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ATTITUDINAL SURVEY OF JAPANESE AND AMERICAN STUDENTS

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Summary

The purpose of this attitudinal survey is to compare what Japanese and American 13-14 year old students think about themselves and their world. It is a survey focusing upon young people's attitudes, not their academic achievements. This information is being gathered by a questionnaire administered to approximately 500 Japanese and 500 American students. The survey instrument is divided into five main sections: 1) Attitudes About School Activities 2) Attitudes About Out-Of-School Activities 3) Attitudes About Themselves 4) Attitudes About Their Families 5) Attitudes About The World. Eight test sites were selected, four in Japan and four in the U. S. The Japanese schools are Sapporo Hokkaido University of Education Fuzoku Junior High School, Hokuei Junior High School in Sapporo, Mitaka Junior High School in Tokyo and Marunouchi Junior High School in Matsumoto. The American Schools are Rowland Hall-St. Mark's Middle School in Salt Lake City, Utah, Eastmont Middle School in the Jordan School District of Greater Salt Lake City, a Washington, D.C. area middle school and Sylvan Middle School in Portland, Oregon. The Japanese students will complete the questionnaires in November-December 1994 and the American students will complete them in March-April 1995, due to the difference

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in the academic school year in the two countries.

The pilot study in both countries revealed some challenges in designing a survey instrument meaningful in both cultures. Translation of the English questionnaire into Japanese also created some challenges. The new Utah Family Education Rights and Privacy Act threatened the research project being conducted in Utah, but a solution to the issue of invasion of student's and family's privacy was finally agreed upon.

The data from this research project will be processed at the University of Utah and the analysis will begin in the summer of 1995. This project is original and it appears to be unique. There seems to be widespread interest in the final results.

Keywords: Comparative Attitudinal Survey

I. Purpose and Process

The purpose of this study is to compare what Japanese and American 13-14 year old students think about themselves and their world. It is a survey focusing upon young people's attitudes, not their academic achievements. The questionnaire is divided into five main parts: 1) Attitudes About School Activities 2) Attitudes About Out-Of-School Activities 3) Attitudes About Themselves 4) Attitudes About Their Families 5) Attitudes About The World.

The first phase of this research project was a survey of the available literature, in English, on attitudes of 13-14 year old students in both countries. In addition, the U. S. Department of Education and the National Institute of Educational Research in Tokyo were consulted. Little research has been published either in Japanese or in English on this subject. It appears that this author's research is original and fills a gap in comparative education research.

The second phase was to select appropriate test sites, considering the budget of the project. Eight sites were chosen, four in the U. S. and four in Japan: Rowland Hall-St. Mark's Middle School in Salt Lake City, Utah; Eastmont Middle School in the Jordan School District of Greater Salt Lake City; a Washington, D.C. area middle school; and Sylvan Middle School in Portland, Oregon; in Japan, the Sapporo Hokkaido University of Education Fuzoku Junior High School; Hokuei Junior High School in Sapporo; Mitaka Junior High School in Tokyo; and Marunouchi Junior High School in Matsumoto, Nagano Prefecture. Portland and Sapporo are Sister Cities, as are Salt Lake City and Matsumoto. Tokyo and Washington, D.C. are the two nations capitols. The schools were selected on the basis of comparable size, socio-economic class of the families, educational level and involvement of the parents, as well as the characteristics of the cities and school districts.

The third phase of this research project was to invite the selected schools to participate in this study. Once the schools had accepted, each faculty and administration was asked to submit questions they would like to have included in the survey. This author's intent was to give each school some "ownership" in the research project.

The next step was to design the survey instrument and then to send it to all of the test sites for their comments and recommended changes. Needless to say, the questionnaire was first drafted in English and then translated into Japanese. The revision process took many months, and many drafts of the survey instrument were written in order to create a questionnaire representative of all the schools' interests and acceptable to all eight sites, as well as one that met the original objectives of the study.

The fifth phase was to pilot test the survey instrument in order to

discover any questions that were difficult, unclear, or irrelevant for 13-14 year old students. The pilot test also revealed some areas of student's interests that had been overlooked. Students were asked to comment on the questionnaire after they had filled it out and to make recommendations. Each student was timed so that an estimate could be given to the schools about how long it would take to complete the questionnaire. The first pilot study was conducted first in the two schools in Salt Lake City. Next, the questionnaire was again revised and the changes made in the Japanese survey instrument. The second pilot study was conducted in Sapporo and the appropriate changes made for the final draft of both the Japanese and the English versions. Every effort has been made to have both versions alike.

The Japanese survey instrument has been printed and delivered to the schools along with specific instructions to the teachers about how to administer the questionnaire. Approximately 500 second graders in the Japanese junior high schools will complete the survey by the end of 1994. The American survey will be administered in the spring of 1995 to about 500 eighth graders in American middle schools. All the students will be 13-14 years old. Since the Japanese school year begins in early April and the American academic year begins in late August, a five month differential in the administration date of the survey was recommended.

II. Instructions to Teachers and Survey Instrument

Instructions To Teachers

The purpose of this study is to compare what Japanese and American 13-14 year old students think about themselves and their world. All student responses will remain anonymous. Comparisons

will be made between responses from students in Japanese schools and American schools that are similar in socio-economic status. The results of this study will be shared with any interested students, parents, faculty and staff.

To complete the survey will take students between 30–50 minutes. We suggest that teachers prepare something for those students to do who finish early.

Since all the teachers in the classes completing the survey must give the same instructions to the students we recommend the following:

- 1) pass out the questionnaire to all students who will complete it.
- 2) tell them this is not a timed questionnaire, but that they should complete it in class.
- 3) explain that they will not be identified with their responses—all answers will be anonymous.
- 4) point out that some questions require a single answer and some require multiple answers—they should carefully read each question to understand which is required.
- 5) clarify that they should answer every question.
- 6) explain that if they do not understand a question the teacher may explain the meaning to them and help them clarify the intent of the question.
- 7) when a student has completed the questionnaire he/she should put it in the envelope, seal the flap and mark an X over the flap and the envelope.
- 8) collect all the sealed envelopes when everyone has completed the questionnaire.

If a student has trouble understanding a question please write down which question it was and what you said to help explain the intent of the question. This information should be returned attached to those

specific questionnaires. Thank you for your co-operation in administering this survey.

AMERICA-JAPAN SURVEY STATEMENT OF PURPOSE

The purpose of this study is to compare what Japanese and American 13-14 year old students think about themselves and their world. The answers will be kept strictly confidential. Do not sign the questionnaire. When it is complete fold it and put it into the provided envelope, seal the envelope and place an "X" over the envelope flap and the envelope. Your questionnaire will remain anonymous after it is collected.

A. School Activities- In this section you are asked to answer questions about what you do in school and how you feel about your school activities. You will be given choices to circle. Answer each question by circling the number that most nearly indicates what you do in school and how you feel about what you do. Circle only one answer per question unless otherwise stated.

1. Among the following, which school subject do you like the most ?

(1) English (2) Foreign Language 1 2 3 4 5

(3) History/Social Studies (4) Math (5) Science

2. Among the list above, which subject do you dislike the most ? 1 2 3 4 5

3. What school clubs do you belong to and attend activities regularly ?

Circle each item listed below.

	<u>Yes</u>	<u>No</u>
a. Computer	1	2
b. Dance	1	2
c. Drama	1	2

- | | | |
|--------------------------------|---|---|
| d. Foreign Language | 1 | 2 |
| e. Movie | 1 | 2 |
| f. Music | 1 | 2 |
| g. Newspaper | 1 | 2 |
| h. Science | 1 | 2 |
| i. Speech | 1 | 2 |
| j. Sports | 1 | 2 |
| k. Yearbook | 1 | 2 |
| l. Other, please specify _____ | 1 | 2 |
4. If a friend asked you how you liked your school, what would be the closest response to how you feel ?
- (1) Like very much (2) Like a little (3) Dislike a little 1 2 3 4 5
 (4) Dislike very much (5) Don't know
5. If a friend asked you how you like your school's rules and regulations during school hours, what would be the closest response to how you feel ?
- (1) Like very much (2) Like a little (3) Dislike a little 1 2 3 4 5
 (4) Dislike very much (5) Don't know
6. Do you have school rules and regulations concerning your out-of-school hours and activities ?
- | | | |
|--|------------|-----------------------|
| | | Don't |
| | <u>Yes</u> | <u>No</u> <u>know</u> |
| | 1 | 2 3 |
7. If you answered A.6 "Yes" and circled 1, please answer this question.
 If a friend asked you how you like your school's rules and regulations concerning your out-of-school hours and activities, what would be the closest response to how you feel ?
- (1) Like very much (2) Like a little (3) Dislike a little 1 2 3 4 5
 (4) Dislike very much (5) Don't know

B. Out-of-School Activities- In this section you are asked to answer questions about what you do when you are not in school, and how you feel about your out-of-school activities. You will be given choices to circle. Answer each question by circling the number(s) that most nearly indicate what you do out of school and how you feel about what you do.

8. What private lessons do you take after school to study the academic subjects you learn in school? Circle as many as apply to your out-of-school academic activities this year.

- (1) English (2) Foreign Language 1 2 3 4 5 6 7
(3) History/Social Studies (4) Math (5) Science
(6) Other, please specify _____ (7) None

9. Each week, how many hours in total do you spend attending private academic lessons including doing homework for these out-of-school academic lessons? Circle only one choice.

- (1) Less than 3 hours/week (2) More than 3 but 1 2 3 4 5
less than 6 hours/week (3) More than 6 but less than 10 hours/week
(4) More than 10 hours/week
(5) I take no private lessons on school subjects.

10. Each week, how many hours in total do you spend doing school homework? Circle only one choice.

- (1) Less than 3 hours/week (2) More than 3 but 1 2 3 4 5
less than 6 hours/week (3) More than 6 but less than
10 hours/week (4) More than 10 hours/week (5) None

11. Each week, how many hours do you spend in total studying academic subjects out of school including: school homework, homework for private out-of-school lessons, and taking private academic lessons?

Circle only one choice.

- (1) Less than 5 hours/week (2) More than 5 but less than 10 hours/week (3) More than 10 but less than 15 hours/week (4) More than 15 hours/week (5) None 1 2 3 4 5
12. What private lessons do you take to learn non-academic subjects? Circle as many as apply to you this year.
- (1) Dance (ballet, ballroom, break, jazz, modern, etc.) 1 2 3 4 5
(2) Music (drums, flute, guitar, horn, piano, violin, voice, etc.)
(3) Sports (aerobics, baseball, gymnastics, horseback riding, judo, karate, kendo, skating, skiing, soccer, swimming, tennis, etc.)
(4) Other (abacus, art, calligraphy, drama, flower arranging, painting, photography, pottery, sewing, tea ceremony, etc.) Please specify _____
(5) None
13. Each week how many total hours do you spend taking the private lessons listed in question #12 on non-school subjects and practicing for them? Circle only one choice.
- (1) Less than 5 hours/week (2) More than 5 but less than 10 hours/week (3) More than 10 but less than 15 hours/week (4) More than 15 hours/week (5) None 1 2 3 4 5
14. What do you do in your leisure/free time? Circle as many choices as apply.
- (1) Sports (2) Reading (3) Shopping (4) Sleeping 1 2 3 4 5 6 7 8
(5) Watching movies, videos, T. V. (6) Playing video/T. V. games
(7) Listening to music (8) Other, please specify _____
15. Do you prefer doing sports alone or doing sports in a group? Circle only one choice.
- (1) Alone (2) Group (3) No preference 1 2 3 4
(4) I don't like sports
16. Each week how many hours of T. V. and home videos do you

watch? Circle only one choice.

- (1) Less than 3 hours/week (2) More than 3 but less than 10 hours/week (3) More than 10 but less than 20 hours/week (4) More than 20 hours/week (5) None 1 2 3 4 5

17. Each week how many hours do you read for pleasure, rather than for school or private lesson preparation? Circle only one choice.

- (1) Less than 3 hours/week (2) More than 3 but less than 6 hours/week (3) More than 6 but less than 10 hours/week (4) More than 10 hours/week (5) None 1 2 3 4 5

18. How much allowance/pocket money do you receive each week? Circle only one choice.

- (1) Less than \$5/week (2) More than \$5 but less than \$10/week (3) More than \$10 but less than \$15/week (4) More than \$15/week (5) None 1 2 3 4 5

19. How much money do you receive in total each year for birthday, Christmas and other special occasions? Do not include weekly allowance. Circle the choice which most nearly indicates your gift income/year.

- (1) Less than \$50/year (2) \$51-\$100/year (3) \$101-\$200/year (4) more than \$200/year (5) None 1 2 3 4 5

20. Including allowance, gift money, and part-time job income, about how much money do you get per year? Circle the choice which most nearly indicates your total income this year.

- (1) Less than \$50/year (2) \$51-\$100/year (3) \$101-\$200/year (4) more than \$200/year (5) None 1 2 3 4 5

21. How much of the money in question #20 do you spend? Circle the choice that most nearly indicates the percentage of your income that you spend.

- (1) I spend nothing (2) I spend about 25% 1 2 3 4 5 6

- (3) I spend about 50% (4) I spend about 75%
(5) I spend everything (6) Don't know
22. How do you spend your money? Circle as many choices as apply.
- (1) Books/magazines (2) Movies/videos/games 1 2 3 4 5 6 7
(3) Food (4) Clothes/accessories (5) Sports
(6) Other, please specify one or two things _____
(7) Don't know
23. During the past year have you had a part-time or summer vacation/
Christmas vacation job? Circle only one choice.
- (1) Yes (2) No (3) Don't know 1 2 3
24. If you answered #23 "Yes," how many hours this year did you work
at your part-time job or jobs? Circle the choice that most nearly
indicates your total paid working hours this year. If you answered
#23 "No," circle #5 "I have no part-time job."
- (1) Less than 20 hours (2) More than 20 but less than 1 2 3 4 5
40 hours this year (3) Over 40 hours (4) Don't know
(5) I have no part-time job
25. Do you do volunteer work (non-paid work) regularly? This year
how many hours did you spend doing volunteer work? Circle the
choice that most nearly indicates your total volunteer working
hours this year.
- (1) Less than 20 hours (2) More than 20 but less than 1 2 3 4 5
40 hours this year (3) Over 40 hours (4) Don't know
(5) I do no regular volunteer work
26. How old do you think young people should be before they begin
dating?
- (1) 13 years old or younger (2) 14-15 years old 1 2 3 4 5
(3) 16-17 years old (4) 18 or older (5) Don't know
27. Are you male or female?

(1) Male (2) Female

1 2

C. Attitudes About Self- In this section you are asked to answer questions concerning how you feel about yourself.

28. If your best friend asked you how you feel about your life what would be the closest response to how you feel? Circle only one choice.

(1) Very satisfied (2) Somewhat satisfied 1 2 3 4 5
(3) Somewhat dissatisfied (4) Very dissatisfied
(5) Don't know

29. If you could change your life, which part would you change? Circle as many choices as apply.

(1) School activities (2) Out-of-school activities 1 2 3 4 5 6
(3) Yourself (4) Family (5) Friends
(6) Other, please specify _____

30. On the average, how do you feel about the following? Circle only one choice for each item: a, b, c, d, e, f.

	Very <u>satisfied</u>	Somewhat <u>satisfied</u>	Somewhat <u>dissatisfied</u>	Very <u>dissatisfied</u>	Don't <u>know</u>	Not <u>applicable</u>
a. School	1	2	3	4	5	6
b. Teachers	1	2	3	4	5	6
c. School tests	1	2	3	4	5	6
d. School courses	1	2	3	4	5	6
e. School homework	1	2	3	4	5	6
f. School clubs	1	2	3	4	5	6

31. How do you feel about the following? Circle only one choice for each item: a-h. Circle #6, if the question does not apply to you; for example, if you take no private lessons, have no part-time job, or do no volunteer work, etc.

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	Very <u>satisfied</u>	Somewhat <u>satisfied</u>	Somewhat <u>dissatisfied</u>	Very <u>dissatisfied</u>	Don't <u>know</u>	Not <u>applicable</u>
a. Private lessons on school subjects	1	2	3	4	5	6
b. Private lessons homework on school subjects	1	2	3	4	5	6
c. Private lessons on non-school subjects	1	2	3	4	5	6
d. Practice/homework on non-school subjects	1	2	3	4	5	6
e. Leisure time activities or hobbies	1	2	3	4	5	6
f. Part-time job	1	2	3	4	5	6
g. Volunteer work	1	2	3	4	5	6
h. Your income	1	2	3	4	5	6

32. How do you feel about the following? Circle only one choice for each item: a-n. Circle #6, if the question does not apply to you; for example, if you have no brother(s), sister(s), grandparents(s), pet(s), step-parents, step-siblings, etc.

	Very <u>happy</u>	Somewhat <u>happy</u>	Somewhat <u>unhappy</u>	Very <u>unhappy</u>	Don't <u>know</u>	Not <u>applicable</u>
a. Mother	1	2	3	4	5	6
b. Father	1	2	3	4	5	6
c. Brother(s)	1	2	3	4	5	6
d. Sister(s)	1	2	3	4	5	6
e. Grandfather (paternal)	1	2	3	4	5	6
f. Grandmother (paternal)	1	2	3	4	5	6
g. Grandfather (maternal)	1	2	3	4	5	6
h. Grandmother (maternal)	1	2	3	4	5	6

i. Step-mother	1	2	3	4	5	6
j. Step-father	1	2	3	4	5	6
k. Step-brother(s)	1	2	3	4	5	6
l. Step-sister(s)	1	2	3	4	5	6
m. Pets	1	2	3	4	5	6
n. Yourself	1	2	3	4	5	6

33. How do you feel about the following relationships? Circle only one choice for each item: girls answer a. and b. only: boys answer a. and c. only. Circle #6, if the question does not apply to you; that is, if you do not date.

	Very <u>happy</u>	Somewhat <u>happy</u>	Somewhat <u>unhappy</u>	Very <u>unhappy</u>	Don't <u>know</u>	Not <u>applicable</u>
a. Friends	1	2	3	4	5	6
b. Special boyfriend	1	2	3	4	5	6
c. Special girlfriend	1	2	3	4	5	6

34. Among the following, which parts of your life worry you, concern you, upset you the most? Circle only one choice.

- (1) School problems (2) Family problems 1 2 3 4 5
 (3) Problems with friends (4) Other, please specify _____
 (5) Don't know

35. When you have a serious problem who do you ask for advice and help? Circle as many choices as apply to you.

- (1) Teachers (2) Family (3) Friends 1 2 3 4 5 6
 (4) Nobody (5) Other, please specify _____
 (6) Don't know

36. Who do you trust the most in your life? Circle as many choices as apply to you.

- (1) Teacher(s) (2) Family member(s) 1 2 3 4 5
 (3) Friend(s) (4) Other, please specify _____

(5) Don't know

37. How do you feel about your own future? Circle only one choice that is closest to your sense of your future.

(1) Very positive (2) Somewhat positive 1 2 3 4 5

(3) Somewhat negative (4) Very negative

(5) Don't know

D. Attitudes About Family- In this section you are asked to answer questions concerning how you feel about your family.

38. As an adult, what are your hopes for the future? Circle the choice for each item, a-d, that most nearly indicates your expectations.

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
(a) Get married	1	2	3
(b) Have children	1	2	3
(c) Work full-time	1	2	3
(d) Work part-time	1	2	3

39. If you plan to have children, how many do you want to have? If you do not plan to have children, circle #5. Circle only one answer.

(1) One (2) Two (3) Three (4) Four or more 1 2 3 4 5 6

(5) I do not plan to have children (6) Don't know

40. If you feel pressure to do well in school, where does the pressure come from? Circle only one choice.

(1) School (2) Family (3) Friends (4) Yourself 1 2 3 4 5 6

(5) Don't know (6) I feel little or no pressure

41. How do you feel about your family rules and regulations? Circle only one choice.

(1) Too strict (2) Just right (3) Not strict enough 1 2 3 4 5

(4) Our family has no rules (5) Don't know

42. How do you feel about your family's expectations concerning your school achievements: (grades, test scores, high school admissions, university admissions, sports, leadership roles, etc.)? Circle the choice that most nearly indicates how you feel.

(1) Too high (2) Just right (3) Too low 1 2 3 4 5

(4) My family has little or no expectations (5) Don't know

43. How do you feel about your family's expectations concerning your out-of-school achievements: (sports, dance, music, other private lessons, etc.)? Circle the choice that most nearly indicates how you feel.

(1) Too high (2) Just right (3) Too low 1 2 3 4 5

(4) My family has little or no expectations (5) Don't know

44. How would you characterize your relationship with your mother?

If your mother is not living, circle #6. Circle only one choice.

(1) Very good (2) Somewhat good (3) Somewhat poor 1 2 3 4 5 6

(4) Very poor (5) Don't know (6) Not applicable

45. How would you characterize your relationship with your father?

If your father is not living, circle #6. Circle only one choice.

(1) Very good (2) Somewhat good (3) Somewhat poor 1 2 3 4 5 6

(4) Very poor (5) Don't know (6) Not applicable

46. How would you characterize your parent's daily situation? Circle only one choice.

(1) Living together at home 1 2 3 4 5 6

(2) Living in different cities because of business reasons

(3) Divorced (4) Living in different residences for personal reasons

(5) Other, please specify _____ (6) Don't know

47. On holidays, what do you do together as a whole family? Circle as many choices as apply.

(1) Stay at home and do activities at home 1 2 3 4 5 6 7 8

- (2) Go shopping together
- (3) Go to observe or participate in sports events together
- (4) Go to the movies together (5) Take overnight trips together
- (6) Go out to dinner (7) Other, please specify _____
- (8) Don't know

E. Attitudes About the World- In this section you are asked to answer questions concerning how you feel about world issues, peoples and religious groups.

48. How concerned are you about the following issues? Circle the choice for each issue that most nearly indicates how you feel.

	Very <u>concerned</u>	Somewhat <u>concerned</u>	Little <u>concerned</u>	Not at all <u>concerned</u>	Don't <u>know</u>
a. AIDS	1	2	3	4	5
b. Drugs	1	2	3	4	5
c. Economic differences between rich and poor nations	1	2	3	4	5
d. Energy crisis	1	2	3	4	5
e. Environmental issues; for example, pollution, global warming, animal welfare, etc.	1	2	3	4	5
f. Food and starvation	1	2	3	4	5
g. Foreign workers, refugees, and immigrants	1	2	3	4	5
h. Over population	1	2	3	4	5
i. Other, please specify _____	1	2	3	4	5

49. How concerned are you about the following issues? Circle the choice for each issue that most nearly indicates how you feel.

	Very <u>concerned</u>	Somewhat <u>concerned</u>	Little <u>concerned</u>	Not at all <u>concerned</u>	Don't <u>know</u>
a. Family violence/ fighting	1	2	3	4	5
b. Group (ethnic) conflicts	1	2	3	4	5
c. Nuclear and bio-chemical weapons	1	2	3	4	5
d. Out-of-school violence/fighting	1	2	3	4	5
e. Religious conflicts	1	2	3	4	5
f. School violence/ fighting	1	2	3	4	5
g. War	1	2	3	4	5
h. Other, please specify _____	1	2	3	4	5

50. How do you feel about the following peoples? Circle the choice that most nearly indicates how you feel.

	Great <u>interest</u>	Some <u>interest</u>	Little <u>interest</u>	No <u>interest</u>	Don't <u>know</u>
a. Africans	1	2	3	4	5
b. Americans	1	2	3	4	5
c. Arabs	1	2	3	4	5
d. Asians	1	2	3	4	5
e. Australians	1	2	3	4	5
f. Canadians	1	2	3	4	5
g. Chinese	1	2	3	4	5
h. Europeans	1	2	3	4	5
i. Japanese	1	2	3	4	5

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j. Koreans	1	2	3	4	5
k. Mexicans	1	2	3	4	5
l. South Americans	1	2	3	4	5
m. Other, please	1	2	3	4	5
specify _____					

51. How do you feel about the following religious groups. Circle the choice that most nearly indicates how you feel.

	Great	Some	Little	No	Don't
	<u>interest</u>	<u>interest</u>	<u>interest</u>	<u>interest</u>	<u>know</u>
a. Buddhists	1	2	3	4	5
b. Catholics	1	2	3	4	5
c. Hindus	1	2	3	4	5
d. Jews	1	2	3	4	5
e. Mormons	1	2	3	4	5
f. Moslems	1	2	3	4	5
g. Protestants (Baptists,	1	2	3	4	5
Episcopalians, Methodists, Presbyterians, Unitarians, etc.)					
h. Other, please	1	2	3	4	5
specify _____					

52. How do you feel about your country's history? Circle only one choice.

Great	Some	Little	No	Don't
<u>pride</u>	<u>pride</u>	<u>pride</u>	<u>pride</u>	<u>know</u>
1	2	3	4	5

53. How do you feel about your country's politicians and government? Circle only one choice.

Great	Some	Little	No	Don't
<u>confidence</u>	<u>confidence</u>	<u>confidence</u>	<u>confidence</u>	<u>know</u>
1	2	3	4	5

54. How do you feel about your country's flag and national anthem?

Circle only one choice.

Great	Some	Little	No	Don't
<u>pride</u>	<u>pride</u>	<u>pride</u>	<u>pride</u>	<u>know</u>
1	2	3	4	5

55. How do you feel about your country's future? Circle only one choice.

Very	Somewhat	Somewhat	Very	Don't
<u>positive</u>	<u>positive</u>	<u>negative</u>	<u>negative</u>	<u>know</u>
1	2	3	4	5

Thank you for your co-operation and for being a part of this study. Your choices will be kept strictly confidential. When you have answered all 55 questions and sub-questions please fold your questionnaire and put it into the envelope provided for you. Please seal the envelope and place an "X" over the envelope flap and the envelope. Do not sign your name. Your questionnaire will remain anonymous after it is collected.

III. Challenges of the Project

The major challenges of this research project, to date, have been of two kinds. The first problem was to comply with the new Utah Privacy Act. The second challenge was to create a survey instrument which is meaningful in both cultures and languages.

In July 1994 the Utah Family Education Rights and Privacy Act became law. It is an act "requiring school personnel to comply with protections provided for family and student privacy; requiring school districts to enact policies to receive written parental permission prior to obtaining certain information from a student relating to the student's

family; and requiring advanced disclosure to parents.”

This research project asks students about their attitudes toward themselves and their families. It is a very personal survey and includes many questions which would conflict with the new law. To obtain parental permission in writing is cumbersome if not impossible. Suddenly, the Utah participation in the project became jeopardized. However, after a number of consultations with the Utah State Office of Education attorneys, it was determined that if the questionnaire is not signed or numbered, and if each student completes it at school, then places it in a blank envelope and personally seals it, the survey instrument will be anonymous. Responses cannot be linked with an individual. If strict confidentiality is maintained, there is no invasion of privacy. Thus, the Utah participation in this research project was declared legal, although parents will be informed about it before the questionnaire is administered. Any parent’s objections will be honored and their children will not participate in the study.

Another main challenge was to design a questionnaire that was meaningful in both the American and Japanese cultures. For example, question #46 (3) makes more sense in American than in Japanese society and (2) is more meaningful in Japan. Japanese students had more difficulty understanding the words “step-mother, step-father, step-brother(s) and step-sister(s)” in question #32 than did the American students. Questions #8, #9 and #11 are more appropriate for Japanese than American students since few Americans attend juku, have any academic tutoring, or do any extra home study outside of that assigned by their schools as homework. Question #3 includes “Movie” and “Yearbook” school clubs. Movie clubs do not seem to exist in the Utah middle schools and yearbook clubs do not seem to exist in Sapporo junior high schools. Questions #18, #19 and #20 pose chal-

lenges because American children generally receive a weekly allowance, whereas Japanese children receive pocket money on a monthly basis. Also, Japanese children are more likely to receive gifts of money on New Year's Day, whereas American children generally receive Christmas presents that are not cash. Questions #23, #24 and #25 are more appropriate for American students than Japanese students since few Japanese 13-14 year olds work part-time and/or do volunteer work.

Translation also posed some challenges. For example, in questions #44 and #45 the English expression "not living" seemed harsh in Japanese. Thus, "ikite inai" was substituted for "inai." In question #33 the English word "special" was complicated to translate since it has so many various connotations in Japanese. Finally "tokutei" was selected.

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