook of Marketing Research, ed. Robert Ferber, (New York: McGraw-Hill, 1974), pp. 2-99.

Nonresponse bias is then a serious problem for the researcher who chooses to use the mail questionnaire technique. A number of factors are said to affect the return rate:

1. Agencies requesting the information
2. Length of the questionnaire
3. Skill of the interviewer
4. Amount and success of the pre-survey publicity
5. Extent and detail of pre-planning
6. Characteristics of population being studied
7. The community itself.⁷⁰

Two approaches to dealing with the problem of low return in mail questionnaires are:

1. Follow procedures with proven results in planning and distributing the questionnaire.
2. If, in spite of the careful application of these procedures, the response is still short of an anticipated percentage of return, investigate the impact of the non-response rate by means of a scientifically accepted method of study.⁷¹

These two approaches are essential in planning and implementing an effective needs assessment technique.

Three major factors are considered in the devising of an effectual needs assessment instrument:

⁷⁰Warheit, Bell and Schwab, Needs Assessment Approaches, p. 50.

⁷¹Ibid.

1. Origin and purpose of the study
2. The design of the instrument itself
3. Details of distribution and follow-up procedures

Obviously, the agency requesting the information has some effect on the responsibility a respondent would feel for his response.⁷² In addition, the greater the intrinsic interest of the subject matter to the respondents' personal concerns, the better the chances are for high response.⁷³ Offering the results of the survey to the respondents may also stimulate interest and response.⁷⁴ In a study of the relationship of interest in the subject of the questionnaire and response bias, Baur found that those interested in the subject returned their questionnaires promptly while those not as interested turned theirs in later.⁷⁵

The design or format of the needs assessment instrument can also contribute to the response rate of the survey. The general opinion on the length of the questionnaire is

⁷²Ibid.

⁷³Donald P. Warwick and Charles A. Lininger, The Sample Survey: Theory and Practice (New York: McGraw-Hill, 1975), p. 132.

⁷⁴Douglas R. Berdie and John F. Anderson, Questionnaires: Design and Use (Metuchen, New Jersey: Scarecrow Press Inc., 1974), pp. 58-59.

⁷⁵E. Jackson Baur, "Response Bias in a Mail Survey," Public Opinion Quarterly 11 (Winter 1947): 594-600.

that it should be as short as possible.⁷⁶ This assumption was based on the theory that respondents would be more likely to fill out a questionnaire that would take less of their time than a longer one. Sletto, however, reported that his findings suggest that the length of the questionnaire is not an important variable in response rates.⁷⁷ A study by Champion and Sear supports Sletto's findings. In the study which used questionnaires of three different lengths, the longer questionnaires were returned most frequently.⁷⁸ It would appear from the conflicting evidence reported that the issue of length is more complex than first thought and requires further study. Dillman indicated that from two of his studies, the appearance and form of the questionnaire should be considered for size and respondent's perception of the size.⁷⁹ In addition, the layout of the questionnaire should be designed to avoid appearing crowded on the page.⁸⁰

⁷⁶Nickens, Purga, and Noriega, Research Methods, p. 30.

⁷⁷Raymond F. Sletto, "Pretesting of Questionnaires," American Sociological Review 5 (April 1940): 193-200.

⁷⁸Champion and Sear, "Questionnaire Response Rate," pp. 335-339.

⁷⁹Don A. Dillman, "Increasing Mail Questionnaire Response in Large Samples of the General Public," Public Opinion Quarterly 36 (1972): 254-257.

⁸⁰Erdos, "Mail Surveys," pp. 2-99.

Not only is the format of the instrument important, but the type questions included are significant. "Fixed alternative" questions, those for which the responses are limited to stated alternatives, for example, take less time to answer than open-ended questions and tend to increase the response rate. They also have these additional advantages:

1. They are easily standardized
2. They are quick to administer
3. They can be placed in a pre-coded format
4. They lend themselves to hypothesis testing⁸¹

On the other hand, they have these disadvantages:

1. The basic premises on which the questions are based may be incorrect.
2. A respondent may feel forced to make a choice when he truly has no knowledge or opinion.
3. Respondents are limited to the same response choices.
4. They presume some pre-existent knowledge on the part of the investigator which tends to limit their use in exploratory or pilot situations.⁸²

Warheit, Bell, and Schwab indicate that a limited number of open-ended questions may be used if they are clearly stated, easily answered, and near the end of the instrument.⁸³

⁸¹Warheit, Bell and Schwab, Needs Assessment Approaches, p. 86.

⁸²Ibid.

⁸³Ibid., p. 85.

Perhaps the most critical step in the use of a mail questionnaire as far as response rate is concerned, is the distribution. Many researchers use and recommend an advance letter or notice before the questionnaire is sent.⁸⁴ This advance letter or "alert card" serves to inform the respondent that an important survey is on its way and will require their urgent attention.⁸⁵ Actual studies seem to confirm that the use of an advanced notice sent prior to the questionnaire does improve returns.⁸⁶

An important coordinate to the mail questionnaire is the cover letter which sets the tone for the message from the sponsoring agency to the respondents.⁸⁷ The message from the president or another authoritative figure increases its importance in the eyes of the respondents. Linsky found that personalization and emphasizing the importance of the respondent had a significant positive effect on the response

⁸⁴Neil M. Ford, "The Advance Letter in Mail Surveys," Journal of Marketing Research 4 (1967): 202-204.

⁸⁵Floyd L. McKinney and Charles Oglesby, Developing and Conducting Follow-Up Studies of Former Students (Lexington, Kentucky: Kentucky Research Coordinating Unit, 1971), (Bethesda, Maryland: Document Reproduction Service No. ED 056 240).

⁸⁶Erdos, "Mail Surveys," pp. 2-100.

⁸⁷Southern Regional Education Board, Follow-Up Surveys of College Graduates (Atlanta, Georgia: Author, 1978).

rate.⁸⁸ Champion and Sear confirmed these results when they found that the response rate improves when the respondent's importance to the study, as opposed to the social good or the researcher's appeal to help, is emphasized.⁸⁹

In making decisions regarding mailing procedures, the researcher must be aware of the comparison of the cost of various tactics and techniques and the resulting effect on response rate. For example, Gullahorn and Gullahorn,⁹⁰ Champion and Sear,⁹¹ and Warwick and Lininger have reported that stamped, addressed return envelopes, rather than conventional business reply envelopes are one of the more effective devices to increase response rate.⁹² Rossman and Astin, however, in a cost-effectiveness study, found that the cost per response, when comparing first-class postage to non-profit postage, favored non-profit postage. In addition, they found that live stamps increased response rate by no more than two percent, but costs were considerably

⁸⁸Arnold S. Linsky, "A Factorial Experiment in Inducing Responses to a Mail Questionnaire," Sociology and Social Research 49 (January 1965): 183-189.

⁸⁹Champion and Sear, "Questionnaire Response Rate," pp. 335-339.

⁹⁰Jeanne E. Gullahorn and John T. Gullahorn, "An Investigation of the Effects of Three Factors on Response to Mail Questionnaires," Public Opinion Quarterly 27 (Summer 1963): 294-296.

⁹¹Champion and Sear, "Questionnaire Response Rate," pp. 335-339.

⁹²Warwick and Lininger, Sample Survey, p. 132.

more. The results of their study generally held that the least expensive methods of performing a mail questionnaire study were the most cost-effective.⁹³ The Southern Regional Education Board has reported that all institutions have found that repeated mailing of questionnaires does improve response rates. They warn, however, that the added cost of extra mailings must be weighed against the improvement in response rates. A minimum of two mailings is universally recommended to bring about a rise in response. Further mailings bring diminishing return.⁹⁴ Christison, in a study comparing seven possible techniques for improving the rate of return of questionnaires found that paying for the return of the instrument was the most successful, bringing a 73 percent return, but not even financial reward by itself seemed to be an adequate factor in motivating all people to respond.⁹⁵

Nickens, Purga, and Noriega summarize the foregoing arguments:

Monetary incentive, first class versus third class mailings, stamped versus business reply envelopes, advance letter, personal versus non-personal wording of the cover letter, timing of questionnaire, and

⁹³ Jack E. Rossman and Alexander W. Astin, "Cost Effectiveness of Differential Techniques for Mail Questionnaires," Research in Higher Education (1974): 273-279.

⁹⁴ Southern Regional Education Board, Follow-Up Surveys, pp. 273-279.

⁹⁵ Milton Christison, "Alternative Methods of Improving the Return of Follow-Up Questionnaires: Their Cost and Effectiveness," (Bethesda, Maryland: ERIC Document Reproduction Service No. ED 132 188, 1973), pp. 1-13.

follow-up mailings, length of the questionnaire, repeated mailings, and intrinsic interest are all different tactics for increasing response rate.⁹⁶

Obviously, Berdie and Anderson's advice to consider the use of varying tactics for different samples and studies in order to maximize response rates is wise counsel for the researcher.⁹⁷

If, after utilizing the necessary methods to increase high response to the questionnaire, less than eighty percent return is achieved, steps must be taken to examine the impact of the non-response rate. There are at least three methods of investigating the effect. The first and most direct method is to select a limited random sample among the nonrespondents for a telephone interview to determine whether their responses follow the same pattern as from the respondents. The data is then statistically analyzed to determine whether there is a significant difference between the survey responses from respondents and non-respondents.⁹⁸

Another way of checking for non-response bias is through the use of demographic characteristics. Demographic averages on various characteristics are computed for the

⁹⁶Nickens, Purga, and Noriega, Research Methods, p. 28.

⁹⁷Berdie and Anderson, Questionnaires, p. 53.

⁹⁸Nickens, Purga, and Noriega, Research Methods, p. 28.

respondents and then compared to those for the total population. A chi-square test is then applied to determine whether the resulting differences are significant.⁹⁹

A third means of investigating possible non-respondent bias is to examine the difference between early and late respondents. It is inferred that non-respondents have more in common with late respondents than early respondents. Therefore, if responses from late respondents differ significantly from early respondents, it could indicate nonrespondents' bias. In order to implement this strategy it is, of course, necessary to number the responses sequentially as they arrive.¹⁰⁰ These three methods may be considered when the rate of response to the questionnaire is less than eighty percent.

⁹⁹Ibid., pp. 29-30.

¹⁰⁰Ibid.

Specific Needs Assessment Programs

Prior to the launching of a needs assessment survey, the researcher must respond to several queries which will ultimately indicate the method of the survey. Items which need to be considered include:

1. How much time is available in organizing and implementing the needs assessment process?
2. What monetary resources are available for use?
3. Who will be involved in the survey?
4. What are the parameters or extent of the needs assessment?
5. What knowledge or skills are available in the implementation of the survey?
6. How can we ensure concentration on the needs of children rather than the educational program itself?¹⁰¹

A needs assessment in its simplest form, according to Witkin, "may be thought of as a process for ranking goals for importance and setting priorities on them."¹⁰² The most common methods for obtaining rankings of goal importance employ scales and card sorts. For ratings by scales each respondent is asked to rate goal statements, usually on a five-point scale of importance. Mean scale values are found for each goal, and then they are ranked for importance. In card

¹⁰¹Jerry L. Nichols, "Needs Assessment," 6 No. 2, monograph, Westinghouse Learning Corporation, Iowa City, Iowa.

¹⁰²Belle Ruth Witkin, "Needs Assessment Kits, Models, and Tools," Educational Technology 17 (November 1977): 5.

sorts, each respondent indicates degree of importance by sorting a pack of twenty to thirty goal statements into three to five piles. Points are assigned to each importance rating, and group totals and means are computed. Other methods for obtaining rankings for goal importance include:

1. Budget allocation, in which each rater allocates a number of points (or dollars) among a set of goals.
2. Paired-weighting procedure, in which each goal is compared with every other goal and then rank-ordered for importance.
3. Magnitude estimation scaling, providing ratio scale expressions of the relative importance of each goal so that it is possible to determine the relative distance between importance of goals, not just rank order.¹⁰³

Nichols has identified four rather widely distributed needs assessment programs for elementary school-age children: the Center for the Study of Evaluation's Elementary School Evaluation Kit, the Phi Delta Kappa Model, the Delphi Technique, and the Westinghouse Needs Assessment Survey.¹⁰⁴ The CSE Elementary School Evaluation Kit, developed at the University of California at Los Angeles, contains a set of 106 goals which are rated by means of a card-sort procedure on the following scale:

¹⁰³Ibid., p. 6.

¹⁰⁴Nichols, "Needs Assessment," pp. 2-4.

- 1 - unimportant goal
- 2 - marginally important goal
- 3 - goal of average importance
- 4 - moderately important goal
- 5 - one of the most important goals

The second step is determining how well each goal is being accomplished.¹⁰⁵

The Phi Delta Kappa Educational Planning Model, developed by the Northern California Program Development Center, is a long-range planning model designed for the inclusion of parents, patrons, students, teachers, and administrators.¹⁰⁶ Phase I of the three-phase model includes the prioritizing of eighteen general goals and the determination of perceived needs. Phases II and III are involved with curriculum development, evaluation, and recycling of planning techniques. The eighteen goals used in the program were developed in 1969 by the California School Boards Association, following a thorough analysis of goals from other states, pilot schools of California's Planning, Programming, Budgeting System, and other sources.¹⁰⁷ Research indicated that the eighteen goals

¹⁰⁵Ibid., pp. 2-3.

¹⁰⁶Program Development Center of Northern California, Educational Planning Model (Bloomington, Indiana: Center for Dissemination of Innovative Programs, Phi Delta Kappa, Inc., 1975), Phase I Manual, p. 5.

¹⁰⁷Ibid.

were all-encompassing, and field tests confirmed that only rarely did community members find it necessary to suggest additional goals. The first step in this model is to select representative community committee members, including community members, administrators, teachers, and students. These members review the eighteen goals and at the first meeting are given opportunity to rank the goals individually. The members are then divided into groups of four, whose duty it is to reach a group consensus or agreement on the ranking. Group consensus scores are registered on a total summary sheet, and an average for each goal score is computed. At the beginning of the second meeting the committee members are given a report of the results of the first meeting and given the opportunity to endorse the goals for the school district. They are then asked to rate the goals for the school district after asking themselves two questions:

1. In my opinion how well are current programs meeting this goal?
2. Is this goal really the responsibility of the school?¹⁰⁸

Upon completion of these activities, the data are used to enable the staff to complete the initial activities of two other steps in the planning model:

1. Expanded Needs Assessment
2. Identification of the Target Goals

¹⁰⁸Ibid., p. 10.

The Expanded Needs Assessment allows school personnel to concentrate their efforts on examining available information with only a few target goal areas. By examining sources of information indicative of goal achievement, such as completed surveys, recorded school data, public data, achievement test scores, follow-up surveys of graduates and dropouts, it is possible to determine if the community's perception of goal achievement for the number one target goal is, in fact, an accurate perception.¹⁰⁹ If the available data support the members' perceptions, the next step would be to translate these needs into performance objectives.¹¹⁰

The Phi Delta Kappa Educational Planning Model has been used extensively throughout the United States. Application of this method was beneficial to fifteen Iowa school districts, for example, who implemented Phase I in the ranking of educational goals for their districts. Within one to three years after the meeting, questionnaires were sent to participants, asking about their attitudes toward needs assessment in general and their views of the Phase I procedure specifically. Not only did the participants indicate generally positive attitudes toward needs assessment, seventy

¹⁰⁹ Ibid., Phase III, pp. 37-45.

¹¹⁰ Ibid., Phase I Manual, p. 28.

percent of the participants considered needs assessment either important or critical to educational progress in the schools.¹¹¹

The Delphi Technique provides one avenue for achieving consensus of opinion of a group regarding specific issues. Contrary to the traditional method for achieving consensus, the round-table discussion, the participants are not brought together in one place nor are individual opinions reported to the group. Thus, it is an attempt to overcome certain negative factors inherent in the group discussion method, such as: undue pressure or influence exerted by vocal or powerful members, unwillingness to abandon publicly expressed opinions, and the pressure of majority opinion. The Delphi approach relies instead on a carefully designed program of "sequential interrogations with questionnaires interspersed with information and opinion feedback."¹¹²

Originally used as an intuitive methodology for organizing and preparing forecasts about the future,¹¹³ it

¹¹¹Mary E. Huba, Elaine F. McNally-Jarchow, and Anton J. Netusil, "Evaluating Needs Assessment: Reactions to Phase I of the PDK Educational Planning Model," Education (Spring 1981):243.

¹¹²Frederick R. Cyphert and Walter L. Gant, "The Delphi Technique: A Case Study," Phi Delta Kappan (January 1971):273.

¹¹³W. Timothy Weaver, "The Delphi Forecasting Model," Phi Delta Kappan (January 1971):267.

typically begins with the generation of several concise statements of events by the respondents, followed by estimates as to the probability of each event occurring at a given date in the future. After responses are collated, opportunity is given each participant to change his estimates. The third-round responses are requested after a report is made of the responses of others in the group. Again the responses are collected and the results reported back to the participants. If a respondent's estimate does not fall within the interquartile range of all estimates, he is given opportunity to justify his response or revise his position.¹¹⁴

The Delphi method has recently been used to assess both student and institutional needs, first projecting what conditions will exist at some point in the future, and then using these projections as a basis for present planning.¹¹⁵ The technique is typically used with groups of fifty or less, but it can be implemented with larger groups as well.¹¹⁶ Although it prevents the over-influence of opinion on group deliberations and provides opportunity to modify opinions as a result of feedback regarding the opinions of others, the method is time-consuming. The repeated return to the respon-

¹¹⁴Ibid., p. 267.

¹¹⁵Witkin, "Kits, Models and Tools," p. 10.

¹¹⁶Ibid., p. 17.

ding group necessitates the availability of the participants. In spite of the difficulty of implementation, however, the technique's demonstrated success is apparent.¹¹⁷

The Westinghouse Educational Needs Assessment offers fifty goal statements designed to establish a base for determining pupil attainment, thereby establishing an initial phase of accountability. The method calls for the involvement of citizens, educators, and students as primary participating groups. Other sub-groups may be identified and included by school officials, however, and accounted for separately. Opportunity is also given to substitute for any of the prescribed goals offered in the plan. The intent of the Educational Needs Assessment is to provide a rating for each of the goals in terms of importance, responsibility, and attainment of the goals for the school.¹¹⁸

Suggested methods of conducting the assessment include direct mail, group sessions in which each of the groups is isolated from the others, or group sessions followed by face-to-face group interaction meetings. It is recommended that all students and educators be involved in the assessment, as well as a representative sample of the community, selected randomly by means of a statistically sound method. Steps are carefully outlined in the process of informing the

¹¹⁷Westinghouse Learning Corporation, Administrative Manual for Educational Needs Assessment (Iowa City, Iowa: Westinghouse Learning Corporation, 1973), pp. 1-23.

¹¹⁸Ibid., p. 1.

selected participants as to the purpose and times and places of meetings. Equally detailed suggestions are offered in the conduct of the assessment. Assessment booklets are provided for stating the conclusions of the individuals regarding each of the goals. A cover sheet provides directions for completion of the booklet. The assessment itself provides for the rating for each goal in terms of:

1. How important the goal is considered to be, based on a five-point scale, ranging from most important (5) to least or not important (1)
2. The degree of responsibility which the school has for the goal, based on a scale ranging from complete responsibility (1.00) to little or no responsibility (.20)
3. The perception regarding the extent of attainment, based on a three-point scale, ranging from more than adequate attainment (.9) to less than adequate attainment (.3)

The formula for determining priority of goal statement is constructed from these variables: Importance Responsibility (IR) value, formed by multiplying the importance rating by the responsibility rating, divided by the perception of attainment ratings, A. This quotient is explained by the following statement:

$$\text{Priority of goal} = \frac{\text{I x R Value}}{\text{A}}$$

where: I = importance
 R = responsibility
 A = perception of attainment.

The IR values and the overall criticality quotients are obtained for each group by calculating the mean. The IR value, the importance rating for any one goal is multiplied by the rating assigned to responsibility, producing a product ranging in value from 5.00 to .20, with 5.00 being the goal most critical when importance and responsibility are under consideration. The final critical quotient, obtained by dividing the IR value by the perception of goal attainment for any group, results in values for goals ranging from 16.6 (highest) to .11 (lowest).¹¹⁹

Based on the results of the assessment, a series of reports are compiled by the Westinghouse Learning Corporation and submitted to the participating schools. These reports include:

1. Summary of ranking of goals according to needs, showing the degree of criticality for each group.
2. Profile of ranking of goals according to needs by group.
3. Ranking of goals according to needs and by group.
4. Ranking of goals by perceived attainment by group.
5. Ranking of goals by importance by group.
6. Ranking of goals by school responsibility by group.

¹¹⁹Ibid., pp. 22-23.

7. A detailed preliminary report of ranking goals.
8. A summary of results of survey questions.¹²⁰

Available for almost a decade, the Westinghouse Educational Needs Assessment has been widely applied to studies across the nation. Ease of administration and the comprehensive reporting system are attractive elements of this method.

Reporting the Results

Fundamental to the concept of needs assessment methodology is the fact that its importance and worth issue only from the application of the resulting data to the planning process. If needs assessment is seen as the "front end of educational planning," as Witkin has claimed,¹²² the end result should be more effective program development and attainment. Cronbach and Suppes have described two types of studies which lead to program improvement:

1. Decision-oriented study, a commissioned study in which a decision-maker asks an investigator to find answers to questions.
2. Conclusion-oriented study, in which the investigator formulates his own questions.¹²³

¹²⁰Ibid.

¹²¹Nichols, Needs Assessment," p. 4.

¹²²Witkin, "Kits, Models and Tools," p. 5.

¹²³Lee J. Cronbach and Patrick Suppes, Research for Tomorrow's Schools: Disciplined Inquiry for Education, (New York: Macmillan, 1969), pp. 21-29.

It is expected, however, that there will be a person or group of persons who "examine the evidence, consider its credibility, question its relevance, assess its completeness, and then make decisions."¹²⁴ Heavy responsibility thus lies on the investigator to generate accurate and specific information in the analysis and assessment of need. Needs assessment must be viewed as only one element of a results-oriented management system and not as an end in itself. Unless it is followed by the generation of performance objectives, analysis of alternatives and selection of most promising solutions, allocation of resources, and evaluation, the promise and power of the tool are lost. Sarthory argues for a mind-set which asks three relatively simple questions:

- Where are we?
- Where do we want to go?
- How do we get from here to there?¹²⁵

This mind-set, having to do with identifying problems and suggesting feasible solutions, can be taught, he suggests, and "once internalized is extremely powerful and has wide application."¹²⁶

¹²⁴Egon G. Guba and Daniel L. Stufflebeam, "Evaluation: The Process of Stimulating, Aiding and Abetting Insightful Action," paper delivered at the Second National Symposium for Professors of Educational Research, Boulder, Colorado, November 21, 1968, (Columbus: Center for Evaluation, College of Education, The Ohio State University).

¹²⁵Sarthory, "Problems and Prospects," p. 26.

¹²⁶Ibid.

Executing a competent performance in assessing the needs of a group of people regarding some situation requires the careful examination of many criteria, as has been observed. The need for some knowledge of the population to be studied, expertise in the use of basic tools and techniques which can elicit fair and accurate perceptions of the sample, and understanding of the motivating factors which precipitate a satisfactory response can overwhelm a conscientious researcher. He must never lose sight of the purpose for which all these procedures are directed, but always be reminded that:

Ideally, needs assessment or 'market research,' is a communication process between citizens of the service area and the institution, with the goal of incorporating information about these clientele into the planning phases of the institution.¹²⁷

If the information distilled from a needs assessment survey is to be beneficial in the planning stage, the data must be reported accurately and in an orderly manner. Warheit, Bell, and Schwab offer some suggestions in the reporting of results, priority ratings, and recommendations:

1. Recommendations should be closely related to the data and ordered in terms of priority.
2. When possible, time-cost estimates should be included for each suggestion.

¹²⁷Nickens, Purga, and Noriega, Research Methods, p. ix.

3. Include suggestions which can be easily and economically implemented.¹²⁸

For recommendations to be helpful they should:

1. Be based on facts obtained from data.
2. Be rank-ordered in terms of time-cost priority.
3. Be achievable, some at once, others over time.
4. Reflect the best interests of those being served by the agency.

For needs assessment the "proof of the pudding is in the eating." Results of the data-gathering efforts are worse than useless if they are not or cannot be applied to a situation in order to bring improved performance.

¹²⁸ Warheit, Bell, and Schwab, Needs Assessment Approaches, pp. 53-54.

Summary

Research indicates that children who have grown up overseas bear distinctly different characteristics, values, and goals from their counterparts in the United States. Opportunities for unique experiences in foreign countries over a long period of time generally produce youngsters who are more family-oriented, more aware of global issues, and who more often than not go into careers with international involvement. Some studies have focused on the hazards sometimes encountered in a third culture situation and have provided useful information for the rearing of these children. One notable subgroup of the third culture family is the child of the career missionary. These children, because of their close relationships with people of another culture, in a setting which they consider "home," share problems and joys unique to their group. Some of these difficulties and delights have been identified; many others remain hidden. For the most part, however, little is known about the missionary children as a group, and even less is understood about the young child as he prepares to move with his missionary parents overseas. Anticipating these needs and providing suitable intervention could provide an easier and quicker adjustment. Needs assessment methods offer alternative approaches to the identification of these needs.

Most needs assessment techniques determine the discrepancy between the present state and the desired state and

prioritize goals accordingly. Other factors, however, such as the degree to which an institution is responsible for the goal and the attainability of the goal should also be considered as vital components of the assessment procedure. The survey approach, widely used in determining need, offers choices of techniques including the personal interview, mail questionnaire, and examination of demographic and public records. The most commonly used method is the mail questionnaire which, when used with precise procedures, can elicit information economically and efficiently. Specific dangers are inherent in the technique, however, and the responsible researcher will take precautions to avoid the pitfalls, especially those encountered in low response rate. An appropriate method of needs assessment, carefully and effectively implemented, can provide valuable information on which decisions can competently and confidently be made.

CHAPTER III

METHODOLOGY

Overview of the Study

This study encompasses three phases in the assessment of the needs of missionary children prior to their departure overseas:

Phase 1: Preassessment Interviews

Phase 2: A Needs Assessment Survey

Phase 3: Analysis of Data

Phase 1: Preassessment interviews with missionary parents, missionary children, and staff members of the Foreign Mission Board of the Southern Baptist Convention provided data from which to formulate broad categories of needs. Concerns most frequently mentioned were included in a more structured interview schedule directed toward ten Foreign Mission Board staff members who were formerly missionaries themselves, and their wives, who were asked to prioritize the concerns according to importance. This group of twenty individuals, accounting for more than 200 years of accumulated missionary experience, has maintained continuous contact and interaction with active missionaries. In addition, a questionnaire was developed for use in November 1981 with a relatively small group of Southern Baptist missionary

children attending a Thanksgiving retreat for college freshmen. These young people were requested to identify needs they feel missionary children face overseas. Data obtained from these interviews and questionnaires were utilized in the development of sixteen goals for a proposed educational/orientation program for new missionary children.

Phase 2: A needs assessment survey was implemented among three groups of Southern Baptist missionaries including:

1. Active missionaries
2. Former missionaries, now resigned or retired
3. New missionaries following the completion of a three-month orientation.

The three categories of missionaries were selected in an attempt to sample perceptions of those with varying missionary experience. The active or career missionaries address the issue of children's need from a rather broad perspective. They have observed the various stages of their children's acculturation beginning with the anticipation of the transition period, the actual experience of moving to the field of service, and the later effects of the move's impact on the child.

Former missionaries have shared similar experiences, Many of them, however, have encountered difficulties including illness, lack of proper adjustment to the new country or the work, problems within the family, and other situations

prohibiting their remaining on the field. Their perceptions and thus their responses to the survey could well be affected by those concerns which caused their continued service to be untenable.

The new missionaries had not experienced the actual transition to a residence overseas, and therefore, could not respond to the items on the survey form from the standpoint of personal experience. Their perceptions were important in that they represented the expectations of the novice missionary for the immediate needs their children were experiencing, without benefit of prior knowledge of factors affecting the ultimate adjustment of their children.

Responses were analyzed according to geographic area to determine if the destination of the missionary child presupposed differences in needs. It was conceivable, for example, that missionaries residing in countries with widely different cultures from that of the United States might consider the need for an awareness of aspects of the culture to be more important than missionaries in countries culturally more similar to the United States.

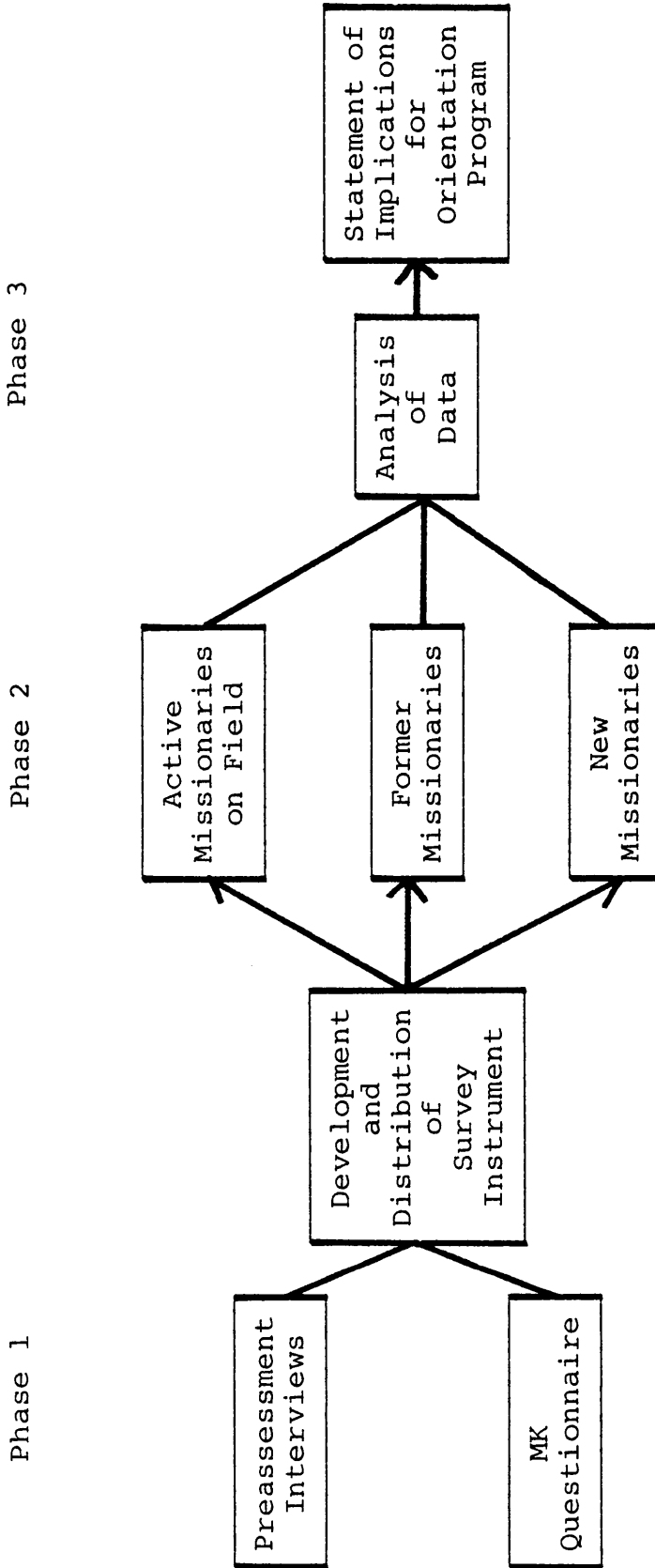
A proportional sample of the first two groups based on geographic area of residence and all members of the third group were instructed to rate, on a five-point scale, the sixteen goals for missionary children's orientation on each of the following components:

1. Importance of the goal
2. Responsibility of the Foreign Mission Board for the goal
3. Attainability of the goal in a two-month orientation

Priority for each goal was established based on the respondents' replies to the assessment.

Phase 3: Analysis of data was then reported. Data obtained from the needs assessment survey were first analyzed for each individual goal by means of condescriptives, that is, frequencies and percentages. Group responses for active or career, former, and new missionary as well as response by geographic area were studied and comparisons made. Finally, priority for each goal was determined by the total group response, by the response of the three missionary sub-groups, and by response from the missionaries by geographic area. Drawing from the resulting data, a summary of findings was offered, comparing and contrasting the opinions of the various groups regarding the importance, responsibility, attainability, and priority of each of the goals. Implications inferred from the study relating to an educational/orientation program for new missionary children were then presented.

CHART 1: OVERVIEW OF THE STUDY



Phase 1: Preassessment Interviews

In order to develop various categories of perceived needs of new missionary children before their departure overseas, specific strategies were planned for the period between June 1981 and January 1982. First, at three furlough briefings held for Southern Baptist Foreign missionaries in various locations throughout the United States, informal interviews and group discussions regarding needs of missionary children were held. The first briefing was held at Glorieta Conference Center in New Mexico in August, where approximately 130 men and women were in attendance. The other two were held in January 1982. The first, held in Dallas, Texas, attracted approximately 110, and the second, at the White Oak Conference Center in South Carolina, was attended by forty-eight. These briefings are designed both to assist and equip foreign missionaries for the most effective use of their furlough time in the United States and to provide opportunity to gather information and impressions from the missionaries on the field that have impact on the work of the Foreign Mission Board. Information gathered in conferences such as these is vital to projections and planning for mission work around the world. Furloughing missionaries attending the sessions were provided the following topic, among others, for discussion:

Children of missionaries at the new orientation center will have their own school and educational program.

What should be the approach to their orientation, and what should it include?

Transcriptions of the discussions were made and studied. Group discussions and informal conversations were followed by letters from missionaries and other interested individuals in the weeks following these sessions. Information thus gleaned formed a body of concerns and expressions of needs for new missionary children. It was then necessary to organize the long list of suggestions received through these sources, combining similar topics and categorizing them into broad general areas of concern. An informal interview schedule was then drawn up, incorporating these suggestions, for use in the second step of the preliminary study.

In this second step, ten men, serving in staff positions with the Foreign Mission Board of the Southern Baptist Convention, and their wives were interviewed in order to determine their perceptions of specific needs of missionary children and the relative strength of each need. Any differentiation between perceptions of men and women was recorded. Those interviewed had each served over a period of ten or more years as foreign missionaries, parented children while living overseas, and continue to be involved in foreign missions through association with missionaries, interest in their work and their personal lives, and in actual involvement in short-term projects overseas. In most cases the staff members interviewed deal directly with missionaries

on the field and have maintained personal and sensitive relationships and frequent contact with them. The informal interview schedule used is found in the appendix.

In addition to the information solicited from the missionaries themselves, it was deemed necessary to obtain input from the children as well. Thus, a questionnaire was designed and distributed to a group of 102 Southern Baptist missionary children, freshman students in colleges and universities in the United States who attended a Thanksgiving retreat in November 1981. These young people stood midway between earlier life in a foreign culture and their assimilation back into their own culture, thereby providing a rather objective look at their earlier adjustment to life in another country. Since this study attempted to ascertain needs of missionary children, it would have been extremely negligent to ignore the information and perceptions of missionary children themselves. While no claim is made that this group comprised an unbiased sample, the results of the informal survey served to provide additional elements from which a formal needs assessment instrument could be constructed.

Ten areas of concern that new missionary children sometimes face in a move overseas were presented to the MK's. They were then asked how significant these concerns were to them in their adjustment to their home overseas. The questionnaire distributed to this group of MK's is found in the appendix.

Report of Preliminary Interviews

The perceived needs of new missionary children identified by the twenty former missionaries fell basically into four areas: cognitive needs, emotional needs, social needs, and spiritual needs. The cognitive concerns included both academic development and the attainment of information regarding the country to which the family is moving. The emotional needs had to do primarily with leaving of family and friends and of familiar, comfortable situations in the U. S., and facing the unknown and unfamiliar experiences inherent in a change of residence, a change magnified in this instance by the great distance. Social needs were those entailing an understanding of the people in the country to which the children were moving and developing skills in relating to people of another culture. Spiritual needs focused on the understanding of purposes of God in the world and man's response to His call for mission service.

Among the twenty interviewed, there was strong agreement that new missionary children need to develop study skills because of the potential for different educational settings (tutoring, national schools, and correspondence courses, for example). Eighteen of the twenty considered this need to be of high priority. The group of missionaries who had discussed the needs of missionary children in the conference centers had agreed that there is a need for MK's especially to develop skill in following oral and written

directions. Nineteen of the twenty missionaries interviewed indicated a great need for new missionary children to have special tutoring in areas of identified academic weakness. The missionary discussion groups had strongly supported this perception, suggesting that individual testing was needed to identify specific academic strengths and weaknesses, particularly in the area of reading.

Greatest consensus in the assignment of high priority was in the area of emotional needs of the missionary child. Unanimous agreement was noted in the strength of the following needs:

1. To discuss specific areas of concern precipitated by the anticipated move
2. To read and discuss Bible scriptures related to God's mission in the world and the "call" of God to individuals to serve in a foreign land (in keeping with the child's individual intellectual, emotional, and spiritual development)
3. To discuss the child's place in the missionary home

Strong agreement (19 out of 20) was also seen in the missionary child's need to develop social skills in the areas of making new friends and interacting with people of another culture, as well as the need for opportunities to express inner feelings through art, music, and creative writing. The discussion group suggested that the new missionary children need continued parental support, particularly in promoting feelings of self-worth, in this temporary experience of displacement.

Among those interviewed, there was a lesser degree of agreement in three specific areas. While fifteen out of the twenty felt that the new missionary child should have some experience in using a correspondence course, five felt it was unnecessary. An introduction to the language of the new country was also perceived as a need by fifteen of the twenty. The same proportion (15 out of 20) acknowledged a need in the area of knowledge of sports and/or art of the new country. The discussion groups were also in agreement that an understanding of the predominant sports of the areas, particularly the more international game of soccer, would be beneficial. The comment was noted that lack of time for such an experience in a two-month orientation would be a factor in the consideration of this activity.

In two specific areas there was a differentiation between the perceptions of the men and the women in the group of twenty interviewed. While fifteen of the twenty agreed that MK's need some knowledge of the mechanics of a move overseas, more of the women saw it as a high priority need (nine out of ten), while only six of the men rated it as such. Likewise, while fifteen of the twenty interviewed felt it was necessary to provide some sort of emotional ties between the new missionary children and other children already on the field through the use of letters, videotapes, and audiotapes, women were unanimous in seeing it as a high

priority need, while only five of the men considered it of such importance. The discussion groups also suggested that contact with MK's already overseas, or with those on furlough with their families, should be considered as a means of acquainting the children with people and situations in their new homes.

From the questionnaire distributed among the college-aged missionary children, it was discovered that those who had been born overseas or had moved there before their fifth birthday, as a group, found the concerns suggested to be of little or of no consequence in their own adjustment. Those who moved to the field of service at the age of six to ten years found that changing schools or educational setting was of significant concern, and those who moved to the field after age ten found five areas of concern to be of some or great importance:

1. Leaving family members and friends
2. Making new friends
3. A new language
4. Moving into a strange culture
5. Changing schools or educational settings

This seems to add strength to the suspicion that the older the new missionary child is when he leaves the U. S., the more fears he experiences. Analysis of the total group response indicates that making new friends was a concern.

The MK's were also asked two open-ended questions:

1. Since you have lived overseas as an MK, you have much experience from which you could share with a new MK. What advice would you give to a new MK just before he leaves for the field?
2. What is the one most important need a new MK has that could be met in an orientation before going to the field?

In response to the first question, the most frequent answer by far was: "Be open-minded to new ways and ideas and accept and become a part of the new culture." Generally, their recommendations were that new missionary children should become acquainted with the people, expect differences, and be positive and flexible. The responses to the second question revolved primarily around the presentation of information about the life, culture, and language of the new country, but many comments underscored the need for evidence of support from parents, other missionaries, and MK's and the specific need to secure parent-child relationships. Those who were among the older group when they went to the field frequently mentioned the necessity for learning the language.

While this procedure of questioning MK's was only carried out to indicate some of the concerns missionary children may have experienced overseas and was not a formal study in itself, it did offer some support and credence to the importance of the identification of needs missionary children face. Further research into the area of fears and

concerns third culture children experience overseas, as seen through the eyes of the children themselves, would provide interesting and helpful information in the understanding of this group.

Phase 2: A Needs Assessment Survey

It was determined that the most efficient way to identify needs of new missionary children prior to their departure overseas was by means of a survey instrument. Missionary parents were targeted as the population from which to draw information regarding perceived needs of their children. . Because of the large number in the population and the great distance separating them, personal interview was ruled out. The questionnaire method, an effective and desirable technique when carefully implemented, was selected.

From the information gleaned from interviews, discussion groups, letters, and the more structured interview schedules used with former missionaries and missionary children, a list of sixteen goals for an orientation of new missionary children was devised. It was the intent of the study to assign ratings for importance, degree of responsibility, and relative attainability to each goal from the results of the responses. Analysis of the results would identify not only the overall priority of the goals selected, but also the perceptions of missionaries in various areas of the world of the importance and priority of each goal.

Analysis of the data would also include importance and priority of each goal by these groups:

1. Active or career missionaries
2. Former missionaries
3. New missionaries, following orientation but before transfer to country of service

Phase 3: Data Analysis

The purpose of this study was to identify needs of neophyte missionary children in order to project a program of orientation. The means of accomplishing this task was the prioritizing of sixteen goals for an orientation program for the children prior to their moving with their parents to their foreign posts. The Westinghouse Needs Assessment Model was employed in analysis of variables and in determination of priority.¹²⁹

The respondents were asked to rate each goal on a four-point scale for importance of the goal, the responsibility of the Foreign Mission Board in reaching the goal, and the degree of attainability of the goal in a two-month orientation. A priority rating for each goal was then established by multiplying the importance rating by the rating for responsibility and dividing by the rating for attainability.

The variable of greatest significance in establishing goal priority was that of importance. Following the weight-

¹²⁹Westinghouse Learning Corporation, Administrative Manual, pp. 1-23.

ing pattern of the Westinghouse model in this variable as well as for the variables of responsibility and attainability, the following values were attached to the responses for importance:

- 1 - of no importance (1)
- 2 - of little importance (2)
- 3 - of some importance (3)
- 4 - of great importance (4)

Some variation in assignment of value was necessary because of the differentiation in number of possible responses offered in the two procedures. The Westinghouse model presented five possible responses.

In assigning weights to the responses in the variable of responsibility, it was again necessary to allow for some variation from the Westinghouse model because of the number of possible responses. The pattern, however, was followed and these weights were applied to the scale for degree of responsibility:

- 1 - no responsibility (.25)
- 2 - partial responsibility (.50)
- 3 - major responsibility (.75)
- 4 - total responsibility (1.00)

In establishing the degree of attainability, further modification of the Westinghouse model was necessary. The Westinghouse model sought a measure of the perception of attainment for the goals. This study, however, attempted to identify a measure of anticipated attainment, or attainabil-

ity of the goal. Since no existing orientation program was available for evaluation, it was necessary to examine the missionaries' perceptions of possible attainment of the goal in a projected program. Thus, the values applied to the scale for attainability were:

- | | |
|--------------------------------|--------|
| 1 - impossible | (1.00) |
| 2 - only partially possible | (.75) |
| 3 - possible to a great degree | (.50) |
| 4 - fully possible | (.25) |

The importance of each goal, as perceived by all respondents, served as a base for comparison for the importance attached to the goal by each of the three groups and by the groups of missionaries serving in the eight geographic areas. Any differentiation in response for goal importance among the three groups, particularly between the experienced missionaries (active and former) and the group of newly appointed missionaries, would be crucial in the establishment of an orientation. Equally significant, any variation in response among the groups of missionaries in specific geographic areas of the world would provide data needed in planning an orientation program. The importance of a goal, as perceived by missionaries to Europe and the Middle East, might vary greatly from that perceived by missionaries to Southeast Asia, for example. It would be necessary then to consider these differences in the provi-

sion for specific studies or activities for children moving to each of the two areas.

Two other factors were considered in the establishment of priority for the goals: the degree of responsibility of the Foreign Mission Board for the achievement of the goal and the degree of possibility for the attainment of the goal in a two-month orientation program.

Priority ranking, or criticality quotient, computed by the Westinghouse Learning Corporation Educational Needs Assessment model, was based on the formula provided in that model:

$$\frac{I \times R \text{ value}}{A}$$

where: I = importance
R = responsibility
A = perception of attainability

Scores for priority, or criticality quotient, ranged from .25 (lowest priority) to sixteen (highest priority).

Goals were arranged by priority for the total group of respondents, including criticality quotient. Goal priority was also analyzed by group and by geographic area and reported.

To summarize, data analysis included:

1. A ranking of the goals by importance for the total group.
2. A ranking of the goals by importance for the three groups (active, former, and new missionaries) and by the eight geographic areas of missionary service.

3. A ranking of the goals by degree of perceived Foreign Mission Board responsibility for the total group
4. A ranking of the goals by degree of perceived Foreign Mission Board responsibility for the groups and by geographic area of missionary service
5. A ranking of the goals by degree of attainability for the total group
6. A ranking of the goals by degree of attainability for the groups and by geographic area of missionary service
7. Rankings of the goals in the order they were considered most critical (level of priority) by the total group, the three sub-groups, and by geographic area of missionary service
8. A summary of the responses for the open-ended questions at the close of the assessment

Sample

In January 1982, 2,696 career missionaries, both single and married, were supported by members of Southern Baptist churches through the auspices of the denomination's Foreign Mission Board. This group constituted the largest group of Protestant missionaries in the world. Filtering out to ninety-five foreign countries, they made their homes in apartments in sprawling urban centers, on hospital compounds, in remote, rural barrios, and on experimental agricultural stations. Their diverse areas of work included medicine, education, theology, and evangelism. Education for their children was sought in local national schools, through correspondence courses, or in mission schools.

Through the diversity of living patterns of Southern Baptist missionaries throughout the world, it was possible to study the needs of a large cross-section of missionary children. In many respects they are representative of all missionary children, regardless of their parents' sponsors. The commitment of the Foreign Mission Board of the Southern Baptist Convention to initiate an orientation program for missionary children provided impetus for a needs assessment of new missionary children in order to provide data on which to build an appropriate curriculum and program content.

It was determined that missionary parents would serve as the population in determining the needs of new missionary children. While representatives of other interest groups and the MK's themselves provided additional information for consideration, missionary parents were the primary source of information. No other group has had the long-term association with the MK's nor the vested emotional interest in their lives that parents experience. The perceptions of this group then were accepted as most nearly identifying the needs of the missionary children.

Data regarding the needs of MK's were gathered from a sample of the following population groups:

1. Two thousand, two hundred eighty-six Southern Baptist Convention career missionary parents in active service, appointed after 1963
2. Two hundred forty-two former Southern Baptist missionary parents, either resigned or emeritus, appointed after 1963

3. Seventy-nine newly appointed Southern Baptist missionary parents attending the winter orientation at Missionary Orientation Center in Calloway Gardens, Georgia

Since the Southern Baptist foreign mission orientation program was begun in 1964, only those missionaries who were appointed in that year or later and would have attended an orientation program were included in the population for the study.

The first group, career missionaries, serve in eight geographic areas of the world:

1. Europe and the Middle East
2. East Asia
3. South and Southeast Asia
4. Middle America and the Caribbean
5. Western South America
6. Eastern South America
7. West Africa
8. Eastern and Southern Africa

On April 1, 1982, there were 2,286 missionary parents in this group from which 373 were included in a proportional sample. This method of sampling was employed in order to provide equal representation of missionaries in all the eight areas. The sample was drawn from a numerical list by geographic area. Missionaries are assigned a number, generally associated with the order of their appointment. Every seventh member of this numbered population became a part of the sample.

The second group in the study was comprised of former missionaries of the Southern Baptist Convention. Information on these missionary parents, no longer in active service as missionaries because of resignation or retirement, was complete only from 1975. Therefore, this group was formed by 484 Southern Baptist Convention missionaries who had been appointed after 1964 and had withdrawn from active service since 1975. A sample of 242 was drawn from an alphabetical list by selecting the second name on the list and every second person on the remaining list.

The third group in the study was formed by the seventy-nine missionary parents in the winter program of Missionary Orientation in Calloway Gardens, Georgia, from February to May, 1982. Because the group was small, all members of the group were included in the study. Husband and wife were each sent a questionnaire in order to elicit response from both parents. Although they had had no missionary experience nor had they observed the transition of their own children into a new culture, their perceptions of need were deemed important because of their expectations in the transfer and the recent experiences of their children in the orientation period. The difference in perspective, that is, the present and anticipated evidence of their children's needs, it was felt, would greatly enhance the results of the study.

Samples from these groups, totaling 694, became the subjects of this study. It was felt that the diversity and breadth of the sample, representing missionaries serving in ninety-five countries, and numbering 694, out of a population of 2,849, would provide data that could be considered both valid and reliable.

Survey Instrument

The survey instrument, a mail questionnaire, was designed with care taken to generate the greatest response possible. It was to be concise, to the point, and yet encompass the entire scope of concerns expressed in the pre-survey stages.

From the information gathered from interviews and discussions, sixteen goals for an orientation of new children were formed. Respondents were asked to rate each goal on three different scales. The first rating was of the importance of the goal in the orientation of a new missionary child. Its four-point scale consisted of:

- 1 - of no importance
- 2 - of little importance
- 3 - of some importance
- 4 - of great importance

The second rating dealt with the degree of responsibility the Foreign Mission Board held in an MK orientation, and its four-point scale included:

- 1 - assume no responsibility
- 2 - assume partial responsibility with others (i.e., parents) assuming greater responsibility
- 3 - assume major responsibility
- 4 - assume total responsibility

The third rating was of the possibility of attainment of the goal in an orientation program for MK's using a four-point scale:

- 1 - impossible
- 2 - only partially possible
- 3 - possible to a great extent
- 4 - fully possible

This rating obviously necessitated a subjective response. The time limit of two months for the orientation program was clearly stated in the questionnaire. In addition, the respondents had all attended a missionary orientation and were aware of other restraining forces impinging upon goal attainability, such as, overload of information, anxiety, and impatience with what may seem an unnecessary barrier to immediate departure. With this available information the missionaries were left to make a judgment regarding the attainability of each goal.

The questionnaire was reduced in size to be accommodated on two pages and still allow room for response to two open-ended questions placed at the end of the questionnaire:

1. What fears or concerns do you feel new MK's have which could be addressed by our orientation program?

2. Please list below any suggestions you may have about the content of this program.

An attached sheet offered directions for the completion of the questionnaire and a statement of the dependency upon the respondent for adequate data on which to build an effective orientation program.

Distribution of Survey Instrument

It was determined that the questionnaire would be sent out of the Foreign Mission Board's area directors' offices for two reasons:

1. Missionaries are often requested to complete questionnaires for studies outside the auspices of the Foreign Mission Board. Sending the questionnaire through the area directors' office indicated that this was a survey approved by the Foreign Mission Board and therefore of importance to them directly.
2. The area directors' cover letters exerted some unspoken pressure for response simply because of its source.

The cover letter, written by the area director, explained the purpose of the questionnaire and underscored the importance of missionary input in the planning of an orientation program. It included a request for early response and prompt mailing. The word processing department personalized each letter. Questionnaires were color-coded for the three different groups for quick and easy identification.

The questionnaire was sent to career missionaries by means of "combined mailing," a common procedure at the Foreign Mission Board, in which communications to each mission-

ary family from the Foreign Mission Board are collected for a week and then mailed together, thereby diminishing mailing costs. According to officials at the Foreign Mission Board, this procedure did not decrease the importance of the questionnaire since (1) this is the routine practice for mail to the missionary from the Foreign Mission Board, and (2) mail received overseas is more highly valued since third-class mail is nonexistent in most countries, and any mailing is welcome. Former missionaries in the sample received their questionnaires through regular first-class mail. A self-addressed business reply envelope was enclosed for use in responding. Although it was recognized that the use of business reply envelopes is generally less effective than stamped, self-addressed envelopes, it was felt that the nature of the study would generate interest enough to encourage response and that the cost of self-addressed, stamped envelopes would not justify any additional response. Likewise, repeated mailings were not planned because of the tremendous added expense.

Because of the distant destinations of the questionnaires, it was estimated that a two- to three-month "turn-around" time was reasonable. At the end of this period, the returned questionnaires were collected, and a 70.9 percent rate was noted.

CHAPTER IV

DATA ANALYSIS

Introduction

In July 1982 the survey instrument designed to identify the needs of new missionary children was sent to a total of 694 Southern Baptist missionaries around the world. The sample included three groups as shown in table 1. These missionary parents were requested to examine sixteen goals for a pre-departure orientation for missionary children and then to respond to three variables for each goal:

1. The importance of the goal
2. The degree of responsibility borne by the Foreign Mission Board, Southern Baptist Convention, for the goal
3. The level of possibility for the attainment of the goal

TABLE 1
SURVEY SAMPLE GROUPS

| Group | Population | Sample | Response | Percent |
|---------------------|------------|--------|----------|---------|
| Career Missionaries | 2,286 | 373 | 292 | 78.0 |
| Former Missionaries | 484 | 242 | 147 | 60.8 |
| New Missionaries | 79 | 79 | 53 | 67.1 |
| Total | 2,849 | 694 | 492 | 70.9 |

Of the 694 questionnaires distributed, 492 completed questionnaires were returned, constituting a 70.9 percent rate of return. The response of the group of career missionaries was the lowest at 60.8 percent. A possible explanation of the low response rate of the former missionaries is lack of interest since they no longer are directly related to or affected by the operations of the Foreign Mission Board. Questionnaires were sent to new missionaries as they were departing to their overseas assignments, and it is impossible to know if all seventy-nine of the group received the survey forms. Although the distant destinations of the survey instruments no doubt posed a serious obstacle to the return of the questionnaire, the response rate was sufficient to justify reporting and analysis.

Southern Baptist Convention missionaries serve in eight specific geographic areas. The sample included missionary parents proportionate in number to that of missionary parents serving in the various areas. The total numbers responding from each specific area are found in table 2.

TABLE 2

TOTAL GROUP RESPONSE
BY GEOGRAPHIC AREA

| Geographic Area | Number Responding |
|-----------------------------|-------------------|
| Europe and the Middle East | 58 |
| East Asia | 61 |
| South and Southeast Asia | 88 |
| Middle America, Caribbean | 65 |
| Western South America | 47 |
| Eastern South America | 61 |
| West Africa | 47 |
| Eastern and Southern Africa | 65 |

The goals included in the questionnaire are found on the following page. Although it may effectively be argued that many of the goals address two or even more of the basic categories of needs identified earlier, the following distribution of goals by category is offered here:

- Cognitive needs: Goals 1, 2, 3, 4, 5, 6, 7, 15
- Emotional needs: Goals 10, 11, 14, 16
- Social needs: Goals 8, 9
- Spiritual needs: Goals 12, 13

Listing of the Goals

1. Learning how to study
2. Developing academic skills in areas of identified weakness
3. Becoming aware of some important aspects of the culture
4. Gaining information regarding facts of history and geography
5. Learning a few phrases and words in the language
6. Developing skills in sports and arts of the new country
7. Understanding some of the mechanics of a move to another country
8. Establishing ties with other MK's
9. Developing skills in making friends of another culture
10. Discussing aspects of the move which give them concern
11. Having opportunity to express inner feelings in art and music
12. Reading Bible scriptures related to God's mission and call
13. Understanding basic beliefs of religions of the country to which they are moving
14. Discussing their place in the missionary home
15. Experimenting with the use of a correspondence course
16. Becoming aware of parental support in the move

Importance Rating of the Goals

Rating for the importance of each goal, based on a four-point scale, was designated by each respondent. Weights for each rating were assigned:

- | | |
|-------------------------|---|
| 1) of no importance | 1 |
| 2) of little importance | 2 |
| 3) of some importance | 3 |
| 4) of great importance | 4 |

The mean ratio for each goal, both for the total sample and for each of the three missionary groups, is found in table 3. Across the missionary groups, there was marked consistency of response on the importance of the goals. Least variability of group response was noted on goal number twelve relating to Bible study with a range of 3.707 to 3.737; goal number three, study of the culture (3.699 to 3.417); goal number two, acquisition of academic skills (3.365 to 3.417); and goal number thirteen, study of the religions of the country to which they were going (3.253 to 3.313). Least consistency was noted on goal number six concerning the development of skills in sports and arts of the new country (2.788 to 3.096) and goal number eleven in the expressing of inner feelings through art and music (3.014 to 3.327). New missionaries attached more importance to each of these goals than did the experienced missionaries.

TABLE 3
MEAN RATING FOR IMPORTANCE BY GROUP

| Goal Number | Total Group | Career Missionaries | Former Missionaries | New Missionaries |
|-------------|-------------|---------------------|---------------------|------------------|
| * 1 | 3.581 | 3.603 | 3.563 | 3.519 |
| 2 | 3.408 | 3.417 | 3.395 | 3.365 |
| 3 | 3.721 | 3.699 | 3.748 | 3.750 |
| 4 | 3.400 | 3.356 | 3.429 | 3.577 |
| 5 | 3.251 | 3.247 | 3.205 | 3.385 |
| 6 | 2.868 | 2.865 | 2.788 | 3.096 |
| 7 | 2.830 | 2.797 | 2.898 | 2.808 |
| 8 | 3.247 | 3.293 | 3.116 | 3.346 |
| 9 | 3.671 | 3.666 | 3.701 | 3.596 |
| 10 | 3.811 | 3.832 | 3.781 | 3.769 |
| 11 | 3.194 | 3.264 | 3.014 | 3.327 |
| 12 | 3.728 | 3.737 | 3.707 | 3.712 |
| 13 | 3.278 | 3.253 | 3.313 | 3.308 |
| 14 | 3.670 | 3.701 | 3.653 | 3.538 |
| 15 | 3.209 | 3.160 | 3.271 | 3.314 |
| 16 | 3.771 | 3.781 | 3.722 | 3.846 |

* Complete listing of goals is found on page 97.

Table 4 offers a rank order listing of the goals by importance as perceived by the total group and each of the various sub-groups. It may be noted that three of the goals are found in the upper quartile of each group for importance (goals 10, 16, and 12) and two are consistently found in the lower quartile (goals 6 and 7).

TABLE 4
RANK ORDER OF GOALS BY GROUP: IMPORTANCE

| Total | Career Missionaries | Former Missionaries | New Missionaries |
|-------|---------------------|---------------------|------------------|
| 10 | 10 | 10 | 16 |
| 16 | 16 | 3 | 10 |
| 12 | 12 | 16 | 3 |
| 3 | 14 | 12 | 12 |
| 9 | 3 | 9 | 9 |
| 14 | 9 | 14 | 4 |
| 1 | 1 | 1 | 14 |
| 2 | 2 | 4 | 1 |
| 4 | 4 | 2 | 5 |
| 13 | 8 | 13 | 2 |
| 5 | 11 | 15 | 8 |
| 8 | 13 | 5 | 11 |
| 15 | 5 | 8 | 15 |
| 11 | 15 | 11 | 13 |
| 6 | 6 | 7 | 6 |
| 7 | 7 | 6 | 7 |

(See page 97 for listing of goals.)

Table 5 contains the mean importance rating by missionaries in the eight specific geographic areas. Analysis of the mean scores in this table reveals little variation in response for goal sixteen, indicating that missionaries in the sample group from all areas of the world consider this goal, becoming aware of parental support, equally important.

Goal fifteen, experimenting with a correspondence course, on the other hand, received the widest range of scores for importance by area, with East Asian missionaries perceiving the goal to be much less important than the missionaries in South and Southeast Asia and Eastern and Southern Africa.

Table 6 ranks the goals for importance by group. Again, goals ten and sixteen appear in the upper quartile for every group. Goal twelve, included in the upper quartile for the total group, is deemed less significant by the group of missionaries in Europe and the Middle East. Goals six and seven continue to occupy the places of least significance for each group.

From the results of the ratings of the missionaries on the variable of importance, it is clearly seen that the goals considered most important by the total group and by the individual sub-groups are:

- Goal 10 - Discussing aspects of the move which give them concern
- Goal 16 - Becoming aware of parental support in the move
- Goal 12 - Reading Bible scriptures related to God's mission and call

Goals considered of least importance by the total group and the individual sub-groups are:

- Goal 6 - Developing skills in sports and arts
- Goal 7 - Understanding some of the mechanics of a move to another country

TABLE 5
MEAN RATING FOR IMPORTANCE BY GEOGRAPHIC AREA

| Goal Number | Europe, East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|-------------|--------------|-----------|--------------------------|---------------------------|-----------------------|-----------------------|-------------|-----------------------------|
| 1 | 3.672 | 3.576 | 3.557 | 3.523 | 3.660 | 3.567 | 3.652 | 3.508 |
| 2 | 3.466 | 3.448 | 3.443 | 3.431 | 3.532 | 3.180 | 3.383 | 3.369 |
| 3 | 3.724 | 3.783 | 3.716 | 3.769 | 3.660 | 3.820 | 3.681 | 3.585 |
| 4 | 3.466 | 3.350 | 3.455 | 3.308 | 3.489 | 3.459 | 3.234 | 3.415 |
| 5 | 3.414 | 3.267 | 3.102 | 3.369 | 3.553 | 3.133 | 3.149 | 3.123 |
| 6 | 2.895 | 2.678 | 2.782 | 3.031 | 2.979 | 3.016 | 2.891 | 2.723 |
| 7 | 3.034 | 2.707 | 2.898 | 2.738 | 2.979 | 2.754 | 2.787 | 2.738 |
| 8 | 3.224 | 3.153 | 3.227 | 3.323 | 3.362 | 3.164 | 3.304 | 3.246 |
| 9 | 3.707 | 3.610 | 3.795 | 3.615 | 3.766 | 3.721 | 3.543 | 3.538 |
| 10 | 3.793 | 3.831 | 3.818 | 3.828 | 3.809 | 3.885 | 3.723 | 3.769 |
| 11 | 3.293 | 3.200 | 3.125 | 3.215 | 3.234 | 3.213 | 3.196 | 3.138 |
| 12 | 3.603 | 3.783 | 3.761 | 3.734 | 3.787 | 3.738 | 3.739 | 3.656 |
| 13 | 3.276 | 3.211 | 3.250 | 3.231 | 3.426 | 3.262 | 3.213 | 3.369 |
| 14 | 3.724 | 3.700 | 3.636 | 3.600 | 3.745 | 3.607 | 3.723 | 3.672 |
| 15 | 3.088 | 2.737 | 3.391 | 3.123 | 3.304 | 3.300 | 3.255 | 3.391 |
| 16 | 3.719 | 3.750 | 3.818 | 3.781 | 3.870 | 3.733 | 3.739 | 3.746 |

(See page 97 for complete listing of goals)

TABLE 6

RANK ORDER OF GOALS BY
GEOGRAPHIC AREA:
IMPORTANCE

| Prior- ity Rank- ing | Europe, Middle East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|-------------------------------|---------------------------|--------------|--------------------------------|---------------------------------|-----------------------------|-----------------------------|----------------|-----------------------------------|
| 1 | 10 (3.793) | 10 (3.831) | 10 (3.818) | 10 (3.828) | 16 (3.870) | 10 (3.885) | 12 (3.739) | 10 (3.769) |
| 2 | 14 (3.724) | 3 (3.783) | 16 (3.818) | 16 (3.781) | 10 (3.809) | 3 (3.820) | 16 (3.739) | 16 (3.746) |
| 3 | 3 (3.724) | 12 (3.783) | 9 (3.795) | 3 (3.769) | 12 (3.787) | 12 (3.738) | 10 (3.723) | 14 (3.672) |
| 4 | 16 (3.719) | 16 (3.750) | 12 (3.761) | 12 (3.734) | 9 (3.766) | 16 (3.733) | 14 (3.723) | 12 (3.656) |
| 5 | 9 (3.707) | 14 (3.700) | 3 (3.716) | 9 (3.615) | 14 (3.745) | 9 (3.721) | 3 (3.681) | 3 (3.585) |
| 6 | 1 (3.672) | 9 (3.610) | 14 (3.636) | 14 (3.600) | 1 (3.660) | 14 (3.607) | 1 (3.652) | 9 (3.538) |
| 7 | 12 (3.603) | 1 (3.576) | 1 (3.557) | 1 (3.523) | 3 (3.660) | 1 (3.567) | 9 (3.543) | 1 (3.508) |
| 8 | 2 (3.466) | 2 (3.448) | 4 (3.455) | 2 (3.431) | 5 (3.553) | 4 (3.459) | 2 (3.383) | 4 (3.415) |
| 9 | 4 (3.466) | 4 (3.350) | 2 (3.443) | 5 (3.369) | 2 (3.532) | 15 (3.300) | 8 (3.304) | 15 (3.391) |
| 10 | 5 (3.414) | 5 (3.267) | 15 (3.391) | 8 (3.323) | 4 (3.489) | 13 (3.262) | 15 (3.255) | 2 (3.369) |
| 11 | 11 (3.293) | 13 (3.211) | 13 (3.250) | 4 (3.308) | 13 (3.426) | 11 (3.213) | 4 (3.234) | 13 (3.369) |
| 12 | 13 (3.276) | 11 (3.200) | 8 (3.227) | 13 (3.231) | 0 (3.362) | 2 (3.180) | 13 (3.213) | 8 (3.246) |
| 13 | 8 (3.224) | 8 (3.153) | 11 (3.125) | 11 (3.215) | 15 (3.304) | 8 (3.164) | 11 (3.196) | 11 (3.138) |
| 14 | 15 (3.088) | 15 (2.737) | 5 (3.102) | 15 (3.123) | 11 (3.234) | 5 (3.133) | 5 (3.149) | 5 (3.123) |
| 15 | 7 (3.034) | 7 (2.707) | 7 (2.898) | 6 (3.031) | 6 (2.979) | 6 (3.016) | 6 (2.891) | 7 (2.738) |
| 16 | 6 (2.895) | 6 (2.678) | 6 (2.782) | 7 (2.738) | 7 (2.979) | 7 (2.754) | 7 (2.787) | 6 (2.723) |

(See page 97 for complete listing of goals)

Responsibility Rating for the Goals

Respondents were asked to rate the goals on a four-point scale for the degree of responsibility they felt the Foreign Mission Board had for their achievement. Weights assigned to the responses were:

| | |
|----------------------------|------|
| 1 - no responsibility | .25 |
| 2 - partial responsibility | .50 |
| 3 - major responsibility | .75 |
| 4 - total responsibility | 1.00 |

Results of the response of the missionaries on this variable appear in table 7. Least variability in mean score is noted in response to goal number two dealing with the improvement of skills in diagnosed areas of academic weakness, ranging from .548 to .561. Widest range was found in response to goal eleven, having opportunity to express feelings in art and music with the lowest rating being .590 and the highest reaching .650. Former missionaries held the Foreign Mission Board far less responsible for this goal than did the group of active missionaries.

TABLE 7
 MEAN RATING FOR RESPONSIBILITY BY GROUP

| Goal Number | Total Group | Active Missionaries | Former Missionaries | New Missionaries |
|-------------|-------------|---------------------|---------------------|------------------|
| 1 | .560 | .566 | .555 | .543 |
| 2 | .556 | .561 | .550 | .548 |
| 3 | .698 | .684 | .728 | .692 |
| 4 | .669 | .664 | .680 | .668 |
| 5 | .721 | .727 | .709 | .721 |
| 6 | .567 | .567 | .558 | .587 |
| 7 | .615 | .611 | .631 | .583 |
| 8 | .648 | .638 | .651 | .697 |
| 9 | .655 | .645 | .682 | .630 |
| 10 | .626 | .619 | .639 | .620 |
| 11 | .629 | .650 | .590 | .625 |
| 12 | .603 | .601 | .611 | .582 |
| 13 | .671 | .673 | .668 | .654 |
| 14 | .570 | .573 | .578 | .529 |
| 15 | .666 | .662 | .666 | .686 |
| 16 | .528 | .525 | .540 | .514 |

Table 8 contains the ranking for the goals by group on the variable of responsibility, beginning with the goal for which the Foreign Mission Board is held most responsible. Two goals, five and three, are found in the upper quartile for the total group and for each of the three sub-groups. These goals are related to the areas of language and culture of the new country. Three goals are found in the lower quartile for the total group and for each of the sub-groups,

TABLE 8

RANK ORDER OF GOALS BY GROUP: RESPONSIBILITY

| Total Group | Career Missionaries | Former Missionaries | New Missionaries |
|----------------|------------------------|------------------------|---------------------|
| 5 | 5 | 3 | 5 |
| 3 | 3 | 5 | 8 |
| 13 | 13 | 9 | 3 |
| 4 | 4 | 4 | 15 |
| 15 | 15 | 13 | 4 |
| 9 | 11 | 15 | 13 |
| 8 | 9 | 8 | 9 |
| 11 | 8 | 10 | 11 |
| 10 | 10 | 7 | 10 |
| 7 | 7 | 12 | 6 |
| 12 | 12 | 11 | 7 |
| 14 | 14 | 14 | 12 |
| 6 | 6 | 6 | 2 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 14 |
| 16 | 16 | 16 | 16 |

goals one, two and sixteen. Goals one and two deal with the academic needs of the children, while goal sixteen is concerned with the awareness of parental support.

The mean ratings for the variable of responsibility for each of the goals by geographic area are found in table 9. Least variability is noted on response to goal ten, having opportunity to discuss aspects of the move which give

TABLE 9
MEAN RATING FOR RESPONSIBILITY BY GEOGRAPHIC AREA

| Goal | Europe, Middle East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|------|------------------------|-----------|--------------------------------|---------------------------------|-----------------------------|-----------------------------|-------------|-----------------------------------|
| 1 | .570 | .534 | .568 | .585 | .559 | .550 | .576 | .542 |
| 2 | .557 | .547 | .574 | .577 | .574 | .521 | .565 | .531 |
| 3 | .671 | .700 | .682 | .708 | .729 | .701 | .707 | .699 |
| 4 | .668 | .663 | .653 | .646 | .697 | .684 | .644 | .704 |
| 5 | .767 | .716 | .705 | .727 | .718 | .729 | .723 | .692 |
| 6 | .586 | .534 | .555 | .585 | .569 | .582 | .596 | .538 |
| 7 | .625 | .627 | .624 | .562 | .596 | .613 | .652 | .619 |
| 8 | .645 | .619 | .653 | .619 | .649 | .689 | .658 | .654 |
| 9 | .603 | .648 | .682 | .665 | .644 | .648 | .647 | .677 |
| 10 | .629 | .608 | .608 | .625 | .644 | .643 | .609 | .642 |
| 11 | .640 | .604 | .631 | .646 | .628 | .639 | .620 | .623 |
| 12 | .586 | .596 | .591 | .574 | .622 | .627 | .601 | .623 |
| 13 | .685 | .674 | .676 | .638 | .633 | .684 | .674 | .685 |
| 14 | .569 | .579 | .572 | .546 | .580 | .554 | .565 | .594 |
| 15 | .625 | .640 | .709 | .658 | .696 | .640 | .603 | .719 |
| 16 | .504 | .525 | .543 | .516 | .532 | .530 | .517 | .552 |

(See page 97 for complete listing of goals)

the children concern, with scores ranging from .608 to .644. Response to goal fifteen, experimenting with a correspondence course, was the least consistent, with scores ranging from .603 to .719. It is interesting to note that these extremes are found to be the perceptions of missionaries on the same continent. Those residing in Eastern and Southern Africa granted the Foreign Mission Board the greatest responsibility for this goal (.719), while those in West Africa found their sponsoring agency to be the least responsible for the goal (.603).

Table 10 presents the ranking of the goals by geographic area for responsibility. Again the Foreign Mission Board is perceived to be most responsible for goals three and five. Goal sixteen is the only goal consistently found in the lower quartile. Goals one and two, both found in the lower quartile for the total group and the sub-groups while occupying low positions in the rankings by geographic area, are not consistently found in the lower quartile. Middle America and Caribbean missionaries give a higher ranking to both the goals, while South and Southeast Asian missionaries hold the Foreign Mission Board more responsible for developing academic skills in areas of identified weakness.

TABLE 10
RANK ORDER OF GOALS BY
GEOGRAPHIC AREA:
RESPONSIBILITY

| Rank- ing of Goals | Europe, Middle East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|--------------------------|---------------------------|--------------|--------------------------------|---------------------------------|-----------------------------|-----------------------------|----------------|-----------------------------------|
| 1 | 5 (.767) | 5 (.716) | 15 (.709) | 5 (.727) | 3 (.729) | 5 (.729) | 5 (.723) | 15 (.719) |
| 2 | 13 (.685) | 3 (.700) | 5 (.705) | 3 (.708) | 5 (.718) | 3 (.701) | 3 (.707) | 4 (.704) |
| 3 | 3 (.671) | 13 (.674) | 3 (.682) | 9 (.665) | 4 (.697) | 8 (.689) | 13 (.674) | 3 (.699) |
| 4 | 4 (.668) | 4 (.663) | 9 (.682) | 15 (.658) | 15 (.696) | 13 (.684) | 8 (.658) | 5 (.692) |
| 5 | 8 (.645) | 9 (.648) | 13 (.676) | 4 (.646) | 8 (.649) | 4 (.684) | 7 (.652) | 13 (.685) |
| 6 | 11 (.640) | 15 (.640) | 4 (.653) | 11 (.646) | 9 (.644) | 9 (.648) | 9 (.647) | 9 (.677) |
| 7 | 10 (.629) | 7 (.627) | 8 (.653) | 13 (.638) | 10 (.644) | 10 (.643) | 4 (.644) | 8 (.654) |
| 8 | 7 (.625) | 8 (.619) | 11 (.631) | 10 (.625) | 13 (.633) | 15 (.640) | 11 (.620) | 10 (.642) |
| 9 | 15 (.625) | 10 (.608) | 7 (.624) | 8 (.619) | 11 (.628) | 11 (.639) | 10 (.609) | 12 (.623) |
| 10 | 9 (.603) | 11 (.604) | 10 (.608) | 6 (.585) | 12 (.622) | 12 (.627) | 15 (.603) | 11 (.623) |
| 11 | 6 (.586) | 12 (.596) | 12 (.591) | 1 (.585) | 7 (.596) | 7 (.613) | 12 (.601) | 7 (.619) |
| 12 | 12 (.586) | 14 (.579) | 2 (.574) | 2 (.577) | 14 (.580) | 6 (.582) | 6 (.596) | 14 (.594) |
| 13 | 1 (.57) | 2 (.547) | 14 (.572) | 12 (.574) | 2 (.574) | 14 (.554) | 1 (.576) | 1 (.542) |
| 14 | 14 (.569) | 6 (.534) | 1 (.568) | 7 (.562) | 6 (.569) | 1 (.550) | 2 (.565) | 16 (.552) |
| 15 | 2 (.557) | 1 (.534) | 6 (.555) | 14 (.546) | 1 (.559) | 16 (.530) | 14 (.565) | 6 (.538) |
| 16 | 16 (.504) | 16 (.525) | 16 (.543) | 16 (.516) | 16 (.532) | 2 (.521) | 16 (.517) | 2 (.531) |

(See page 97 for complete listing of goals)

Attainability Rating for the Goals

The third variable for which each missionary was asked to respond was attainability. Respondents were instructed to select the degree to which it was possible to achieve the goal in a two-month orientation program. The four-point rating scale was weighted as follows:

| | |
|--------------------------------|------|
| 1 - impossible | 1.00 |
| 2 - only partially possible | .75 |
| 3 - possible to a great extent | .50 |
| 4 - fully possible | .25 |

Table 11 presents the results for this variable. It must be recognized in reading this table that the lower the score, the greater the possibility for attainment. Least variability of response was noted for goal fifteen, experimenting with a correspondence course, indicating consistency of perception regarding the attainability of this goal. The greatest variability of response was found for goal three, becoming aware of some of the aspects of the culture. The experienced missionaries, both active and former, had lower expectations for the attainability of the goal, with the scores of .498 and .473 respectively, than did the new missionaries who assigned a score of .404.

Table 12 provides the rank order of the goals by group for attainability. Three goals (twelve, ten and five) are found in the upper quartile for the total group and each

TABLE 11
 MEAN RATING FOR ATTAINABILITY BY GROUP

| Goal Number | Total Group | Career Missionaries | Former Missionaries | New Missionaries |
|-------------|-------------|---------------------|---------------------|------------------|
| 1 | .622 | .616 | .634 | .630 |
| 2 | .667 | .672 | .657 | .678 |
| 3 | .480 | .498 | .473 | .404 |
| 4 | .463 | .473 | .461 | .426 |
| 5 | .447 | .447 | .460 | .413 |
| 6 | .603 | .616 | .605 | .534 |
| 7 | .494 | .497 | .486 | .515 |
| 8 | .506 | .509 | .512 | .476 |
| 9 | .559 | .567 | .545 | .558 |
| 10 | .430 | .435 | .427 | .409 |
| 11 | .517 | .509 | .548 | .470 |
| 12 | .409 | .408 | .415 | .399 |
| 13 | .528 | .537 | .522 | .500 |
| 14 | .480 | .480 | .473 | .500 |
| 15 | .456 | .459 | .450 | .456 |
| 16 | .492 | .499 | .498 | .431 |

of the three sub-groups, indicating the highest level of expected achievement in reaching goals regarding the reading of Bible passages about missions, discussing aspects of the move which concern the children, and in learning a few phrases of the new language. It is further indicated that the least expectation for goal achievement is anticipated in the two areas of academics and in developing skills in sports and arts of the new country.

TABLE 12

RANK ORDER OF GOALS BY GROUP: ATTAINABILITY

| Total Group | Career Missionaries | Former Missionaries | New Missionaries |
|-------------|---------------------|---------------------|------------------|
| 12 (.409) | 12 (.408) | 12 (.415) | 12 (.399) |
| 10 (.430) | 10 (.435) | 10 (.427) | 3 (.404) |
| 5 (.447) | 5 (.447) | 15 (.450) | 10 (.409) |
| 15 (.456) | 15 (.459) | 5 (.460) | 5 (.413) |
| 4 (.463) | 4 (.473) | 4 (.461) | 4 (.426) |
| 3 (.480) | 14 (.480) | 3 (.473) | 16 (.431) |
| 14 (.480) | 7 (.497) | 14 (.473) | 15 (.456) |
| 16 (.492) | 3 (.498) | 7 (.486) | 11 (.470) |
| 7 (.494) | 16 (.499) | 16 (.498) | 8 (.476) |
| 8 (.506) | 8 (.509) | 8 (.512) | 13 (.500) |
| 11 (.517) | 11 (.509) | 13 (.522) | 14 (.500) |
| 13 (.528) | 13 (.537) | 9 (.545) | 7 (.515) |
| 9 (.559) | 9 (.567) | 11 (.548) | 6 (.534) |
| 6 (.603) | 1 (.616) | 6 (.605) | 9 (.558) |
| 1 (.622) | 6 (.616) | 1 (.634) | 1 (.630) |
| 2 (.667) | 2 (.672) | 2 (.657) | 2 (.678) |

Tables 13 and 14 include the mean ratings for the variable of attainability for each of the goals by geographic area and the ranking of the goals by attainability. Analysis of table 13 provides evidence that there is relative consistency in the perceptions regarding attainability for goal nine, developing skills in making friends in a new culture. This goal is ranked thirteenth for every geographic

TABLE 13
MEAN RATING FOR ATTAINABILITY BY GEOGRAPHIC AREA

| Goal | Europe, East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|------|-----------------|-----------|--------------------------------|---------------------------------|-----------------------------|-----------------------------|-------------|-----------------------------------|
| 1 | .610 | .619 | .624 | .600 | .636 | .631 | .625 | .638 |
| 2 | .649 | .668 | .661 | .654 | .660 | .688 | .668 | .696 |
| 3 | .469 | .483 | .469 | .469 | .495 | .443 | .505 | .523 |
| 4 | .417 | .492 | .420 | .523 | .468 | .422 | .500 | .492 |
| 5 | .405 | .475 | .471 | .419 | .420 | .454 | .500 | .435 |
| 6 | .582 | .647 | .605 | .588 | .574 | .578 | .598 | .652 |
| 7 | .466 | .487 | .477 | .531 | .505 | .458 | .489 | .551 |
| 8 | .513 | .538 | .514 | .535 | .478 | .488 | .495 | .477 |
| 9 | .573 | .564 | .543 | .554 | .565 | .546 | .571 | .573 |
| 10 | .431 | .433 | .426 | .445 | .413 | .426 | .435 | .427 |
| 11 | .526 | .533 | .517 | .488 | .489 | .520 | .522 | .531 |
| 12 | .435 | .438 | .364 | .422 | .391 | .398 | .435 | .415 |
| 13 | .509 | .547 | .528 | .547 | .549 | .479 | .543 | .535 |
| 14 | .470 | .488 | .446 | .504 | .489 | .496 | .473 | .488 |
| 15 | .455 | .539 | .411 | .454 | .478 | .471 | .429 | .435 |
| 16 | .491 | .508 | .491 | .496 | .495 | .492 | .472 | .484 |

(See page 97 for complete listing of goals)

area, indicating that missionaries in all geographic areas considered this goal to be among the goals most difficult to attain. Missionaries in the various geographic areas, however, varied in their opinions of the attainability of goal fifteen, experimenting with the use of a correspondence course, with scores ranging from .411 to .539.

In table 14 goals ten and twelve are consistently found in the upper quartile for all eight areas. It was earlier reported that goal five was included in the upper quartile for attainability for the total group and each of the three sub-groups. Missionaries from South and Southeast Asia, Eastern South America and West Africa, however, were less optimistic about the possible success in learning important phrases in the new language. Four goals were unanimously considered the least likely to be attained in a two-month orientation by missionaries in all eight areas: (1) learning how to study, (2) improving academic skills, (3) developing skills in sports and arts, and (4) developing skills in making friends in a new culture.

TABLE 14
RANK ORDER OF GOALS BY
GEOGRAPHIC AREA:
ATTAINABILITY

| Rank- ing of Goals | Europe, Middle East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|--------------------------|---------------------------|--------------|--------------------------------|---------------------------------|-----------------------------|-----------------------------|----------------|-----------------------------------|
| 1 | 5 (.405) | 10 (.433) | 12 (.364) | 5 (.419) | 12 (.391) | 12 (.398) | 15 (.429) | 12 (.415) |
| 2 | 4 (.417) | 12 (.438) | 15 (.411) | 12 (.422) | 10 (.413) | 4 (.422) | 10 (.435) | 10 (.427) |
| 3 | 10 (.431) | 5 (.475) | 4 (.420) | 10 (.445) | 5 (.420) | 10 (.426) | 12 (.435) | 5 (.435) |
| 4 | 12 (.435) | 3 (.483) | 10 (.426) | 15 (.454) | 4 (.468) | 3 (.443) | 16 (.472) | 15 (.435) |
| 5 | 15 (.455) | 7 (.487) | 14 (.446) | 3 (.469) | 8 (.478) | 5 (.454) | 14 (.473) | 8 (.477) |
| 6 | 7 (.466) | 14 (.488) | 3 (.469) | 11 (.488) | 15 (.478) | 7 (.458) | 7 (.489) | 16 (.484) |
| 7 | 3 (.469) | 4 (.492) | 5 (.471) | 16 (.496) | 14 (.489) | 15 (.471) | 8 (.495) | 14 (.488) |
| 8 | 14 (.470) | 16 (.508) | 7 (.477) | 14 (.504) | 11 (.489) | 13 (.479) | 4 (.500) | 4 (.492) |
| 9 | 16 (.491) | 11 (.533) | 16 (.491) | 4 (.523) | 16 (.495) | 8 (.488) | 5 (.500) | 3 (.523) |
| 10 | 13 (.509) | 8 (.533) | 8 (.514) | 7 (.531) | 3 (.495) | 16 (.492) | 3 (.505) | 11 (.531) |
| 11 | 8 (.513) | 15 (.539) | 11 (.517) | 8 (.535) | 7 (.505) | 14 (.496) | 11 (.522) | 13 (.535) |
| 12 | 11 (.526) | 13 (.547) | 13 (.528) | 13 (.547) | 13 (.549) | 11 (.520) | 13 (.543) | 7 (.551) |
| 13 | 9 (.573) | 9 (.564) | 9 (.543) | 9 (.554) | 9 (.565) | 9 (.546) | 9 (.571) | 9 (.573) |
| 14 | 6 (.582) | 1 (.619) | 6 (.605) | 6 (.588) | 6 (.574) | 6 (.578) | 6 (.598) | 1 (.638) |
| 15 | 1 (.610) | 6 (.647) | 1 (.625) | 1 (.600) | 1 (.636) | 1 (.631) | 1 (.625) | 6 (.652) |
| 16 | 2 (.649) | 2 (.668) | 2 (.661) | 2 (.654) | 2 (.660) | 2 (.688) | 2 (.668) | 2 (.696) |

(See page 97 for complete listing of goals)

Priority Ranking of the Goals

In establishing priority for the goals, the Westinghouse Learning Corporation model was used. This model offers the following formula in determining the criticality quotient:

$$\text{Criticality Quotient} = \frac{I \times R}{A}$$

when I = degree of importance
 R = level of responsibility
 A = degree of attainability

Group means for each of the variables were applied, and the goals were thus prioritized. The ordered ranking of the goals for the total group are given in table 15. Analysis of the reported results indicates that no one category of need is considered to be included totally in the goals of top priority. Goal ten, for example, discussing aspects of the move which give them concern, placed in the level of highest priority, speaks to an emotional need of the new missionary child. Two other goals related to emotional needs, however, goals sixteen and eleven, are found at a much lower level of priority. Cognitive needs are represented at all levels as well, with those goals related to acquisition of knowledge regarding their new country occupying high positions of priority and those related to academic skills positions of the lowest priority. The results do seem to bear out, however, the comments made by many missionaries and MK's in the preliminary studies that awareness

TABLE 15
 PRIORITY RANKING OF GOALS
 BY TOTAL GROUP

| Prior- ity Rank- ing | Goal Number and Statement | Critical- ity Quotient |
|-------------------------------|---|------------------------------|
| 1 | 10 - Discussing aspects of the move which give them concern | 5.548 |
| 2 | 12 - Reading and discussing Bible scripture related to God's mission in the world and the "call" of God to individuals to serve in a foreign land | 5.496 |
| 3 | 3 - Becoming aware of some important aspects of the culture of the country | 5.411 |
| 4 | 5 - Learning a few phrases and words in the language | 5.244 |
| 5 | 4 - Gaining information regarding important basic facts of the history and geography of the country | 4.913 |
| 6 | 15 - Experimenting with the use of a correspondence course | 4.687 |
| 7 | 14 - Discussing their place in the missionary home | 4.358 |
| 8 | 9 - Developing skills in making new friends and interacting with people of another culture | 4.301 |
| 9 | 13 - Understanding basic beliefs of the major religion(s) of the country to which they are going | 4.168 |
| 10 | 8 - Establishing ties with other MK's or nationals in the new country | 4.158 |
| 11 | 16 - Becoming aware of parental support in the move to another home | 4.047 |
| 12 | 11 - Having opportunity to express inner feelings through art, music, writing | 3.886 |

TABLE 15--Continued

| Prior- ity Rank- ing | Goal Number and Statement | Critical- ity Quotient |
|-------------------------------|---|------------------------------|
| 13 | 7 - Understanding some of the mechanics of a move to another country (passport, visa, work of an embassy) | 3.523 |
| 14 | 1 - Learning how to study | 3.224 |
| 15 | 2 - Developing academic skills in areas of identified weakness | 2.841 |
| 16 | 6 - Developing skills in sports and arts which will be useful in the new home | 2.697 |

of what will be encountered on the field can dissipate many of the fears the child has in moving to another country.

For ease in comparing the ranking of the goals across groups, the goals are again listed in table 16. Analysis of the criticality quotients for the total group as well as the individual sub-groups indicates marked consistency in priority rating. Three goals received a criticality quotient above 5.000 in all groups, goals ten, twelve and three. These results indicated that after considering the goal's importance, the Foreign Mission Board's responsibility for the goal, and the potential for attainment, missionaries found three goals of the highest priority for an orientation program for children:

TABLE 16

PRIORITY RANKING AND CRITICALITY
 QUOTIENTS OF GOALS BY GROUPS

| Priority Ranking | Total Group | | Career Missionaries | | Former Missionaries | | New Missionaries | |
|---------------------|----------------|-------------|------------------------|-------------|------------------------|-------------|---------------------|-------------|
| | Goal No. | Criticality | Goal No. | Criticality | Goal No. | Criticality | Goal No. | Criticality |
| 1 | 10 | 5.548 | 12 | 5.505 | 3 | 5.769 | 3 | 6.423 |
| 2 | 12 | 5.496 | 10 | 5.453 | 10 | 5.658 | 5 | 5.909 |
| 3 | 3 | 5.411 | 5 | 5.281 | 12 | 5.458 | 10 | 5.713 |
| 4 | 5 | 5.244 | 3 | 5.081 | 4 | 5.058 | 4 | 5.609 |
| 5 | 4 | 4.913 | 4 | 4.711 | 5 | 4.940 | 12 | 5.414 |
| 6 | 15 | 4.687 | 15 | 4.558 | 15 | 4.841 | 15 | 4.986 |
| 7 | 14 | 4.358 | 14 | 4.418 | 9 | 4.631 | 8 | 4.900 |
| 8 | 9 | 4.301 | 9 | 4.170 | 14 | 4.464 | 16 | 4.587 |
| 9 | 13 | 4.166 | 11 | 4.168 | 13 | 4.240 | 11 | 4.424 |
| 10 | 8 | 4.158 | 8 | 4.128 | 16 | 4.036 | 13 | 4.327 |
| 11 | 16 | 4.047 | 13 | 4.077 | 8 | 3.962 | 9 | 4.060 |
| 12 | 11 | 3.886 | 16 | 3.978 | 7 | 3.763 | 14 | 3.743 |
| 13 | 7 | 3.523 | 7 | 3.439 | 11 | 3.245 | 6 | 3.403 |
| 14 | 1 | 3.224 | 1 | 3.311 | 1 | 3.119 | 7 | 3.179 |
| 15 | 2 | 2.841 | 2 | 2.853 | 2 | 2.842 | 1 | 3.033 |
| 16 | 6 | 2.697 | 6 | 2.637 | 6 | 2.571 | 2 | 2.720 |

(See page 97 for complete listing of goals)

- Goal 10 - Discussing aspects of the move which give them concern
- Goal 12 - Reading Bible scriptures related to God's mission and call
- Goal 3 - Becoming aware of some important aspects of the culture

Conversely, three goals earned a criticality quotient of less than 3.500 and occupy positions of lowest priority:

- Goal 1 - Learning how to study
- Goal 2 - Developing academic skills in areas of identified weakness
- Goal 6 - Developing skills in sports and arts of the new country

New missionaries tended to assign a higher level of priority to establishing ties with MK's already on the field, being aware of parental support, and expressing feelings in music, art and writing than the other groups. They also perceived the understanding of the MK's place in the missionary home and gaining skill in the making of new friends to be lower in priority than did the other groups.

Ranking assigned to each variable for the goals gives a clearer understanding of their impact on the final prioritized outcome. This is clarified in table 17.

Goals one and two, assigned a middle level of importance, because they were seen as being difficult to accomplish in a two-month period and as not being an area of responsibility of the Foreign Mission Board, dropped to a low level of priority. Goals four and five, although con-

TABLE 17
 RANK ORDER FOR VARIABLES FOR GOALS
 BY TOTAL GROUP

| Goal Number | Importance | Responsibility | Attainability | Priority |
|-------------|------------|----------------|---------------|----------|
| 1 | 7 | 14 | 15 | 14 |
| 2 | 8 | 15 | 16 | 15 |
| 3 | 4 | 2 | 6 | 3 |
| 4 | 9 | 4 | 5 | 5 |
| 5 | 11 | 1 | 3 | 4 |
| 6 | 15 | 13 | 14 | 16 |
| 7 | 16 | 10 | 9 | 13 |
| 8 | 12 | 7 | 10 | 10 |
| 9 | 5 | 6 | 13 | 8 |
| 10 | 1 | 9 | 2 | 1 |
| 11 | 14 | 8 | 11 | 12 |
| 12 | 3 | 11 | 1 | 2 |
| 13 | 10 | 3 | 12 | 9 |
| 14 | 6 | 12 | 7 | 7 |
| 15 | 13 | 5 | 4 | 6 |
| 16 | 2 | 6 | 8 | 11 |

sidered of only mid-level importance, because they were perceived as being within the area of Foreign Mission Board responsibility and relatively easy to achieve, assumed a higher level of priority. Goals ten and twelve, because of their high level of importance and ease in attainment, were placed in the top two levels of priority, although it was

generally felt that parents should be largely responsible for their achievement.

Table 18 offers criticality quotients by geographic area. It may be noted that goal fifteen is marked by the widest range of response by area with goals four and five also resulting in wide variation of response. Table 19 presents a priority ranking of the goals by geographic area, listing the goal of highest priority first. Goal ten is again found consistently in the upper quartile for every geographic area, the only goal receiving a criticality quotient of 5.000 or above in every area. While the total group included goals twelve and three in the upper quartile for priority, missionaries in Europe and the Middle East assigned a slightly lesser priority to goal twelve, while those in Eastern and Southern Africa gave a slightly lower priority to goal three.

Goals receiving a criticality quotient of less than 3.500 are goals one, two and six, the goals also found of lowest priority by the total group and each of the sub-groups. Least consistency was found for priority rating on goal fifteen, experimenting with the use of a correspondence course. Missionaries in South and Southeast Asia and those in the two areas of Africa placed this goal in the upper quartile, indicating high level of priority. Missionaries in East Asia, on the other hand, placed it in the lower quar-

TABLE 18
RANKING FOR CRITICALITY QUOTIENT
BY GEOGRAPHIC AREA

| Goal Number | Europe, Middle East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|-------------|---------------------|------------|--------------------------|---------------------------|-----------------------|-----------------------|-------------|-----------------------------|
| 1 | 14 (3.431) | 14 (3.085) | 14 (3.233) | 13 (3.435) | 14 (3.217) | 14 (3.109) | 14 (3.366) | 14 (2.980) |
| 2 | 15 (2.975) | 15 (2.823) | 15 (2.990) | 14 (3.027) | 15 (3.072) | 16 (2.408) | 16 (2.861) | 15 (2.570) |
| 3 | 4 (5.328) | 1 (5.483) | 4 (5.404) | 2 (5.690) | 4 (5.390) | 1 (6.045) | 3 (5.153) | 6 (4.791) |
| 4 | 2 (5.552) | 5 (4.514) | 5 (5.372) | 8 (4.086) | 5 (5.196) | 4 (5.607) | 8 (4.165) | 5 (4.887) |
| 5 | 1 (6.466) | 4 (4.925) | 8 (4.643) | 1 (5.845) | 1 (6.074) | 5 (5.031) | 5 (4.553) | 4 (4.968) |
| 6 | 16 (2.915) | 16 (2.210) | 16 (2.552) | 15 (3.016) | 16 (2.953) | 15 (3.037) | 15 (2.881) | 16 (2.247) |
| 7 | 9 (4.069) | 12 (3.485) | 13 (3.791) | 16 (2.898) | 13 (3.516) | 13 (3.686) | 13 (3.716) | 13 (3.076) |
| 8 | 10 (4.054) | 10 (3.628) | 11 (4.100) | 11 (3.845) | 7 (4.565) | 8 (4.467) | 7 (4.392) | 8 (4.450) |
| 9 | 12 (3.901) | 7 (4.148) | 6 (4.766) | 6 (4.339) | 9 (4.293) | 9 (4.416) | 10 (4.015) | 11 (4.180) |
| 10 | 3 (5.535) | 2 (5.379) | 3 (5.449) | 3 (5.376) | 3 (5.939) | 3 (5.864) | 1 (5.212) | 1 (5.667) |
| 11 | 11 (4.007) | 11 (3.626) | 12 (3.814) | 7 (4.256) | 11 (4.153) | 12 (3.948) | 12 (3.796) | 12 (3.682) |
| 12 | 5 (4.854) | 3 (5.148) | 1 (6.106) | 4 (5.079) | 2 (6.024) | 2 (5.889) | 2 (5.166) | 3 (5.488) |
| 13 | 7 (4.409) | 8 (3.957) | 10 (4.161) | 12 (3.769) | 12 (3.950) | 6 (4.658) | 11 (3.988) | 9 (4.314) |
| 14 | 6 (4.508) | 6 (4.390) | 7 (4.663) | 10 (3.900) | 8 (4.442) | 10 (4.029) | 6 (4.447) | 7 (4.470) |
| 15 | 8 (4.242) | 13 (3.250) | 2 (5.850) | 5 (4.526) | 6 (4.811) | 7 (4.484) | 4 (4.575) | 2 (5.605) |
| 16 | 13 (3.817) | 9 (3.875) | 9 (4.222) | 9 (3.933) | 10 (4.159) | 11 (4.021) | 9 (4.095) | 10 (4.272) |

(See page 97 for complete listing of goals)

TABLE 19
PRIORITY RANKING BY GEOGRAPHIC AREA

| Rank- ing | Europe, Middle East | East Asia | South and Southeast Asia | Middle America, Caribbean | Western South America | Eastern South America | West Africa | Eastern and Southern Africa |
|--------------|---------------------------|-----------|--------------------------------|---------------------------------|-----------------------------|-----------------------------|-------------|-----------------------------------|
| 1 | 5 | 3 | 12 | 5 | 5 | 3 | 10 | 10 |
| 2 | 4 | 10 | 15 | 3 | 12 | 12 | 12 | 15 |
| 3 | 10 | 12 | 10 | 10 | 10 | 10 | 3 | 12 |
| 4 | 3 | 5 | 3 | 12 | 3 | 4 | 15 | 5 |
| 5 | 12 | 4 | 4 | 15 | 4 | 5 | 5 | 4 |
| 6 | 14 | 14 | 9 | 9 | 15 | 13 | 14 | 3 |
| 7 | 13 | 9 | 14 | 11 | 8 | 15 | 8 | 14 |
| 8 | 15 | 13 | 5 | 4 | 14 | 8 | 4 | 8 |
| 9 | 7 | 16 | 16 | 16 | 9 | 9 | 16 | 13 |
| 10 | 8 | 8 | 13 | 14 | 16 | 14 | 9 | 16 |
| 11 | 11 | 11 | 8 | 8 | 11 | 16 | 13 | 9 |
| 12 | 9 | 7 | 11 | 13 | 13 | 11 | 11 | 11 |
| 13 | 16 | 15 | 7 | 1 | 7 | 7 | 7 | 7 |
| 14 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| 15 | 2 | 2 | 2 | 6 | 2 | 6 | 6 | 2 |
| 16 | 6 | 6 | 6 | 7 | 6 | 2 | 2 | 6 |

(See page 97 for complete listing of goals)

tile, assigning it a low level of priority. In addition, missionaries in Europe and the Middle East, Middle America and the Caribbean, and Western South America found goal five, learning phrases in the language, of high priority, while those in South and Southeast Asia considered it to be of only moderately high priority. Goal four, gaining information regarding facts of history and geography, was considered of high priority by missionaries in Europe and the Middle East, but those in Middle America and the Caribbean and in West Africa considered it to be of only moderately high priority.

While consistency across groups and geographic areas was evident, some differentiation of assigned priority was noted. These variations are equally significant and are perhaps even more important than the similarities. It is the attention given to the discrepancies that provides an individualized program of orientation of the missionary children.

Response to Open Questions

Two open-ended questions were placed at the end of the questionnaire:

1. What fears or concerns do you feel new MK's have which could be addressed by our orientation program?
2. Please list below any suggestions you may have about the content of the program.

The questions were deliberately focused on the needs of the new missionary child and were made broad enough to include

areas of need not specifically identified in the projected goals.

Of the many responses, two fears or concerns were clearly considered the most critical:

1. Fear of the unknown
2. Leaving family and friends in the U.S.

Fear of the unknown was expressed in a number of ways:

- Being different from nationals
- A concern about safety and health
- Fear of people of another race
- Not understanding the language
- Changing schools
- New foods, customs, dress

One career missionary wrote: "Six months of isolation and not understanding what is being said is a long time for a young child." Another said, "The child does need to be considered, because it affects the parents' adjustment, and a good parental adjustment is what is most important to the child." It was noted that parents repeatedly said a child's fears and concerns are directly related to those of his parents. One missionary suggested an assessment of the fears parents have, assuming that these fears are passed on to the children. Another missionary father offered:

Often parents are so troubled with their own insecurities and adjustments they miss important opportunities to help the children. Orientation

could help parents understand what their children are going through and give the children a few tools to aid in their adjustment.

Many missionary parents considered the leaving of grandparents, other family members, and friends as a source of anxiety for new MK's. The loss of pets was also mentioned. Some projected into the future, mentioning the separation from parents to attend boarding school. Lack of understanding of the parents' new role and the fear of change in intra-family relationships were frequently mentioned in the area of losses.

While there were numerous responses to the question regarding fears and concerns of the new MK, far more comments and suggestions were offered for the content of the orientation program. An overwhelmingly positive response to the concept of missionary children's orientation was noted. Only one respondent voiced the opinion that all orientation should be held on site in the country to which the missionary family was moving. The remainder of the respondents either withheld comment or offered affirmation for the idea of orientation for the MK's. The following comment by a career missionary is representative of the many comments supporting the program: "I see this program as one of the most positive aspects of the new orientation program."

In analyzing the suggestions for program content, it was felt that the respondents either underscored or rejected

selected goals within the questionnaire or offered means of achieving them. No further goals were submitted.

Whether the program should be slanted toward an emphasis on academics or on personal transitional skills was debated. Some agreed with one who wrote: "The point I would stress would be an organized, scheduled, disciplined school situation, whether one student or ten." Others supported the opinion that, "In two months not a great deal academically can be done, but a great deal can be done to help them understand their feelings, their insecurities, uncertainty, and fear of the unknown."

General recommendations for the orientation program included the stressing of positive but honest approaches and offering opportunity for free and enjoyable interaction among the children. It was suggested that the children have some input toward their schedule. One respondent wrote, "The attitude of gaining instead of giving up should be one of the themes presented." The concept of "difference" was often addressed, usually with the following spirit:

You would be doing the MK's a tremendous service if you could help them in peer-conscious American to feel that it is 'okay' to be different.

Suggestions were offered for the facilities. The need for a well-equipped library with current video-tapes was noted. One missionary recommended that adequate space be provided and that its effective use be ensured by good planning.

Many of the missionaries supported joint activities within the family unit at orientation. They frequently stated that the most effective orientation for children is that done by the parents and strongly recommended that the parents be involved in the orientation program for the children.

Time constraints were seen as posing a serious limitation. The greatest concern throughout, however, was well expressed in the following comment:

Many of the goals are good, a little idealistic, but aim at nothing and hit it every time! My concern, however, is that in dealing with children's lives and their growth processes, both emotionally and spiritually, a vast amount of care and sensitivity is needed.

Summary

Results of the study imply specific agreement among the missionary groups regarding the importance, responsibility and attainability of the goals offered, as well as some differentiation among groups. Three goals, for example, were found in the highest quartile for importance by total group and by each of the three sub-groups:

- Goal 10 - Discussing aspects of the move which give the children concern
- Goal 16 - Becoming aware of parental support in the move
- Goal 12 - Reading Bible scriptures related to God's mission and call

Support for the ultimate importance of these three goals was found among the missionaries in each of the eight geographic areas, with the exception that those in the sample from Europe and the Middle East as a group found goal twelve less important.

There was a degree of ambiguity regarding the importance of goal fifteen among the missionaries in the various areas, with those from South and Southeast Asia and Eastern and Southern Africa attaching greater importance to it than those in East Asia. Goal fifteen concerns the experimental use of a correspondence course. The variations of opinions as to the importance of this goal could be related to the necessity for the future use of a correspondence course in the area of residence. In many of the countries of East Asia, such as Hong Kong and Taiwan, there are very fine schools which the missionary children usually attend, while in most countries of South and Southeast Asia and Eastern and Southern Africa parents must teach their own children, typically by means of a correspondence course.

Two goals were consistently found by all groups to be the least important. These are:

- Goal 6 - Developing skills in sports and arts of the new country
- Goal 7 - Understanding some of the mechanics of a move to another country

Two goals were perceived by all the groups to be the responsibility of the Foreign Mission Board:

- Goal 5 - Learning a few phrases and words in the language
- Goal 3 - Becoming aware of some important aspects of the culture

In addition, three goals were found by the total group and by the three sub-groups to be primarily the responsibility of someone other than the Foreign Mission Board:

- Goal 1 - Learning how to study
- Goal 2 - Developing academic skills in areas of identified weakness
- Goal 16 - Becoming aware of parental support in the move

Missionaries in Middle America and the Caribbean perceived higher level of responsibility by the Foreign Mission Board for goals one and two, while those in South and Southeast Asia considered the Foreign Mission Board to have somewhat greater responsibility for goal two.

Regarding the attainability of the goals, missionaries as a group, in the three sub-groups, and by all geographic areas considered these goals to be the easiest to achieve:

- Goal 10 - Discussing aspects of the move which give the children concern
- Goal 12 - Reading Bible scriptures related to God's mission and call

As a total group and by sub-group, the missionaries also identified goal five at a high level of attainability:

- Goal 5 - Learning a few words and phrases in the language

Missionaries from South and Southeast Asia, Eastern South America, and West Africa were less optimistic about the potential achievement of this goal, perhaps because of the difficulty of the languages in these areas.

Goals considered to be the least likely to be achieved by all groups were:

- Goal 1 - Learning how to study
- Goal 2 - Developing academic skills in areas of identified weakness
- Goal 6 - Developing skills in sports and arts of the new country

Missionaries in the eight geographic areas included this goal among those least likely to be attained:

- Goal 9 - Developing skills in making friends in another culture

In establishing priority by considering the variables of importance, responsibility and attainability for each of the sixteen goals, three goals were identified by the total group and the three sub-groups with criticality quotients exceeding 5.000:

- Goal 10 - Discussing aspects of the move which give the children concern
- Goal 12 - Reading Bible scriptures related to God's mission and call
- Goal 3 - Becoming aware of some important aspects of the culture

As a total group, the missionaries also assigned another goal to a level above 5.000:

- Goal 5 - Learning a few phrases and words in the language

Goals assigned the lowest priority, less than 3.500 by total group, the three sub-groups, and all geographic area groups were:

- Goal 1 - Learning how to study
- Goal 2 - Developing academic skills in areas of identified weakness
- Goal 6 - Developing skills in sports and arts of the new country

Some discrepancies were noted in the priority level of goals between experienced and new missionaries. The new missionaries placed goals eight, eleven and sixteen in higher levels of priority; these goals reflect the emotional and social needs of the children. On the other hand, the new missionaries also gave lower priority to goals nine and fourteen than did the experienced missionaries.

Analysis of the established priority levels by geographic group reveals that only goal ten received a criticality quotient above 5.000. Europe and the Middle East missionaries gave a lower quotient, and thus priority level, to goal twelve, reading Bible scriptures related to God's mission and call, than the other missionaries, while those in Eastern and Southern Africa assigned lower priority to goal three, becoming aware of some important aspects of the culture.

Variations in priority level by geographic area were noted, primarily with goal fifteen, experimenting with the use of a correspondence course. Missionaries in South and Southeast Asia and the two areas of Africa placed this goal in the upper quartile for priority ranking, while those in East Asia placed it in the lowest quartile.

Assignment of priority by means of the criticality quotient failed to identify any one category of need as superceding another. For example, goals related to cognitive needs of the missionary children were found both in the highest and the lowest quartile of the distribution.

After analyzing the results of the survey, it is apparent that there are areas in which an orientation program for missionary children can employ some standard procedures and activities since there are specific needs which are common to all the children. It is equally clear that priority assigned to needs often varies between the experienced and inexperienced missionary parents. Each group's perceptions of need, however different they may be, are equally important to the establishment of an orientation program. Likewise, the variations in assigned priority among missionaries of different geographic areas point out the necessity for an individualized program of orientation for new missionary children, in which consideration is given to the final residence of the children and their families.

CHAPTER V

SUMMARY OF FINDINGS AND IMPLICATIONS

Summary

The purpose of this study was to identify cognitive, emotional, social and spiritual needs of children of newly appointed missionaries in order to draw from them implications for a pre-departure orientation. The study was based on the results of a questionnaire sent to 652 Southern Baptist foreign missionaries; 492 responses were received. Three groups formed the sample: active career missionaries, former missionaries, and a group of missionaries who had recently completed an orientation program but had had no experience on the field.

Preliminary interviews with both missionaries and children of missionaries were held to begin to identify needs of new missionary children before they moved with their parents to their new homes overseas. The formal survey instrument took the form of a needs assessment in which sixteen goals were presented for the response of the missionaries. Respondents were instructed to rate each goal on the importance of the goal, the level of responsibility the Foreign Mission Board had for the goal, and the degree of possibility for its attainment. Priority for each goal

was then computed based on a formula for the criticality quotient of the Westinghouse Learning Center Needs Assessment Model. In addition, two open-ended questions were included to offer opportunity for additional input regarding the needs of new missionary children and how those needs might be met.

Analysis of the results of the sample group as a whole indicated that three goals were perceived as the most important in the orientation of new missionary children and that the orientation program should assist the new MK in:

1. Discussing aspects of the move which give concern
2. Becoming aware of parental support in the move to another home
3. Reading and discussing Bible scriptures related to God's mission in the world and the "call" of God to individuals to serve in a foreign land (in keeping with their intellectual, emotional and spiritual development).

The goals considered least important by the total group were:

1. Developing skills in sports and arts which will be useful in the new home
2. Understanding some of the mechanics of a move to another country (passport, visa, and work of an embassy)

In response to the variable of responsibility, the group found the Foreign Mission Board most responsible for these goals:

1. Learning a few phrases and words in the language
2. Becoming aware of some of the important aspects of the country
3. Understanding basic beliefs of the major religion(s) of the country to which they are moving
4. Gaining information regarding important basic facts of the history and geography of the country

The Foreign Mission Board was held least responsible for these goals:

1. Becoming aware of parental support in the move to another home
2. Developing academic skills in areas of identified weakness
3. Learning how to study

In these three goals, the missionary parents found that the Foreign Mission Board was only partially responsible, with others--primarily the parents--being given greater responsibility.

The perception of the level of attainability contributed further information for the establishment of priority for the goals. Goals considered most easily accomplished were:

1. Reading and discussing Bible scriptures related to God's mission and the "call" of God to individuals
2. Discussing aspects of the move which give them concern

Goals least likely to be attained, according to the respondents, were:

1. Developing academic skills in areas of identified weakness
2. Learning how to study
3. Developing skills in sports and music which will be useful in the new home

Following the application of the criticality quotient of the Westinghouse Learning Corporation Needs Assessment Model, the sixteen goals were prioritized in the following manner, beginning with the goal of highest priority:

1. Discussing aspects of the move which give them concern
2. Reading and discussing Bible scriptures related to God's mission in the world and the "call" of God to individuals to serve in a foreign land
3. Becoming aware of some important aspects of the culture of the country
4. Learning a few phrases and words in the language
5. Gaining information regarding important basic facts of the history and geography of the country
6. Experimenting with the use of a correspondence course
7. Discussing their place in the missionary home
8. Developing skills in making new friends and interacting with people of another culture
9. Establishing ties with other MK's or nationals in the new country through tapes, letters, and video-tapes
10. Understanding basic beliefs of the major religion(s) of the country to which they are going
11. Becoming aware of parental support in the move to another country
12. Having opportunity to express inner feelings through art, music, and writing

13. Understanding some of the mechanics of a move to another country (passport, visa, and work of an embassy)
14. Learning how to study
15. Developing academic skills in areas of identified weakness
16. Developing skills in sports and arts which will be useful in the new home

While it is necessary to analyze the data as a whole, it is also essential to consider the differentiation from among the separate entities. Consensus may be found for the group and the information used to form an effective orientation program. The essence of individualization, however, can only be possible with the further search for variation of responses from among the sub-groups. In the area of importance, for example, new missionaries tended to award a higher level of importance to learning some of the language than the other groups, while career missionaries claimed greater importance in the child's understanding of his place in the missionary home and expressing his feelings in subjective ways, such as art and music. Career missionaries as a group held the Foreign Mission Board more responsible for giving MK's the opportunity to express their feelings in music and art than did the group of former missionaries. The group of new missionaries felt the Foreign Mission Board had a high level of responsibility for assisting the MK's in establishing ties with other MK's

already in the field, while other groups gave it a lesser rating. Concerning the goal of discussing the child's place in the missionary home, new missionaries were much less confident that the goal could be achieved than were the other groups. On the other hand, they set a greater level of attainability on the study of culture than the group as a whole or either of the two other groups. Order of priority for the goals remained relatively the same for all groups, especially at the extremes of least and greatest priority. One exception was that new missionaries placed a much higher priority on the goal of establishing ties with MK's on the field than that of discussing their place in the missionary home, while the other two groups set their priorities in reverse order.

While analysis of the survey response by geographic area in which the respondents live is characterized by marked internal similarities, there is some degree of variation noted in each of the variables of importance, responsibility, and attainability. Missionaries in Europe and the Middle East, for example, placed slightly less importance on Bible reading than did missionaries in other areas, while there was wide disparity in the perception of the importance of experiencing the use of a correspondence course. Missionaries in Middle America and South and Southeast Asia found the Foreign Mission Board more responsible for the development of academic skills than did

their colleagues in other areas. Those serving in South and Southeast Asia, Eastern South America, and West Africa were not as optimistic as the missionaries in other areas that the children could learn basic phrases in the local language effectively. Regarding priority of the goals, there was clear dissimilarity on the value of experimenting with the use of a correspondence course. Again, these variations in perceptions of need can be incorporated into a highly effective orientation program for new missionary children.

Conclusions

From an analysis of the results of the study the following conclusions may be drawn:

1. Missionary parents are able to identify needs of missionary children in their transition from the United States to new homes in other lands. Experienced missionaries who have attended an orientation and moved into new areas have been primary witnesses of the process of adjustment in the lives of their own children as well as other children who have later arrived on the field. Missionaries who have attended an orientation program but have not yet moved to their new posts offer their perceptions of the needs of their children and other inexperienced MK's in their program while still in the preparation period. Both

perspectives offer important information in the understanding of this unique stage in the life of the missionary child.

2. Goals for an orientation program for new missionary children can be prioritized by studying perceptions of the importance of the goal, the level of responsibility for the goal's achievement by the sending agency, and the degree to which it is possible to achieve the goal (importance, responsibility, attainability). Because of limits on time, only those goals which are considered to be of importance to the missionary child should be established. Some goals, however, may be considered very important but not primarily the responsibility of a sending agency to adopt. It may well be the parents who should assume responsibility in meeting a specific need. Further, a goal could be too difficult to attain in an orientation program due to an insufficiency of time and resources. In this case, a goal considered to be important could be given a lesser priority in favor of another goal which could be more easily achieved. It is thus necessary to consider each of these elements in establishing priority for a goal.

3. Specific goals should be included in an orientation program for new missionary children. These include:

- Discussing aspects of the move which give the children concern
- Reading Bible scriptures related to God's mission and call

- Becoming aware of some important aspects of the culture
- Learning a few words and phrases in the language

4. An orientation program must be flexible enough to allow modification in the plan for specific needs of certain children. For example, children who will be living in countries where there is the possibility for instruction by means of home study should have some experience in using a correspondence course. In addition, based on the perceptions of new missionaries who have not yet experienced the actual move to a foreign land, the emotional and social needs of the children should be considered, especially in establishing ties with other MK's already on the field, having opportunity to express inner feelings in art and music, and becoming aware of parental support in the move.

5. The program for new missionary children should primarily be focused on the orientation of the child rather than on academic processes.

Implications for an Orientation Program

The prioritizing of goals for an orientation program makes possible the drawing of certain implications for effective planning. Based on the results of the responses of the missionary parents reported in this study, an orientation program should consider activities which provide response to the stated needs, including cognitive, emotional, social, and spiritual needs of the new MK.

The goal considered to be of highest priority in this study was:

Discussing aspects of the move which give the children concern.

In response to this expressed need the orientation program should include components designed to encourage the freedom to discuss their concerns. These encounters require a great deal of sensitivity and warmth and should include well-trained professionals when needed. Missionaries on furlough, as well as other individuals who have lived overseas, could be considered resource people for such discussions. Other missionary children, both peers and older teenagers or young adults, could discuss their own personal experiences as children in adjusting to life in another land. It would be important throughout every facet of the orientation program to project positive responses to anticipated differences among the various cultures. While attempts to overemphasize the glamour and romance of the move should be avoided, the concept that different lifestyles should be appreciated, understood, and ultimately enjoyed should be fostered. Basic to the philosophy of the total orientation program, however, is the commitment to honest, open interaction and to an accepting community that encourages free exchange of fears and concerns, whether it be in small groups, total group, or in one-to-one encounters. In addition to traditional group discussions, role play should be used to draw out concerns

less easily articulated by young children. Because of the rather wide age range of the youngsters, group discussions will prevent the projections of fears and concerns of older children on the younger ones.

The second goal in order of priority was:

Reading and discussing Bible scriptures related to God's mission in the world and the "call" of God to individuals to serve in a foreign land.

The orientation program should, therefore, provide time to read and discuss Bible passages which shed some light on God's mission and the new roles of the parents in determining to follow His call overseas. Because the missionary parents have committed their lives to ministry outside their own homeland, it is certainly understandable that they have a keen desire that their children share some of their enthusiasm for and understanding of their mission. Reading and discussing Bible passages illuminating the call of God under the tutelage of an adult who is aware of and open to questions children may have in this area can aid in the child's understanding of the purpose for the going to another land. Again, it is important to divide the children into age groups for the purpose of providing activities and projects in keeping with the age and maturity of the child.

Missionary parents placed high priority on the goal:

Becoming aware of some important aspects of the culture of the country.

A major portion of the orientation program then must be a focus on studies in the culture of the country to which they are going. Couched in the framework of "difference" as a positive rather than negative aspect of life, these cultural studies will enable the MK to know what to expect in the new home. This aspect of the program is extremely difficult to implement because of the logistics of gathering materials. It is a vitally important component of the program, however. Because of the wide differences in culture from land to land and even between areas in the same country, much time must be allowed in collecting data and materials for this study. Some method for gathering necessary items from the various countries of the world must be devised. Every country has its own mission organization, and each chairman could perhaps assign one person or a committee to serve as liaisons in this project. The Foreign Mission Board periodically sends film crews around the world. These photographers should make videotapes and films not only of scenes, customs, and dress of the various lands for study, but also of homes and schools in which missionary children live and go to school. Books, artifacts, clothing, and records acquired in other countries must be made available to the children. Commercially made films on countries of the world which are marketed in the United States are available and could enhance the study. A cooking area where children could cook and taste some of the

foods eaten in other countries should be provided. Furloughing or returned missionaries are available to assist with menus, recipes, and demonstrations. Opportunities to compare customs throughout the world would serve as a reminder that we live in a world of rich diversity. Comparison of holidays, types of housing, means of transportation, family structures, and various other aspects of life would broaden their understanding of sociological and anthropological issues and increase their tolerance for differences.

The fourth goal by order of priority was:

Learning a few words and phrases in the language.

The orientation program, therefore, will offer opportunities to learn a few words or phrases in the language. Following suggestions from missionaries in the study, audio tapes may be made on the field by native speakers or experienced missionaries to ensure correct inflection and pronunciation. The purpose of this exposure to language is obviously not to produce fluent linguists but to create a mindset for enthusiastic involvement in language study when they arrive on the field. What is done in orientation in the way of language should be fun and definitely not stressful. Attendance at a church where the language is used, when possible, would offer opportunity for further exposure. A visit to the embassies in Washington D. C. would provide additional resources for both literature in the language and hearing the

spoken language. The words and phrases presented should be based on age and interests of the children and those most urgently needed when the MK's arrive in their new country.

Gaining information regarding important basic facts of the history and geography of the country

was the next goal in order of priority. The program should thus provide time and resources for a study of interesting facts from history and geography of the new country. Care must be taken to provide factual information specific to the country to which the child is moving. Slides, 16 mm. films, and videotapes will again be of help in communicating the facts. Since the parents will also be participating in similar studies, family projects could easily be a part of this emphasis. Additional materials targeted for children should be added to those already being used with parents. Materials may be located in issues of periodicals such as National Geographic, in social studies textbooks, from travel agencies, and from embassies. Because of the young ages of the children pictures, models, films, actual objects, and other concrete and representational materials should be used in preference to the reading of facts from a book. In addition, the developmental level of the children should be considered in order to select items of interest to them.

In anticipation of possible educational settings for the children, parents placed this goal at a high level of priority:

Experimenting with the use of a correspondence course.

It was thus indicated that the orientation program should offer experience in the use of a correspondence course. While some children may not have cause to use a correspondence course on the field, others will find this experience immediately useful. Since there are several correspondence courses available, parents could be made aware of the strengths and weaknesses of each and could inspect materials and books included in each course. This experience would not only provide experience for the child in working more independently than in schools in the U. S., but also offer the parents opportunity to use portions of a course in a situation where questions could be answered and suggestions made for its best utilization.

The following goal was selected next in the order of priority:

Discussing the child's place in the missionary home.

The program, in meeting this need, would provide time to discuss the MK's place in the missionary home. Again, this must be done with a great deal of sensitivity. Some missionaries in the study felt the MK's should be considered a part of the mission work. Others strongly rejected the notion of MK's as "little missionaries." Care should be taken to present an approach which can be supported by all parents. Missionaries as a group felt they as parents should assume some responsi-

bility in this matter. Perhaps the best approach would be to provide a special time for focusing on family interaction. A family counselor would be extremely beneficial in this encounter.

In consideration of the social needs of new missionary children, the missionary parents placed the following goal at a mid-level priority:

Developing skills in making new friends and interacting with people of another culture.

Understanding the mores of another culture, focusing on others as opposed to one's self, and the consideration of body language and gestures are facets of this area. The children should be made aware that certain responses considered rude in the U. S., such as staring or laughing at someone, may be perfectly acceptable in other cultures. Role play could help the children in accepting different types of interaction without feeling intimidated by behavior which is strange or unusual in the U. S.

Also addressing a social need, the following goal was placed mid-way in order of priority:

Establishing ties with other MK's or nationals in the new country through tapes, letters, and videotapes.

The orientation program must, therefore, offer some means of establishing ties with other MK's or nationals in the new country. In conjunction with the obtaining of videotapes and films from the different countries for cultural studies,

further film footage could be shot of other missionary children already living there. These tapes and films could then be used as an impetus to initiate a pen-pal program and perhaps an audio-tape exchange.

Understanding basic beliefs of the major religion(s) of the country to which they are going.

This goal requires an overview of the major religion(s) of the country. In most cases a study of religion is inseparable from a study of the culture. Holidays, and even food and dress, are often closely associated with religion. Books, films, videotapes, and first-hand accounts by other missionaries and missionary children should be used to help the new MK's to understand the similarities and differences of Christianity and the beliefs of the people with whom they will be living. Obviously, the age and interest of the child will determine how complex this study should be.

Although the following goal was considered of great importance, it was not considered to be the prime responsibility of the Foreign Mission Board:

Becoming aware of parental support in the move.

Because the missionaries stated that they felt they themselves should assume major responsibility in helping the child become aware of parental support, perhaps the means of anticipating and meeting this need can be offered in the parents' orientation program or jointly with families cooperating on specific projects together. Since the goal was

considered to be very important, it should not be neglected simply because it is not considered to be directly under the responsibility of the Foreign Mission Board.

The following goal was one of relatively low priority:

Having opportunity to express inner feelings through art, music, and writing.

Although this goal was not considered of high priority, it is perhaps a natural corollary to the discussion of matters regarding the move which give them concern. While some children easily and naturally verbalize their own feelings, others have difficulty in expressing deep feelings in words. Therefore, this activity may provide for them the same outlet others find in discussions. A wide variety of art supplies should be available to the children, as well as time and encouragement to express their feelings in various media including music, drama, and writing. A small stage for informal dramas and puppet shows, a "wet" area for art activities, and musical instruments should be considered in planning for buildings and equipment.

The achievement of this next goal can call for a variety of activities for the children:

Understanding some of the mechanics of a move to another country.

Because of the close proximity of the orientation center to the capital, Washington, D. C., the children could visit the embassies and various other governmental agencies in following

the process of obtaining a passport and a visa. While perhaps not vital to a satisfactory transition or adjustment in the new country, these visits could certainly help the child feel a part of the transactions involved in a change to a residence overseas.

Two of the goals related to the academic area:

Learning how to study;

Improving academic skills in an area of identified weakness .

These goals were perceived to be of moderate importance, but because of low ratings in responsibility and attainability, they were placed among the lowest levels of priority. If there were effective means of meeting these goals, they should be included in the development of the orientation program. It is possible that children could be screened with a measure of academic achievement to ascertain present level of achievement. Further assessment would then be provided for children who seemed to be experiencing difficulty. With the resulting information, a competent teacher would provide explanation and practice in specific areas of weakness. In addition, close observation by an experienced teacher, along with the possible use of standardized tests for the determination of learning style, should be utilized to help the children identify study procedures which would be most effective for the individual. These techniques are easily operative within the context of the regular program by a

trained, experienced teacher. The information gleaned from such observations could be critical for the child in any educational setting, but especially in the situation where parents teach the children.

This goal was considered by the respondents to be of the lowest level of priority:

Developing skills in sports and arts which will be useful in the new home.

While this goal was not considered important and also considered difficult to achieve, it could be incorporated into the recreational and art and music aspects of the program. Soccer, a rather international sport, should be encouraged at play times for both boys and girls. In addition, art projects such as batik-making and carving could offer exposure to aesthetic elements of the culture which will not only bring opportunity for creative involvement but encourage an appreciation for skill in arts and crafts of other countries. Music, as well, both instrumental and vocal, should be incorporated into the curriculum to encourage involvement and participation and develop an understanding of this expression of a country's heartbeat.

It has been stated that the creation of an orientation program for missionary children is a difficult project for two reasons. First, there is no model which can be applied. Secondly, needs of the children which should be addressed have not been assessed. This study has evaluated basic goals

which may be incorporated into the various components of such a program. Further evaluation is only possible upon the implementation of the goals.

With a new awareness of the importance of the positive adjustment and ultimate fulfillment of the missionary child, other formal attempts to provide for their smooth transition to their new homes will be noted. Missionary families, and ultimately the sending agencies themselves, can only benefit from such a thrust.

Further Research

Research in the area of third-culture children has been extremely limited in the past. This study has been an attempt to uncover needs of the young missionary child as he faces life in another area of the world. Implementation of the goals in an orientation program for new MK's proposed by this study will require an evaluation of the effectiveness of the program. Such a study would identify strengths and weaknesses of the program and benefit other agencies which would incorporate such elements into a program of their own. The needs assessment in this study was based on perceptions of missionary parents. Further research in this arena could assess the perceptions of the missionary children themselves.

As church mission boards, businesses, and governmental agencies consider the establishment of orientation programs for children preceding their move with their parents

to the foreign posts, and surely they must, other needs assessment surveys will be necessary. Replication of this study with another population could yield further information regarding the characteristics of the neophyte third culture child.

Each year a number of career missionaries find it necessary to resign and return to the United States because of various extenuating circumstances. Research directed toward identification of instances of resignation due to problems involving the children could provide information for predicting such difficulties and offering intervention to lower the attrition rate among missionaries.

The subject of third culture children is a fertile field for additional research. The increasing number of Americans living overseas will no doubt stimulate further interest in this area and contribute to the knowledge and understanding of this unique population.

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APPENDIX

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DISCUSSION QUESTIONS FOR MISSIONARY PARENTS

PREASSESSMENT INTERVIEWS

1. Knowing what you know now, what do you consider to be the most difficult adjustment for MK's moving to the field?

2. Did your child/children make a satisfactory adjustment upon arrival to the field?

3. What might you have done to make your child's adjustment easier?

4. What might others (the Foreign Mission Board perhaps) have done to make the transition easier?

5. Did you teach your own child on the field? _____

Did you feel prepared to do so? _____

Did your child experience any educational difficulty on the field or during furlough in the U. S.?

6. Prioritize these items (1 to 4) with 1 being the most important emphasis, 2 the next important, etc., for children during the orientation program:
- _____ Education (basic skills, diagnosis of deficiencies, etc.)
 - _____ Religion (Bible study, etc.)
 - _____ Culture (history, geography, customs, food, etc.)
 - _____ Orientation (purpose of the mission family, school, other MK's leisure time, etc.)

QUESTIONNAIRE FOR MISSIONARY KIDS

How old were you when you went to your field of service the first time?

- a. Was born there
 b. One year or less, to five years
 c. Six to ten years
 d. Over ten years

Listed below are some areas of concern that MK's may have about a move overseas. How significant were they in your adjustment as an MK? Respond to each by checking according to the following scale:

- 1 - of no significance
 2 - of little significance
 3 - of some significance
 4 - of great significance

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Leaving family members and friends | | | | |
| Making new friends | | | | |
| A new language | | | | |
| Health and safety of self and family in traveling to the field | | | | |
| Health and safety of self and family in the new country | | | | |
| Political unrest or religious differences | | | | |
| Moving into a strange culture | | | | |
| Changing schools or educational settings | | | | |
| Being separated from the "American way of life" | | | | |
| Anxiety about going away from home to school | | | | |

Since you have lived overseas as an MK, you have much experience from which you could share with a new MK. What advice would you give to a new MK just before he leaves for the field?

What is the one most important need a new MK has that could be met in an orientation before going to the field?

In what country (or countries) did you live as an MK?

QUESTIONNAIRE FOR MISSIONARY PARENTS

In order to provide an effective orientation program for new MK's, it is first essential to identify their most pressing needs at this significant time in their lives. Listed below are needs which a missionary child may face prior to departure to the field. Please respond to each by checking SD (strongly disagree), D (disagree), A (agree), or SA (strongly agree).

| New MK's need: | SD | D | A | SA |
|--|----|---|---|----|
| To learn how to study | | | | |
| To have experience in using a correspondence course | | | | |
| To develop academic skills in areas of identified weakness | | | | |
| To become aware of some important aspects of the culture of the new country; i.e. customs, dress, food, holidays, etc. | | | | |
| To gain information regarding important basic facts of the history and geography of the country | | | | |
| To learn a few phrases and words in the new language | | | | |
| To learn efficient and effective study skills | | | | |
| To develop skills in areas of sports and arts which will be useful in the new home | | | | |
| To understand some of the physical involvements of a move to another country; i.e. passport, visa, work of an embassy | | | | |
| To establish ties with other MK's or nationals in the new country through tapes, letters, videotapes. | | | | |

| (Continued) | SD | D | A | SA |
|---|----|---|---|----|
| To develop skills in making new friends and interacting with people of another country | | | | |
| To discuss aspects of the move which give him/her concern | | | | |
| To have opportunity to express inner feelings through art, music, and writing | | | | |
| To read and discuss Bible scriptures related to God's mission in the world and the "call" of God to individuals to serve in a foreign land (commensurate to their intellectual, emotional, and spiritual development) | | | | |
| To understand basic beliefs of the major religion(s) of the country to which the child is moving | | | | |
| To discuss his/her place in the missionary home | | | | |

The MK may experience a number of fears related to the move and residence in a foreign land. Please respond to the following:

New MK's are concerned or fearful of or about the following:

| | | | | |
|---|--|--|--|--|
| Leaving family and friends | | | | |
| Making new friends | | | | |
| Experiencing a new language | | | | |
| Facing a new school situation | | | | |
| Health and safety of self and family in traveling to the field | | | | |
| Health and safety of self and family while living on the field | | | | |
| Communism, animism, or other types of political or spiritual conditions | | | | |

What other fears, if any, do the MK's experience?

What is the one most important need that your children had that could be met in an orientation?

MK ORIENTATION QUESTIONNAIRE

On the attached questionnaire are 16 goals which have been established for the orientation of new MKs during a two-month period at the Missionary Orientation Center. These goals were formulated from suggestions made by missionaries on furlough. We would like to determine the priority of these goals by considering these questions:

Question A: Are the goals important in helping an MK adjust to life in a new culture?

Question B: Should an orientation of new MKs be concerned with these goals?

Question C: How possible is it to achieve the goal during a two-month stateside orientation?

You are part of a group of Southern Baptist Convention missionaries selected to help us determine the priority of these goals. We are extremely dependent on your assistance in developing a curriculum for the children at MOC.

Please read and follow the directions below:

1. For each of the 16 goals answer Questions A, B and C by marking an X in the appropriate space.

Example:

| <u>Question A</u> | | | | <u>Question B</u> | | | | <u>Question C</u> | | | |
|-------------------|-----|-----|-----|-------------------|-----|-----|-----|-------------------|-----|-----|-----|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| () | (X) | () | () | () | () | (X) | () | () | () | () | (X) |

2. Complete the personal information section and include any comments or suggestions. (Please attach an additional sheet if needed.)

Thank you for your interest in this attempt to determine needs of the new MK. If you have questions or further suggestions, please feel free to write me.

Sincerely,

Dellanna O'Brien

Dellanna O'Brien

GOALS

The educational/orientation program should assist the new MK in:

| | <u>Question A</u> | <u>Question B</u> | <u>Question C</u> |
|--|---|--|---|
| | This goal is | An orientation program for new MKs should | It is |
| | 1 - of no importance 2 - of little importance 3 - of some importance 4 - of great importance in the orientation of new MKs. | 1 - assume no responsibility 2 - assume partial responsibility with others (i.e. parents) assuming greater responsibility 3 - assume major responsibility 4 - assume total responsibility for this goal. | 1 - impossible 2 - only partially possible 3 - possible to a great extent 4 - fully possible to achieve this goal by means of an orientation program for MKs. |
| 10. Discussing aspects of the move which give them concern. | () () () () | () () () () | () () () () |
| 11. Having opportunity to express inner feelings through art, music and writing. | () () () () | () () () () | () () () () |
| 12. Reading and discussing Bible scriptures related to God's mission in the world and the "call" of God to individuals to serve in a foreign land (in keeping with their intellectual, emotional and spiritual development). | () () () () | () () () () | () () () () |
| 13. Understanding basic beliefs of the major religion(s) of the country to which they are moving. | () () () () | () () () () | () () () () |
| 14. Discussing their place in the missionary home. | () () () () | () () () () | () () () () |
| 15. Experimenting with the use of a correspondence course (Calvert or something similar). | () () () () | () () () () | () () () () |
| 16. Becoming aware of parental support in the move to another home. | () () () () | () () () () | () () () () |

PERSONAL INFORMATION

| <u>Sex</u> | <u>Age</u> | <u>Years of Service</u> | <u>Area of Service</u> |
|---------------------------------|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Male | <input type="checkbox"/> 25-35 | <input type="checkbox"/> 0-4 | <input type="checkbox"/> Europe and the Middle East |
| <input type="checkbox"/> Female | <input type="checkbox"/> 36-45 | <input type="checkbox"/> 5-9 | <input type="checkbox"/> East Asia |
| | <input type="checkbox"/> 46-55 | <input type="checkbox"/> 10-14 | <input type="checkbox"/> South and Southeast Asia |
| | <input type="checkbox"/> 56 or over | <input type="checkbox"/> 15-19 | <input type="checkbox"/> Middle America and the Caribbean |
| | | <input type="checkbox"/> 20 or more | <input type="checkbox"/> Western South America |
| | | | <input type="checkbox"/> Eastern South America |
| | | | <input type="checkbox"/> West Africa |
| | | | <input type="checkbox"/> Eastern and Southern Africa |

What fears or concerns do you feel new MKs have, which could be addressed by our orientation program? Please list below any suggestions you may have about the content of this program.

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A NEEDS ASSESSMENT OF THIRD CULTURE CHILDREN
AND THE ADMINISTRATIVE IMPLICATIONS
FOR AN ORIENTATION PROGRAM

by

Dellanna West O'Brien

(ABSTRACT)

Three groups of Southern Baptist foreign missionary parents, career, former, and new missionaries, numbering 492, reported their perceptions of the cognitive, social, emotional, and spiritual needs of young missionary children by rating sixteen goals for a pre-departure orientation on the variables of importance, responsibility and attainability. Mean scores of each of the variables were used to compute a criticality quotient, based on the Westinghouse Needs Assessment Model, to be used in determining the priority of each goal. Data analysis included total response, group response, and response by geographic location of the respondents. Implications were then drawn for the development of an orientation program for missionary children.

No one category of need (cognitive, social, emotional, or spiritual) emerged as the most consuming for young missionary children. Rather, the goals related to the categories were well dispersed throughout the priority ranking.