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## Attitudes of Iowa State University preservice teachers toward new immigration in Iowa

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**Attitudes of Iowa State University preservice teachers toward new immigration in Iowa**

by

Satoshi Yumisashi

A thesis submitted to the graduate faculty  
in partial fulfillment of the requirements for the degree of  
MASTER OF SCIENCE

Major: Education

Program of Study Committee:  
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Ames, Iowa

2002

Graduate College  
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This is to certify that the Master's thesis of  
Satoshi Yumisashi  
has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy

**DEDICATION**

To

my family in Tokyo

and

my American family, the Nymans

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**ABSTRACT**

According to 2000 census data, Iowa's population increased by 5.4 percent during the past decade after decreasing by 4.7 percent between 1980 and 1990. This phenomenon began when more immigrants came to Iowa to seek a better living environment and to find jobs. In a rural state like Iowa where people are predominately European Americans or white, their attitudes toward new immigration remarkably reflects public opinion. In fact, Iowa Poll sponsored by *The Des Moines Register* shows that 58 percent of Iowa adults are opposed to encouraging immigrants to settle in the state (Roos & McCormick, 2000) and 65 percent of them would prefer Iowa's population to increase slowly (McCormick & Roos, 2001).

This quantitative thesis examined the attitudes of future teachers in the Teacher Education Program at Iowa State University regarding the recent increased immigration in the state. Secondly, the study examined the differences between the attitudes of the future teachers who are residents of Iowa and the non-residents of Iowa. The questionnaire was administered to preservice teachers enrolled in six sections of the Multicultural Gender Fair Education course (CI 406) during Spring Semester 2001 and Summer Semester 2001. Data were statistically analyzed and findings were summarized and interpreted.

It is important to understand how future teachers in Iowa feel about this social phenomenon of immigration since they will be teaching children who are immigrants.

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### Introduction

According to 2000 census data, Iowa's population increased by 5.4 percent during the past decade after decreasing by 4.7 percent between 1980 and 1990. This phenomenon began when more immigrants came to Iowa to seek a better living environment and to find jobs.

The remarkable increase in Iowa's population during the 1990s came mostly from an influx of immigrants while the state's U.S.-born population decreased over the past decade (McCormick & Roos, 2001). Even during the 1980s when Iowa's population declined and it became "the largest population loser in the Midwest" (Friedel, 1993, p.94), the numbers of African Americans, Asians Americans, Hispanics, and Native American Indians increased, according to Goudy and Burke (1989). The population of Iowa is becoming increasingly more diverse.

In a rural state like Iowa where predominately people (92.6%) are still historically European Americans or white, "immigration impacts different 'already' here group" (Binnie, 2001, p.9A). As a matter of fact, the recent Iowa Poll sponsored by *The Des Moines Register* shows that 58 percent of Iowa adults are opposed to encouraging immigrants to settle in Iowa (Roos & McCormick, 2000) and 65 percent of Iowa adults would prefer Iowa's population to grow slowly (McCormick & Roos, 2001) (see Figure 1.1).

Do you approve of a state policy encouraging immigration to Iowa?



SOURCE: *The Des Moines Register*  
(Roos & McCormick, 2000)

Should the state increase its population by at least 10 percent during the next decade?



(McCormick & Roos, 2001)

Figure 1.1. Results of the Iowa Polls

Despite almost everyone in Iowa being an immigrant or the indirect descendent of immigrants who came from different parts of the world, "Iowa has become used to its English-only white majority status" (Benzoni, 2000, p.15A). An influx of immigrants to Iowa is expected to continue for the next several decades through the beginning of the new century. Lamberti (2000) says, "Iowa, perhaps more than any other state, is in transition" (p.9A).

### Statement of the Problem

In recent years, the number of new immigrants has increased remarkably in Iowa, where 92.6 percent of the people are European Americans. For example, the Hispanic population in Iowa increased by 152.6 percent while state's white or European American population increased by only 1.7 percent between 1990 and 2000 (see Table 1.2). It is

important to understand how future teachers in Iowa feel about this social phenomenon of immigration since they will be teaching children who are immigrants.

Table 1.2. Difference in Population by Race in Iowa between 1990 and 2000

	1990	2000	Difference (%)
White or European American	2,663,840	2,710,344	<b>1.7</b>
Black or African American	47,493	60,744	<b>27.9</b>
American Indian	6,765	7,955	<b>17.6</b>
Asian	24,524	36,345	<b>48.2</b>
Hispanic	32,647	82,473	<b>152.6</b>

SOURCE: *The Des Moines Register, U.S. Census Bureau*  
(United States Census 2000: Rural areas decline, cities lead growth)

### **Purpose of the Study**

The purpose of this study is to research the attitudes of preservice teachers toward new immigration in Iowa. The study will examine how preservice teachers feel about recent immigration-related issues in Iowa.

### **Research Questions**

The following research questions framed the study:

1. What are the attitudes of future teachers in the Iowa State University Teacher Education Program regarding the recent increased immigration in the state?
2. What are the differences between the attitudes of future teachers who are residents of Iowa and those who are non-residents?

## **Methodology**

### **Data collection**

The population for this research study was targeted around 100-150 preservice teachers in the Teacher Education Program at Iowa State University enrolled in Multicultural Gender Fair Education course (CI 406). A survey questionnaire (see Appendix C) was used for the purpose of obtaining their responses to questions regarding recent increased immigration in Iowa.

Data collection began in April during the Spring Semester 2001 and ended in May 2001. Data analysis began in June 2001. Data were statistically analyzed. Findings were summarized and interpreted.

### **Participants**

Participants in this study are preservice teachers in the Teacher Education Program at Iowa State University enrolled in six different sections of Multicultural Gender Fair Education course (CI 406) during Spring Semester 2001 and Summer Semester 2001. CI 406 is an introductory undergraduate course on multicultural gender fair education at Iowa State University that is required of *all* students who are seeking licensure to teach in Iowa.

### **Significance of the Study**

This study will increase my understanding of the recent social phenomenon of immigration in Iowa as well as my understanding of demographic and immigration histories of Iowa. This research project should also be helpful to educators who work in Iowa schools and in teacher education programs.

### **Limitations of the Study**

This study was limited to preservice teachers enrolled in six different sections of Multicultural Gender Fair Education course (CI 406) during Spring Semester 2001 and Summer Semester 2001. Some of the participants had completed the course (Spring 2001) and others had just begun the course (Summer 2001).

### **Definitions**

In this study, the following definitions are used:

*African American*: A citizen or resident of the U.S. of African birth or descent. The term “Black” is used interchangeably.

*Asian American*: A citizen or resident of the U.S. of Asian birth or descent.

*Culture*: All aspects of the life-style associated with a group of people. Culture includes language, beliefs, norms, values, customs, and many other components.

*Ethnicity*: The identification with others who have the same ancestral background (Gollnick & Chinn, 1990).

*European American*: A citizen or resident of the U.S. of European birth or descent. The term “White” is used interchangeably.

*Hispanic*: A citizen or resident of the U.S. of Mexican, Puerto Rican, Cuban, or Central and South American descent.

*Immigrant*: A person who migrates to another country, usually for permanent residence.

*Iowan*: A native or inhabitant of Iowa. A resident of Iowa who attended elementary or secondary school in state.

*K-12*: Kindergarten through 12<sup>th</sup> grade.

*Latin America*: The part of the American continents south of the U.S. in which Spanish, Portuguese, or French are officially spoken.

*Mean*: The arithmetic average of whatever measures are taken (Langenbach, Vaughn, & Aagaard, 1994)

*Middle Class:* A class of people intermediate between the classes of higher and lower social rank or standing; the social, economic, cultural class, having approximately average status, income, education, tastes, and the like.

*Midwest:* According to U.S. Census Bureau classification, Midwestern states include Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

*Minority:* A group differing, especially in race, religion, or ethnic background, from the majority of a population.

*Native American Indian:* A member of the aboriginal people of America or of any of the aboriginal North or South American stocks.

*Preservice Teacher:* A person who is preparing to be certified for teaching.

*Refugee:* A person who flees for refuge or safety, especially to a foreign country, as in time of political upheaval, war, etc.

### **Summary**

This Chapter has provided an overview of the study. Following are: Chapter 2, Literature Review; Chapter 3, Research Methods; Chapter 4, Results of the Study; and Chapter 5, Discussion, Implications, and Recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

*“Who is going to farm the land? Who is going to teach our children?  
Who is going to care for our medical needs?”* - Iowa Governor, Tom Vilsack.

#### Introduction

The literature review will include 1) historical trends of the population in Iowa, 2) recent issues in Iowa related to new immigration, 3) projected population in Iowa in the future, and 4) information on preservice teachers at Iowa State University, including demographics, and general literature on preservice teachers.

#### Demographic History of Iowa

Land that is Iowa today was the home of American Indians for many years before white settlers came. The number of American Indians living on this land was estimated between 10,000 and 50,000. The first white explorers who found Iowa were French Canadians named Jacques Marquette and Louis Joliet. In 1788, 115 years after their arrival, Julien Dubuque became the first white man to settle in Iowa (Brown, 1963).

After American Indians were forced to sell their eastern Iowa land, many white settlers move to this land to settle by crossing the river from Illinois, Wisconsin, and Missouri (Moeller, 1938,1976). Many new settlers also came directly from European countries to Iowa because of its cheap farmland. The first large immigrant groups to settle in Iowa were from Ireland, England, and Germany. Other immigrants included people from Holland, Hungary, and Scandinavian countries, such as Norway, Sweden, and Denmark. Besides Iowa’s cheap farmland that attracted many immigrants, there were other reasons.



According to Moeller (1976), religious freedom, political oppression, and economic were also among those great reasons.

According to Brown (1963), there were around 100,000 people in Iowa by the time it became America's twenty-ninth state in 1846. One hundred and eighty-eight black slaves were also reported in Iowa in the same year. Burke and Goudy (1989) indicate that Iowa's first census took place in 1850. Most of Iowa's 192,214 people lived in the southeast corner of the state. Moeller (1976) reports that there were 50,380 native-born Iowans and the number of black slaves had increased to 333 by 1850. Although slavery, officially, never existed in Iowa, the number of black slaves in the state kept growing: 1,069 in 1869 and 5,762 in 1870. Sixteen Iowa residents from Mexico and one Iowa resident from South America were also reported in the 1850 U.S. Census (Challender, 2000).

In 1854, the first railroad that reached Iowa was built. The railroad drew many new workforces to Iowa, which led to the population growth in the state in the 1860s, especially in new rail-based towns. About 2,700 miles of railroad were built within 15 years in the state. According to Challender (2000), Kreimer (2000), and Munson (2000), the U.S. Census of 1860 showed that 106,081 of the 674,910 people living in Iowa were born in another country; 38,555 of them had emigrated from Germany; 11,522 were from England; and 2,615 were from Holland.

The state's population increased more than 500,000 between 1860 and 1870 when the total population reached the one million mark. Though twenty-seven counties in Iowa lost population during the 1880s, there were about 1.6 million people living as settlements spread across the entire state by 1880 (Burke & Goudy, 1989). The state population continued to increase slowly, reaching about 1.9 million people by 1890 and two million people at the turn

of the century (Burke & Goudy, 1989). However, Beal (1957) argues that Iowa became increasingly less important in terms of U.S.' total population because the state's population represented 3.2 percent of the nation's total population.

The population growth in Iowa in the first half of the twentieth century was much slower than it had been in the last half of the 1800s. In fact, the state's population increased by only 400,000 or less between 1900 and 1950 (Burke & Goudy, 1989). Iowa's immigration trends had begun to change. More people started to come from Southern and Eastern Europe, particularly Italians, Croatians, Poles, Lithuanians and Russians (Kreimer, 2000). Between 1880s and 1930s, coal mines and railroads drew many Italian immigrants who wished to escape from homeland's poverty (Burns, 2000). Many Bohemians, Moravians and Slovaks came to Iowa to settle because of Iowa's cheap farmland and climate that was similar to their home countries (Kilen, 2000). Iowa's Hispanic population had also increased to about 2,600 by 1925 because of jobs with the railroad or in the fields. World War II and the Korean War created additional labor needs in Iowa, which led to a second influx of Hispanic migration to the state in the 1950s (Challender, 2000). Numbers of Polish refugees and Latvians also came to Iowa to settle after World War II for political and economical reasons (Boeckman, 2000). Yet, Iowa's population increased by only 2.7 percent between 1950 and 1965, while the nation's total population in that same time period increased by more than 10 percent (Beal, 1957).

Iowa's population trends became considerably negative in the 1980s, when the state's population decreased by 137,000 or by -4.7 percent (Burke & Goudy, 1989). When the Governor of Iowa, Robert Ray, agreed in 1975 to help Southeast Asian refugees resettle in Iowa, large numbers of those people started coming to the state to resettle (Dhawan, 1986;

McGarvey, 2000). There were about 8,700 Southeast Asian refugees, mostly from Vietnam, Laos, Hmong, Thailand and Cambodia, in the state by 1983. According to McGarvey (2000), “through a sponsorship program involving churches, individuals, service groups, families and various organizations, Iowans offered to help with housing, clothing, jobs and friendship to resettle the groups coming into the state” ([http://www.dmregister.com/extras/immigration/asians\\_history.html](http://www.dmregister.com/extras/immigration/asians_history.html)). Burke and Goudy (1989) report that the number of Asians in Iowa more than doubled in the 1980s.

Many of the refugees from Eastern Europe as well as from Africa also came to Iowa to escape their war-torn countries in the 1980s and 1990s. For example, about 8,000 Bosnian refugees have come to Iowa to resettle since 1993 (Boeckman, 2000). More than a thousand African refugees have come to Iowa from Sudan, Nigeria, Somalia, and many other African countries (Kilen, 2000). In the past 50 years, the Hispanic population in Iowa has dramatically increased. The number of Hispanic Iowans is estimated at about 60,000 or more today, increasing from just a few thousand in 1950. These Hispanics in Iowa include people who can trace their roots to Mexico, Puerto Rico, Cuba, Colombia, Salvador, Guatemala, Honduras, Argentina, Nicaragua, Dominican Republic, Costa Rica, Panama, Chile, Ecuador, Venezuela and Peru (Challender, 2000).

In spite of a new influx of immigrants and refugees coming from different parts of the world to Iowa to resettle, population growth for the state continued to slow down in the second half of the twentieth century. Iowa’s population increased by only 156,000 or by only 5.9 percent between 1950 and 1990 (Burke & Goudy, 1989). According to Oman (2001), Iowa is the only state in the nation that increased in population by less than 50 percent during the twentieth century (see Figure 2.1).

Figure 2.1. Population Change in the United States between 1900 and 2000

## Population change, 1900 to 2000

Iowa is the only state that did not increase in population by 50 percent or more during the last century.



SOURCE: Willis Goudy, Iowa State University Census Services  
(*The Des Moines Register*, April 4, 2001, p.11A)

### Recent Issues in Iowa Related to New Immigration

#### Iowa poll

As Fosler (1990) states, “among the most controversial demographic changes in the United States are those caused by immigration and its impact on the economy and the society” (p.126), demographic changes due to the recent immigration in Iowa have become one of the most controversial issues in the state. The Iowa Poll sponsored by *The Des Moines Register* shows that 58 percent of Iowa adults are opposed to encouraging immigrants to settle in Iowa (Roos & McCormick, 2000) and 65 percent of Iowa adults

would prefer Iowa's population to grow slowly (McCormick & Roos, 2001) (see Figure 1.1). The result of this Iowa Poll is similar to a *Newsweek's* nationwide survey from July 1993, which states that 60 percent of all Americans see the current level of immigration as bad; 59 percent think immigration in the past was good. "The age of innocence in the American immigration experience is over" (Morganthau, 1993, p.19).

The Metro Poll which was conducted for *The Des Moines Register* in 2001 shows that two-third of area residents say that Des Moines has enough racial, ethnic and cultural diversity for their needs and preferences (Beaumont & McCormick, 2001). Rudy Simms, the Iowa director of the National Conference for Community and Justice, made a comment in *The Des Moines Register* on May 13, 2001 that "Des Moines residents are more insulated from racial and ethnic diversity than people in Chicago, St. Louis, Minneapolis and other larger Midwestern cities" (p.6B).

### **English as the official language**

The Official English movement is to make English the official language of the state or the official language of the United States (Lewelling, 1997). If Iowa passes a form of official English legislation and becomes one of 27 states in the nation that have already passed the similar legislation, including our neighboring states, Illinois, Missouri, Nebraska, and South Dakota, this movement will move a step closer to establish English the official language of the United States as a federal law (Roos, 2001).

According to the Iowa Poll, 81 percent of Iowans were supportive and 15 percent of Iowans were opposed to establishing English as the state's official language (The Iowa Poll: Legislative issues, 2001). Supporters believe that the official English legislation in the state would unite us as a whole and bring more money for programs to help immigrants learn

English. Other groups believe that such laws would create an unwelcome environment toward new immigration and discourage the use of other languages.

Eleven (Allamakee, Bremer, Butler, Clayton, Guthrie, Ida, Jasper, Lyon, Marshall, Monona and Shelby) out of 99 counties have already declared English as their official language in Iowa (Roos, 2001).

### **Iowa's dilemma: Economy, Jobs, and Population shortage**

Ironically, Iowa faces a population shortage at the same time that the majority of Iowans express opposition to an influx of new immigrants to the state as reflected in the Iowa Poll 2000. About 567,000 new labors will be needed in Iowa in the next decade, while only 114,500 people will be available to fill those jobs. This is because 368,000 people in Iowa are expected to retire, and a large number of state's young people will be likely to go elsewhere (Okamoto, 2001; Torriero, 2001). If Iowa keeps losing people, businesses are likely to move to other states, which would result in losing state-taxes. Binnie (2001) believes that "it is unrealistic to expect that we will attract many new Iowans from other parts of our own country; any increase in the workforce will have to come from outside our nation's borders" (p. 9A). According to Lee (2000), three Iowa cities (Fort Dodge, Marshalltown, and Mason City) will receive \$50,000 in state money to become Iowa's model communities developing programs to welcome and to recruit new immigrants.

Maydrew (2000) raises the other issue that the people are aging and there are not enough babies being born in Iowa. According to United Nations Association of the United States of America (1997), Iowa ranks 44<sup>th</sup> in birth rate among the states, and its growth rate since 1990 is less than half the national rate. Iowa also ranks first nationally in the percentage of population over 85, and second in percent of people over age 75.

Lack of people in Iowa also affects its politics. Iowa lost one House seat after the 1990 census, and projections show that could happen again by 2010, if the state's population continues to grow slowly (McCormick, 2001).

The Iowa Poll in 2000 sponsored by *The Des Moines Register* shows that 32 percent of Iowa adults believe that immigrants are taking jobs from Americans; however, 59 percent of Iowa adults believe that immigrants are doing jobs that otherwise might go unfilled (Roos & McCormick, 2000).

### **Meatpacking plants**

The availability of jobs at Iowa's meatpacking plants and other agriculture-related jobs have drawn to Iowa numbers of immigrant workers, as substitutes for U.S.-born workers, where predominately people are still European Americans or white. Torriero (2001) reports that in Storm Lake, "In 1987, there were a handful of minorities in town. Today, about one-third of the town's 10,000 residents are non-white, and most were lured by jobs in pork and turkey processing" (p.22).

According to federal investigators' comment from September 23, 1996's *U.S. News & World Report*, those meatpacking companies hire agents or provide a reward to own immigrant workers in order to aggressively find new employees from southern border states or from workers' home towns. Meatpacking plants greatly benefit from hiring immigrant workers, especially those who came to the US to work with the illegal status. This is because those illegal workers are willing to do dangerous work for lower wages and have little legal resource even if they are hurt or fired. Meatpacking plants see in immigrant workers a vulnerable workforce that is responsive to their dictates and demanding work schedules and

tasks, and that is unwilling to organize for collective bargaining or other employee benefits (Hedges, 1996; Valenzuela, 1996).

It is estimated by Jerry Heinauer, district director of the Immigration and Naturalization Service (United States. General Accounting Office, 1998). that about 25 percent of those workers at meatpacking plants both in Nebraska and Iowa are illegal immigrants

### **Education**

As in earlier waves of immigrants, most recent immigrant children are living in urban areas; they are typically poor; many have suffered the traumas of war; and most must learn the language and customs of a new country. But these children are culturally much more diverse than earlier groups, which were primarily European (McDonnell & Hill, 1993; Schoorman, 2001; Stewart, 1993; Suarez-Orozco, 1999). As a matter of fact, only 12 percent of America's recent immigration is from Europe; almost all the rest is from Latin America and Asia unlike it was in 1900 (Diaz, 2001; *Educating the Newest Americans*, 1989; Hodgkinson, 1998; Suarez-Orezco, 1999). Although Iowa's schoolchildren enrolled in K-12 public schools are still predominately (about 90%) white during the 2000-2001 school year (Iowa Department of Education, 2001), schools are facing the challenge of ensuring that all children have equal access to quality education.

Establishing a new program like an ESL (English as a Second Language) program, or expanding such a program is among the recent challenges at many schools in Iowa. For instance, in Iowa's rural communities like Storm Lake, Hedges (1995) says, "the town's public schools have had to provide an expensive English as a Second Language course for more than a fifth of its 1,800 students, and that burden will increase" (p.36) because of a



sudden influx of new immigration. Seven of thirteen counties (Buena Vista, Dallas, Louisa, Polk, Pottawattamie, Sioux, and Woodbury) in Iowa with large meatpacking plants had increases in student enrollments that were more than the statewide increase of 3.5 percent. These increases ranged from 5.2 to 23.6 percent. Furthermore, in the 13 Iowa counties with large meatpacking plants, the number of students with limited English proficiency increased from a total of 1,341 in 1987 to 4,464 in 1997 (U.S. General Accounting Office, 1998).

In West Liberty, Iowa, where the number of minority residents is expected to outnumber whites residents soon, the number of Hispanic students enrolled has doubled during the last 10 years. Approximately 51 percent of students in the elementary school, 42 percent of students in the middle school, and 33 percent of students in the high school there are Hispanics (Boone, 2001).

Stewart (1993) indicates that immigrant parents and schools are likely to report problems in their communication with each other. Those difficulties including immigrant schooling relate to the parents. Immigrant parents are often frustrated with the new environment to which their children have been transferred. Manning (1996) states that a lack of understanding toward culturally diverse parents and families is confronting America's school systems, and schools need to recognize and address culturally diverse parents' unique needs.

### **Future Population/Immigration in Iowa**

Despite plenty of geographical space, empty desks in many schools, and available jobs with the nation's lowest unemployment rate (Oman, 2001), Iowa's population growth was the slowest in the nation during the twentieth century. What about the population of future Iowa?

The U.S. Census Bureau (2001) projects that Iowa's rate of population decline will stay the highest in the nation from 2000 to 2010, at 7 percent. According to the Iowa Factbook 1998, Iowa's population is estimated to increase very slowly from 2.9 million in 1997 to 3.1 million in 2020. The European American population in Iowa is estimated to increase only from 2.8 million to 2.9 million. The median age of the population is estimated to increase from 36.36 years in 1997 to 41.13 years in 2020.

Meanwhile, the United States will become an increasingly diverse society as immigrants from all over the world continue coming in significant numbers (*Changing America*, 1998; *Educating the Newest Americans*, 1989; Schoorman, 2001). Iowa's Hispanic population is estimated to almost double by the year 2020 from 44,000 to 81,000. Iowa's African American population is estimated to grow from 57,000 to 89,000 by 2020 (Iowa Factbook 1998).

Based on these estimations and projections, it seems quite clear that the population of Iowa will become more diverse in the future. Bouvier and Grantt (1994) indicate that the immigration problem will keep growing as more immigrants continue to come to the United States, and it will intensify the competition for education, jobs, and housing among the coming generation. Martin (1996) does not think anyone knows exactly what the consequences of today's immigration will be in the future. He states that some scholars create optimistic scenarios of diverse peoples living in harmony, while others project pessimistic scenarios in which various ethnic and racial groups fight against one another. Moeller (1976) says, "We are all immigrants or descendants of immigrants, yet this does not bind us together" (p.7).

### **Future Teachers: Iowa State University Preservice Teachers**

According to the College of Education Student Services Office, 904 students were enrolled in the Teacher Education Program during Spring Semester 2001 at Iowa State University. Of these students, 706 were female (78%) and 198 were male (22%). Racial components include: European American or white (93%), people of color or minority (2%), and five percent who did not provide racial background information. From these statistics, it is clear that the majority of preservice teachers in the Teacher Education Program at Iowa State University are white, female students. Meanwhile, according to the Iowa Department of Education (2001), the number of minority students enrolled in Iowa K-12 public education system during the 1999-2000 school year, compared with the data during the 1985-1986 school year, increased remarkably. These increases include: 128.4 percent (American Indian), 289.2 percent (Hispanic), 58.9 percent (Asian American), 55.1 percent (African American or black), while the number of European American or white students enrolled decreased by -2.4 percent. The number of Hispanic youth in Iowa has increased by almost 20,000 since 1990, while the number of European Americans or white who are 17 and under decreased by nearly 25,500 (Pin, 2001). This demographic trend of preservice teachers and students at local schools is not a great surprise. It is widely recognized that the population and cultural gaps between the school children and teachers, including preservice teachers, in the United States are large and even growing (Burstein & Cabello, 1989; Howard, 1999; Ross & Smith, 1992; Sleeter, 2001; Vail, 1998; Wiggins & Follo, 1999). For example, already 20 percent to 25 percent of U.S. citizens are either Asian American, Hispanic, or African American, and approximately one-third of the nation's public students are minority students (Henry, 1990; Suarez-Orezco, 1999). Among the nation's preschool children

younger than five, about 38 percent are minority students (Hodgkinson, 1998). Moreover, about 38 percent of U.S. citizens under the age of 18 are expected to be minority students by 2010 (Klauke, 1989) and minority students will make up about 46 percent of the nation's student population by 2020 (Pallas, Natriello, & McDill, 1990). In contrast, the majority of U.S. school-teachers (87 %) were European Americans or white in 1994 (Sleeter, 2001) and come from middle-class backgrounds, unlike their students (Burstein & Cabello, 1989; Ross & Smith, 1992). Scholars warn that the demographic imbalance between non-minority (or white) teachers and culturally diverse students will become a barrier to understanding needs of culturally diverse students.

How challenging is it going to be for preservice teachers who will go out soon to teach in multicultural classrooms? Researchers point out a lack of preservice teachers' multicultural experiences and understandings. Kinghorn (1979) reports that just five percent of preservice teachers receive any exposure at all to international studies. Aaronsohn, Carter, and Howell (1995) report that the preservice teachers in teacher education classes expect that minority students are disruptive and disrespectful of teachers, have more problems, and show worse behavior than suburban children do. They also found that the preservice teachers in teacher education classes expect that teaching in inner-city schools would be a hard job because they would have to spend time being baby sitters and police officers for inner-city school children. They would also have no control in the classroom, and be frustrated and burnt out. Burstein and Cabello (1989) indicate that teachers' expectations about their students reflect their own cultural orientation. In other words, they often disrespect the experiences and orientation of their students. Spradley and McCurdy (1984) state:

We tend to think that the norms we follow represent the “natural” way human beings do things. Those who behave otherwise are judged morally wrong. This viewpoint is ethnocentric which means that people think their own culture represents the best, or at least the most appropriate, way for human beings to live (pp. 2-3).

### **Summary**

This Chapter has reviewed the literature in four areas: 1) historical trends of the population in Iowa, 2) recent issues in Iowa related to new immigration, 3) projected population in Iowa in the future, and 4) information on preservice teachers at Iowa State University, including demographics, and general literature on preservice teachers.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **Introduction**

Use of quantitative methods (survey research) involves administering the same set of questions to a large number of individuals in order to obtain data to describe specific characteristic of this population in a specific topic (Fraenkel & Wallen, 1996; Jaeger, 1988). This is done by developing a survey questionnaire and administering it to the targeted population. Collecting data through a questionnaire is generally used to obtain certain descriptive information about a particular topic or about the participants in the study (Langenbach, Vaughn, & Aagaard, 1994).

The goal of this study is to research the attitudes of preservice teachers at Iowa State University toward new immigration in Iowa. The study will examine individuals' attitudes, beliefs, and behavior toward recent immigration-related issues in Iowa, such as language, population, crime, and education. The conditions of this study would fit four principles of using survey research methods in education. According to Jaeger (1988), these are common characteristics of using this type of method: First, the researchers are interested in specific facts that describe a large group. Second, the groups that are of interest are well defined. Third, the researchers want to know something about the present conditions of a group, rather than something about what would happen if they changed something. And finally, the most obvious way to secure the desired information would be ask the right people.

Consequently, this study examined the attitudes of future teachers in the ISU Teacher Education Program regarding the recent increased immigration in the state. Secondly, this

study examined the differences between the attitudes of the future teachers who are residents of Iowa and the non-residents of Iowa.

### **Study Setting**

The study was conducted at Iowa State University in Ames, Iowa. Iowa State University is the state's second largest college located in the center of the rectangular-shaped state. The number of students enrolled at Iowa State University is approximately 27,000, predominantly European American or white (84 %) from all over the state and even from outside of the state. Students enrolled in the Teacher Education Program during the Spring Semester 2001 are approximately four percent of the total population. Of the students in the Teacher Education Program, 78 percent are female and 22 percent are male. Racial components include: European American or white (93%), people of color or minority (2%), and five percent who did not provide racial background information. This study site was selected because of size, opportunity, convenience, and knowledge of the institution.

### **Participants**

The participants in this study were preservice teachers in the Teacher Education Program at Iowa State University enrolled in six sections of the Multicultural Gender Fair Education course (CI 406) during Spring and Summer Semesters 2001. CI 406 is an introductory undergraduate course on multicultural gender fair education that is required of *all* students as a part of their preparations for licensure. Preservice teachers were chosen to be the target participants in this study because it is important to understand how future teachers in Iowa feel about the social phenomenon of increased immigration in the state since they will be teaching children of diverse backgrounds.

## **Instrument**

A 26-item discrete point questionnaire was designed to measure individuals' attitudes, beliefs, and behavior toward recent immigration-related issues in Iowa, such as language, population, crime, and education (see Appendix C). This questionnaire includes six-items to elicit demographic information about the participants. The majority of items were based on a 1-5 Likert scale, with 1 indicating *disagree* and 5 indicating *agree*; participants were instructed to express their level of agreement with each of the statements. Some items asked in the questionnaire, such as Item 12, 13, 19, and 20, were originally utilized in the Iowa Poll conducted for *The Des Moines Register*. Also, the last six statements (Item 21-26) in my questionnaire were selected and modified from a questionnaire, *Multicultural Education Follow-up Study of Teacher Education Graduates from Iowa State University 1981-1998*, developed by Dr. Lenola Allen-Sommerville and Dr. Theresa McCormick. Efforts were made to make items relevant, clear and concise, and to avoid any biased terms.

## **Procedure**

### **Preparation**

The questionnaire was developed, and permission to use Iowa State University preservice teachers as a target population in the study was obtained from four CI 406 instructors and the Institutional Review Board (IRB) at Iowa State University in March 2001 (see Appendix A).



**Data collection**

The questionnaire was administered to preservice teachers enrolled in six sections of CI 406 in April of Spring Semester 2001 and in May of Summer Semester 2001. After the researcher explained the purpose of this study and the content of a letter about the study (see Appendix B) to students, approximately 15 minutes of classtime were given to the volunteer participants to work on the questionnaire. To preserve anonymity and encourage forthright answers, preservice teachers did not place their names on the questionnaire. Instead, a code number was used in order to compare their responses. Confidentiality was assured since the information provided was analyzed and reported in terms of group summarizations in the thesis, not by individual responses.

**Data analysis**

Data analysis began in June 2001. Demographic trends of the participants were determined. Responses were specifically categorized regarding attitudes about (1) acceptance of new immigrants, (2) English as the official language movement, (3) changes in Iowa society, and (4) impact on Iowa society. Responses were also categorized regarding attitudes of preservice teachers who are residents of Iowa and those who are non-residents. Data were statistically analyzed by using the Statistical Package for the Social Sciences (SPSS) computer program software. Frequencies, means, percentages, and standard deviations of preservice teachers' attitude ratings toward new immigration in Iowa were used to report group responses to each item and a test of the reliability coefficients was conducted.

### **Limitations of the Study**

This study was limited to preservice teachers enrolled in six different sections of Multicultural Gender Fair Education course (CI 406) during Spring Semester 2001 and Summer Semester 2001. Some of the participants had completed the course (Spring 2001) and others had just begun the course (Summer 2001).

### **Summary**

This Chapter has overviewed the methodology of the study, including study setting, participants, instrument, procedures, and limitations. Results of the study are summarized and presented in the next Chapter.

## CHAPTER FOUR

### RESULTS OF THE STUDY

#### Introduction

The results of the study are presented in this Chapter. The first section gives a brief description of the preservice teachers' demographic information. The second section provides preservice teachers' attitude ratings toward new immigration in Iowa. This section is categorized into four themes: (1) acceptance of new immigrants, (2) English as the official language, (3) changes in Iowa society, and (4) benefits to Iowa society. The third section provides preservice teachers' general attitude ratings toward issues in Iowa society. The last section provides the comparison between the mean attitude ratings for preservice teachers who are residents of Iowa and those who are not.

#### Participants

A total of 143 preservice teachers from six sections of the Multicultural Gender Fair Education course (CI 406) during Spring and Summer Semesters 2001 voluntarily participated in this study (see Table 4.1 for the distribution of participants and Table 4.2 for a summary of demographics). Two students who were in the original pool (of 145) chose not to participate.

Table 4.1. The Distribution of the Participants in Six Sections of CI 406

	Number of the Participants	Female	Male
Spring Section A	17	13	4
Spring Section B	22	15	7
Spring Section C	17	14	3
Spring Section D	31	20	11
Summer Section E	25	18	7
Summer Section F	31	24	7
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Total	143	104 (72.7%)	39 (27.3%)

Table 4.2. Demographics (N=143)

Questionnaire item		Number	Percent
1. What is your gender?	Female	104	72.7
	Male	39	27.3
2. What is your ethnic background?	African American or Black	1	0.7
	Asian American	1	0.7
	European American or White	136	94.4
	Hispanic	2	1.4
	Native American Indian	0	0
	Other	2	1.4
3. What is your classification?	Freshman	0	0
	Sophomore	1	0.7
	Junior	39	26.6
	Senior	94	66.4
	Other	8	5.6
4. What is your major at ISU?	Early Childhood Education	21	13.8
	Elementary Education	46	30.3
	Secondary Education	49	32.2
	Special Education	2	1.3
	Other*	34	22.4
	*Some are double majors		
5. Are you a native resident of Iowa?	Yes	119	83.2
	No	24	16.8
6. Do you plan to teach in Iowa?	Yes	90	62.9
	No	42	29.4

*Note:* Total number does not equal 143 and Total percentage does not equal 100 due to non-responses.

Approximately three-fourths of these participants were female (72.7%) with the reminder being male (27.3%). Reflective of the predominant race in Iowa as well as in the Teacher Education Program at Iowa State University, most of the participants identified themselves as white/European Americans (94.4%). Other than white/European Americans, only one African American, one Asian American, and two Hispanic students participated in the study. About 27 percent of them were in their junior year of study at the university, and

66 percent of them were in their senior year. Their majors of study included Early Childhood Education (13.8%), Elementary Education (30.3%), Secondary Education (32.2%), and Special Education (1.3%). Of the total 143 preservice teachers, 119 were native Iowans (83.2%), which means in this study that they attended elementary or secondary school in the state. Furthermore, 90 preservice teachers (62.9%) reported that they plan to teach in Iowa and 42 of them (29.4%) reported that they do not plan to teach in Iowa. Eleven (7.7%) did not answer this question.

The participants were representative of the gender and ethnic composition of the Teacher Education Program at Iowa State University. This was not, however, a major consideration as the student population of the program is relatively homogeneous.

### **Themes**

Responses were categorized regarding attitudes about (1) acceptance of new immigrants, (2) English as the official language movement, (3) changes in Iowa society, and (4) benefits to Iowa society. Using the Statistical Package for the Social Sciences (SPSS), a test of the reliability coefficients of the four categories of questions was conducted. It yielded Cronbach Alphas of 0.8213, 0.8339, 0.5737, and 0.813, respectively. Frequencies, means, percentages, and standard deviations of preservice teachers' attitude ratings toward new immigration in Iowa were used to report group responses to each item (see Appendix D1 for a summary of questionnaire responses for Item 7-19 and Appendix D2 for a summary of descriptive statistics for Item 7-19).

## Acceptance of new immigrants

Statistical analysis of the data showed that 79.1 percent of the preservice teachers (n=113) checked *Mostly Agree* and *Agree* which showed their comfort level of having new immigrants in the neighborhood (Item 7). Similarly, a large percent of them (82.6% or n=118) reported feeling comfortable having new immigrant children in their classroom (Item 8). Almost half of the respondents selected the highest rate of agreement with those two items. A relatively large percent of preservice teachers (68.6% or n=98) also felt comfortable communicating with immigrant parents (Item 9); however, only 28.6 percent people out of 68.6 percent marked *Agree*. The number of participants who chose *Not Sure* (24.5% or n=35) for this item was the largest among those three items (7, 8, and 9). These results indicate that preservice teachers tend to be comfortable having new immigrants in their neighborhood and classrooms, but they also showed some signs of hesitation regarding communication with immigrant parents (see Figure 4.3). Possible reasons why preservice teachers wavered in their judgments about their comfort in communication with immigrant parents include their concern about the language and cultural barriers they would encounter.

About 56 percent of preservice teachers (n=80) stated that they are already acquainted with someone living in Iowa who was born outside the U.S. and immigrated here (Item 20). Even among those who stated they are not, most of them (85.2%) wished to get acquainted with recent immigrants (see Figure 4.4). In spite of preservice teachers' liberal attitudes toward recent immigrants, almost half of the preservice teachers (48.3% or n=69) were unsure whether they wish to have more immigrants come to Iowa to settle (Item 19), whereas only eight percent of Iowans participated in the Iowa Poll were unsure and the majority (58%) opposed to encouraging immigrants to settle in the state (see Figure 4.5).

Item 7: I would feel comfortable having new immigrants in my neighborhood  
 Item 8: I would feel comfortable having new immigrant children in my classroom  
 Item 9: I would feel comfortable communicating with immigrant parents

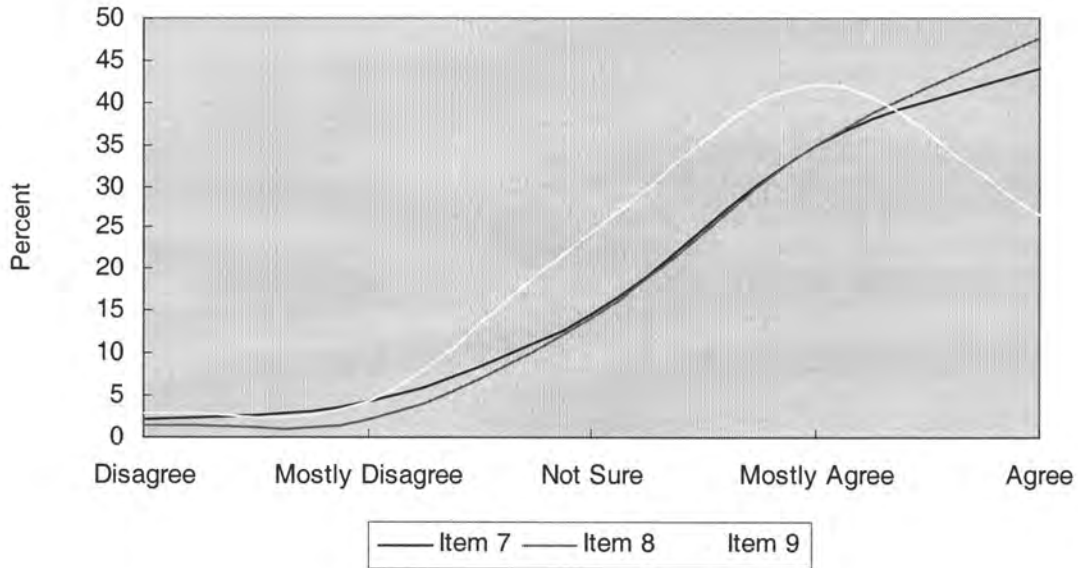
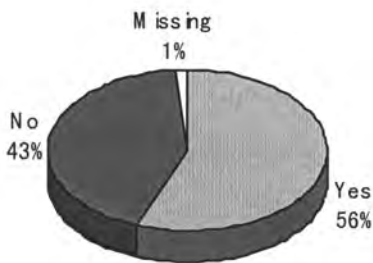


Figure 4.3. Preservice Teachers' Comfort Levels

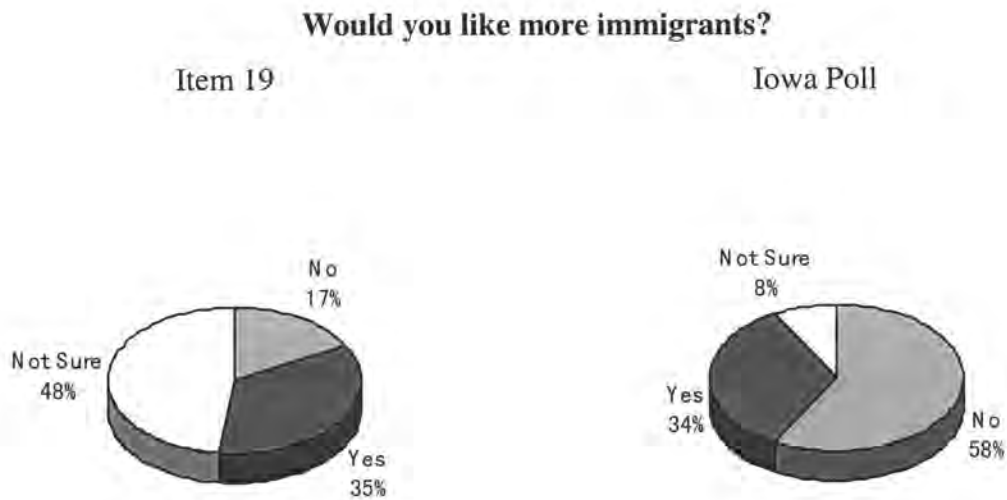
**Are you personally acquainted with immigrants?**



**If no, would you wish to get with acquainted with immigrants?**



Figure 4.4. Results of Item 20



SOURCE: *The Des Moines Register*  
(Roos & McCormick, 2000)

Figure 4.5. Comparison between Item 19 and the Iowa Poll

### English as the official language

A high proportion of preservice teachers did not believe that English as the official language in Iowa would encourage more immigrants to come to the state in the future (Item 11). In fact, 42.7 percent of participants checked *Disagree* and 35.0 percent of them checked *Mostly Disagree* ( $n=61$  and  $50$ , respectively). Only one person checked *Agree* and another person checked *Mostly Agree* for this item. Preservice teachers' attitudes toward whether English as the official language would help their teaching career with immigrant children in the classroom were varied (Item 10, Mean = 2.85). Their responses as to whether they support establishing English as the Iowa's official language were also varied, but were more liberal since 42 percent of them ( $n=60$ ) opposed English as the official language, whereas



only 15 percent of Iowans in the Iowa Poll were opposed to it (Item 12, Mean = 2.82). The result in Iowa Poll indicated that 81 percent of Iowans favored English as the state's official language (The Iowa Poll: Legislative issues, 2001) (see Figure 4.6).

### Do you support establishing English as Iowa's official language?

Item 12

Iowa Poll



SOURCE: *The Des Moines Register*  
(The Iowa Poll: Legislative issues, 2001)

Figure 4.6. Comparison between Item 12 and the Iowa Poll

### Changes in Iowa society

Data examining whether preservice teachers believe that immigrants are taking jobs away from Iowans (Item 13) showed that 60.9 percent of them (n=87) selected either *Disagree* (27.3 % or n=39) or *Mostly Disagree* (33.6 % or n=48) (see Figure 4.7). In contrast, 32 percent of Iowans on the Iowa Poll worried that immigrants are taking jobs away. Responses regarding crime rates (Item 14) showed that 53.9 percent of preservice

teachers (n= 77) did not think that Iowa's crime rates would go up if more immigrants come to Iowa to settle. Yet, *Not Sure* was the most commonly selected single choice on a 1-5 Likert scale for this item by preservice teachers (see Figure 4.7).

Item 13: I believe immigrants are taking jobs away from Iowans in Iowa

Item 14: I believe that Iowa's crime rate would go up if more immigrants come to Iowa

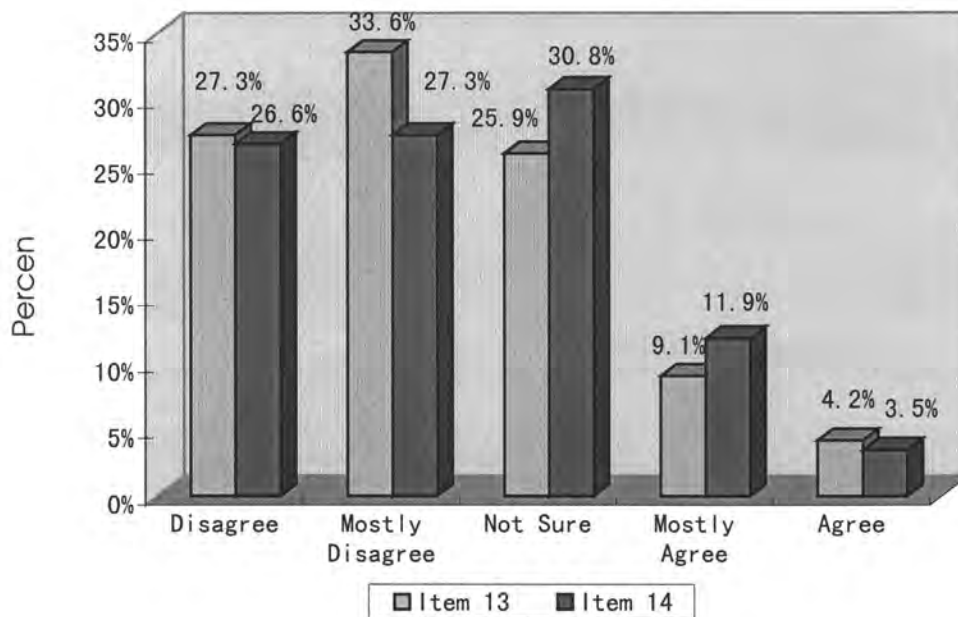


Figure 4.7. Results of Item 13 and 14

When asked if preservice teachers think intergroup marriage (marriage between persons of different races) will increase in Iowa during the next ten years (Item 15), a high proportion of them (83.2% or n=119) responded it will increase in the state during the next ten years (see Figure 4.8).

Item 15: I think intergroup marriage will increase in Iowa during the next ten years

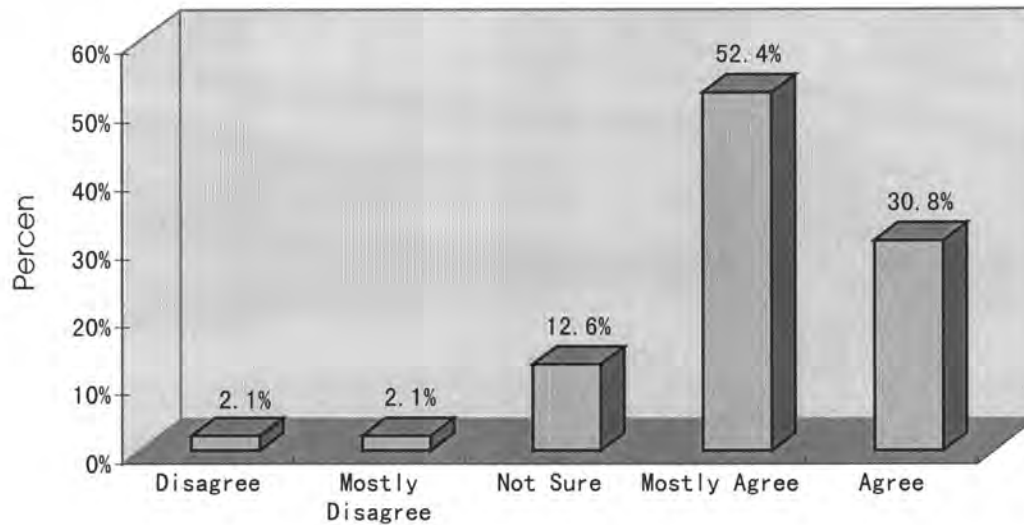


Figure 4.8. Results of Item 15

### Benefits to Iowa society

Preservice teachers' attitudes regarding how immigration benefits to Iowa society were ambiguous (Item 16, 17, and 18) (see Figure 4.9). The item 16 asked if the trend of recent immigration in Iowa is beneficial to its small rural towns (Mean=3.22). Nearly half of the participants (44.8% or n=64) felt unsure and 30.1 percent (n=43) mostly agreed with this statement. Many participants (37.8% or n=54) were also unsure about the statement, "The trend of recent immigration in Iowa benefits Iowa education" (Item 17). Although 32.9 percent of them (n=47) selected *Mostly Agree*, the mean value for this item was 3.41. Item 18 regarding how the recent immigration benefits the state's economy in Iowa revealed that about the one-third of preservice teachers (35.7 % or n=51) were not sure whether the recent immigration in the state is beneficial for its economy and 30.1 percent (n=22) mostly agreed. Preservice teachers' ambivalent attitudes regarding how new immigration benefits Iowa

society were possibly due to the situation that 39 percent of them (n=56) had just begun to take CI 406 and were fully not aware of immigration-impacts on Iowa when they participated in this study.

Item 16: The trend of recent immigration in Iowa is beneficial to its small rural towns

Item 17: The trend of recent immigration in Iowa benefits Iowa education

Item 18: The trend of recent immigration in Iowa is beneficial for the state's economy

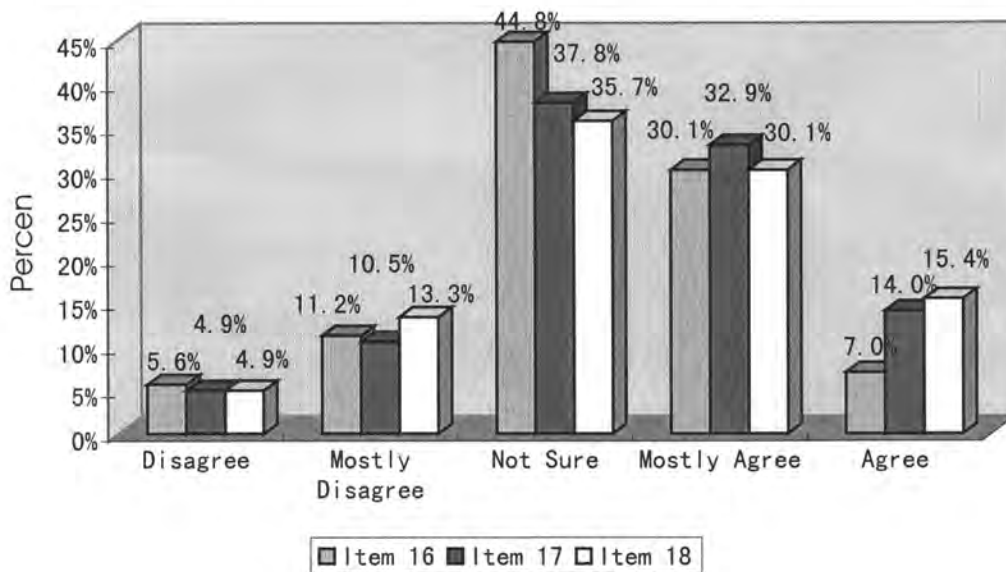


Figure 4.9. Results of Item 16, 17, and 18

### Issues in Iowa Society

In this third section of results, data concerning preservice teachers' general attitudes toward issues in Iowa society are given through discussing of the result of items 21-26 from the questionnaire (see Appendix D.3 for a summary of questionnaire response for Item 21-26 and D.4 for a summary of descriptive statistics for Item 21-26).

Data examining whether preservice teachers believe that Iowa is a multicultural,

pluralistic state (Item 21) indicated that *Mostly Disagree* was chosen by 35.0 percent (n=50), *Not Sure* was chosen by 32.2 percent (n=46), and *Mostly Agree* was chosen by 21.7 percent (n=31) of participants. The mean value for this item was 2.67. Many preservice teachers (36.4% or n=52) were unsure whether Iowa will be multilingual one day (Item 23) but 28.0 percent of them (n=40) mostly agreed. Responses regarding the equal chance of being successful among residents of Iowa in the state (Item 24) showed that 28.7 percent of preservice teachers (n=41) selected *Mostly Agree*; however, their answers were relatively varied (Mean=3.17). Results that indicated whether preservice teachers believed the culture of Iowa should reflect mostly Western, Judeo-Christian principles (Item 22) and whether the non-majority (ethnic minority) population in the state should strive toward total assimilation with the majority of residents (Item 26) were also varied (Mean=2.69 and 2.51, respectively). However, most preservice teachers agreed (49.7% or n=71) or mostly agreed (42.7% or n=61) when asked if racial discrimination occurs in Iowa (Item 25) (see Figure 4.10).

#### Item 25: Racial discrimination occurs in Iowa

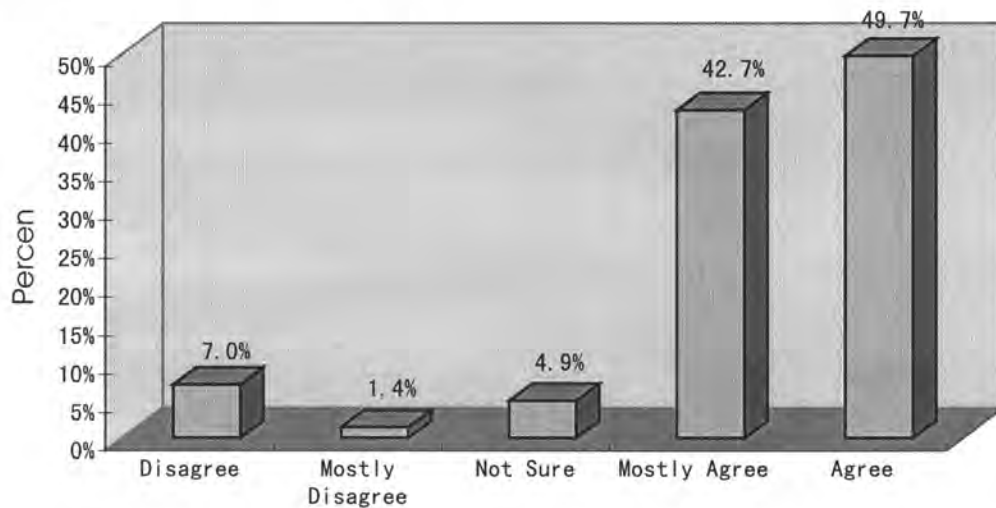


Figure 4.10. Results of Item 25

### Residents of Iowa Versus Non-residents of Iowa

In this last section of results, the comparison between the mean attitude ratings for preservice teachers who are residents of Iowa and those who are not residents of Iowa are presented (see Appendix D5 for a summary of T-test). Among 143 preservice teachers who participated in this study, 119 identified themselves as native residents of Iowa (83.2%) which means in this study that they attended elementary or secondary school in the state. A small proportion of students (n=24) declared that they are from outside of the state.

The two groups rated their general acceptance level with new immigrants in Iowa (Item 7-9, and 19-20). There were no significant difference between the mean attitude ratings of preservice teachers who are residents of Iowa and those who are not residents of Iowa (see Table 4.11).

Table 4.11. Residents of Iowa Versus Non-Residents of Iowa (Items 7-9, and 19-20)

Item	Iowans		Non-Iowans		Sig. (2-tailed)
	N	Mean	N	Mean	
7. I would feel comfortable having new immigrants in my neighborhood.	119	4.11	24	4.33	.300
8. I would feel comfortable having new immigrant children in my classroom.	119	4.24	24	4.33	.619
9. I would feel comfortable communicating with immigrant parents.	119	3.82	24	4.00	.412
19. I would like to have more immigrants come to Iowa to settle.	118	3.23	24	3.50	.221
20. Are you personally acquainted with someone living in Iowa who was born outside of the United States and immigrated here?	118	1.43*	23	1.48*	.632

*Note:* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree).

\* Rating scale for Item 20: yes=1, and no=2.

Regarding English as the official language of the state (Item 10-12), no significant difference was found between the mean attitude ratings of preservice teachers who are residents of Iowa and those who are not residents of Iowa (Table 4.12).

Table 4.12. Residents of Iowa Versus Non-Residents of Iowa (Items 10-12)

Item	Iowans		Non-Iowans		Sig. (2-tailed)
	N	Mean	N	Mean	
10.I think English as the official language in Iowa would help my teaching career with immigrant children in the classroom.	119	2.86	24	2.83	.939
11.I think English as the official language in Iowa would encourage more immigrants to come to Iowa in the future.	119	1.79	23	1.91	.385
12.I support establishing English as the Iowa's official language.	118	2.86	24	2.67	.559

*Note:* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree).

On how the recent immigration changes Iowa society (Item 13-15), there was no significant difference between the mean attitude ratings of preservice teachers who are residents of Iowa and those who are not residents of Iowa (see Table 4.13).

Table 4.13. Residents of Iowa Versus Non-Residents of Iowa (Items 13-15)

Item	Iowans		Non-Iowans		Sig. (2-tailed)
	N	Mean	N	Mean	
13.I believe immigrants are taking jobs away from Iowans/groups already here in Iowa.	119	2.34	24	2.04	.217
14.I believe that Iowa's crime rates up if more immigrants come to Iowa to settle.	119	2.41	24	2.25	.515
15.I think intergroup marriage (marriage between persons of different races) will increase in Iowa during the next ten years.	119	4.05	24	4.21	.403

*Note:* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree).

Both groups were asked to rate their agreement/disagreement level with the statements regarding how the recent immigration benefits Iowa society (Item 16-18). There was no significant difference between the mean attitude ratings of preservice teachers who are residents of Iowa and those who are not residents of Iowa (see Table 4.14).

Table 4.14. Residents of Iowa Versus Non-Residents of Iowa (Items 16-18)

Item	Iowans		Non-Iowans		Sig. (2-tailed)
	N	Mean	N	Mean	
16.The trend of recent immigration in Iowa is beneficial to its small rural towns.	119	3.19	23	3.39	.336
17.The trend of recent immigration in Iowa benefits Iowa education.	119	3.37	24	3.58	.349
18.The trend of recent immigration in Iowa is beneficial for the state's economy.	118	3.35	24	3.54	.414

*Note.* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree).

Lastly, there was no significant difference between the mean attitude ratings of preservice teachers who are residents of Iowa and those who are not residents of Iowa regarding issues in Iowa society (Item 21-26) (see Table 4.15).

Table 4.15. Residents of Iowa Versus Non-Residents of Iowa (Items 21-26)

Item	Iowans		Non-Iowans		Sig. (2-tailed)
	N	Mean	N	Mean	
21.Iowa is a multicultural, pluralistic state.	119	2.65	24	2.79	.501
22.The culture of Iowa should reflect mostly Western, Judeo-Christian principles.	119	2.70	24	2.67	.910
23.One day Iowa will be multilingual.	119	3.30	24	3.25	.832

*Note.* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree).



Table 4.15. (continued)

Item	Iowans		Non-Iowans		Sig. (2-tailed)
	N	Mean	N	Mean	
24.All residents of Iowa, regardless of their ethnicity, have an equal chance of being successful.	119	3.16	24	3,21	.861
25.Racial discrimination occurs in Iowa	118	4.37	24	4.54	.294
26.The non-majority (ethnic minority) population within Iowa should strive toward total assimilation with the majority of residents of the state.	118	2.44	24	2.83	.084

### Summary

Preservice teachers' demographic information, their attitude ratings toward new immigration in Iowa, their general attitude ratings toward issues in Iowa society, and the comparison between the mean attitude ratings for preservice teachers who are residents of Iowa and those who are not residents of Iowa have been presented in this Chapter. Chapter 5 provides a discussion of the results, conclusions of the research, and recommendations for further research.

## **CHAPTER FIVE**

### **DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS**

#### **Introduction**

This last chapter consists of four sections. The first section presents a discussion of findings answering two research questions. The second section provides implications of the study. Three recommendations provided for educators who work in Iowa schools and in teacher education programs are discussed in the third section. Finally, the fourth section discusses four recommendations for further research topics.

#### **Discussion of the Results**

This study was one effort at researching and understanding preservice teachers' attitudes toward new immigration in Iowa. The research questions that framed the study were: "What are the attitudes of future teachers in the Iowa State University Teacher Education Program regarding the recent increased immigration in the state?" and "What are the differences between the attitudes of future teachers who are residents of Iowa and those who are non-residents?" Answers for these two research questions are discussed based on the results of the study.

1. *What are the attitudes of future teachers in the Iowa State University Teacher Education Program regarding the recent increased immigration in the state?*

Preservice teachers in the Teacher Education Program at Iowa State University generally showed positive attitudes toward the recent immigration in the state (see Appendix D1 for a summary of Items 7-20 and D2 for a descriptive statistics for Item 7-20). They were comfortable with having new immigrants in their neighborhood, in their classroom, and

comfortable with immigrant parent communication (see Figure 4.3). They do not tend to believe that immigrants take jobs away from Iowans or that the state's crime rates go up if more immigrants come to settle (see Figure 4.7). Fewer respondents opposed English as the official language than respondents in the Iowa Poll (see Figure 4.6). Nevertheless, most of them were unsure about how the trend of recent immigration would benefit Iowa society (see Figure 4.9). Their ambivalent attitudes (that only 17 percent would not welcome more immigrants) are positive when compared with the much higher negative rating (58 %) on the same question in the Iowa Poll. In spite of this, nearly half of the preservice teachers were uncertain when asked whether they wish to have more immigrants come to the state (see Figure 4.5).

2. *What are the differences between the attitudes of future teachers who are residents of Iowa and those who are non-residents?*

There were no major differences found between the attitudes of preservice teachers who are residents of Iowa and those who are non-residents of Iowa in the results of this study (see Appendix D5 for a summary of T-test).

### **Implications**

The results of this study tended to be different from what were found in the Iowa Polls which targeted 800 Iowans age 18 or older and was conducted for *The Des Moines Register* within the last two years. Unlike the results in the Iowa Polls, preservice teachers in the Teacher Education Program at Iowa State University tended to have positive and somewhat hopeful outlooks toward recent immigration in the state. Preservice teachers seemed to be adaptable and to be more liberal in acceptance of the new diversity in the state.

Nevertheless, many of them still seemed to be unclear about specific impacts on Iowa that an influx of the recent immigration have had on the state, and seemed uncertain whether they would welcome more immigrants than they have already had in the state. These preservice teachers' attitudes are ambivalent and are not what I expected since their attitudes were mostly positive (or not uncertain) toward new immigration throughout this study.

I posit four possible causes for the ambiguous responses of the preservice teachers.

First, this unclarity of preservice teachers' attitudes suggests the difficulty that they may have in recognizing or acknowledging the recent change in the state's population as well as on going immigration-related issues in the state. Although immigration has increased remarkably over the past decade in Iowa while the U.S.-born population decreased, its population is still predominately European Americans or white. Preservice teachers are unlikely to have a full realization of these issues unless immigration impacts their own community. Therefore, lack of attention, understanding toward recent immigration, or lack of personal experiences with immigrants are posited as one of possible causes for their dubious attitudes regarding the recent immigration in the state. However, the students' responses were clearly more positive toward new immigration than the respondents to the Iowa Poll, and that is a hopeful sign for the future.

Secondly, this unclarity of preservice teachers' responses may be a sign of hesitation in having more immigrants in Iowa. More than a half of the preservice teachers (56 %) who participated in this study have already been acquainted with recent immigrants. Even among those who don't know any recent immigrants, most of them (85 %) wished to get acquainted with recent immigrants. If really so, why were they rather unsure whether they wish to have more immigrants in Iowa? Is it because they are adaptable to living with

the current immigrants, who have already peacefully settled in the state; or do they question having additional and unfamiliar immigrants coming to the state?

Thirdly, preservice teachers' dubious attitudes especially regarding how immigration impacts on Iowa society were possibly due to the situation that 39 percent of these preservice teachers (n=56) had just begun to take CI 406 and were not aware of the impacts of immigration on Iowa when they participated in this study.

Lastly, the preservice teachers' ambiguous ratings may be due to their concerns about the ethnicity of the researcher or concerns about pleasing the instructors even though they understood that their participation was voluntary and would not affect their grade.

The importance of this research topic cannot be overstated. The United States will become an increasingly diverse society as more immigrants from all over the world continue coming to resettle (*Changing America*, 1998; *Educating the Newest Americans*, 1989; Schooreman, 2001). Iowa will not be an exception as its Hispanic population, for example, is predicted to almost double and its African American population is estimated to grow by 56 percent by 2020 compared with 1997 data (Iowa Factbook 1998). For future teachers who will likely be teaching culturally diverse children in multicultural classrooms, it is important to recognize the local demographic changes and their effects on teaching, as well as to acquire strategies for working with children who are culturally and linguistically diverse.

## Recommendations

The following recommendations are made for educators who work in Iowa schools and in teacher education programs.

1. Provide more opportunities to preservice teachers to gain cultural awareness not only based on recent national trends but also based on recent local trends of the diversity. Being prepared to teach with an accurate recognition of the local diversity trend would bring good readiness and flexibility to work with children who are culturally diverse.
2. Develop field teaching experiences to provide preservice teachers an opportunity to work with culturally diverse students, especially in the urban community schools. Even preservice teachers who plan not to teach in a culturally diverse school or community would benefit from this experience. This could be done through field trips, classroom observations, practicum teachings, and student teachings.
3. Develop cultural sensitivity level as well as the local historical awareness of the preservice teachers through required and/or voluntary seminars. Almost everyone in the U.S. as well as almost everyone in Iowa is an immigrant or the indirect descendent of immigrants who came from different parts of the world. Yet, this does not seem to be fully acknowledged as Challender (2000) states, “What many Iowans fail to realize, however, is that Spanish-speaking people were also among the state’s *first* settlers” ([http://www.dmregister.com/extras/immigration/hispanics\\_history.html](http://www.dmregister.com/extras/immigration/hispanics_history.html)).

### Further Research Topics

The following topics are recommended for further possible research to be conducted in the future.

1. Research attitudes of the preservice teachers at other universities in the Midwest. The recent wave of new immigration and its related-issues are not societal phenomenon only occurring in Iowa but they are also happening in other states, especially in the Midwest where predominately people are European Americans or white. For example, in one of Iowa's neighboring rural states, Nebraska, the Hispanic population increased by 255 percent or about 57,500 in the 1990s (U.S. Census Bureau). In Illinois, the Hispanic population increased by 70 percent during the same period (Dizon, 2000). What are the attitudes of the preservice teachers in Nebraska or in Illinois?
2. Shift the research target to inservice teachers in Iowa schools and study their attitudes regarding the recent immigration in the state as well as how the trend of new immigration affects their teaching career. The student population in Iowa schools is expected to become increasingly diverse as immigrants continue settling in the state. In some rural towns of Iowa, the need for an ESL (English as a Second Language) program or a Bilingual Program has increased dramatically. What are some of Iowa inservice teachers' attitudes toward the recent immigration in the state? What is needed in order to work with children of diverse backgrounds?
3. Research further concerns of Iowans regarding the recent immigration in the state. Why does the recent demographic change in Iowa become such a controversial issue among Iowans? What are some of other possible reasons that have made this matter

even more controversial among Iowans in the state? Immigration has always existed throughout the history of Iowa. In fact, almost everyone in Iowa are immigrants or the indirect descendent of immigrants. Yet, this recent influx of immigrants does not seem to be welcomed by Iowans while the state desperately needs more people.

Researchers (*Educating the Newest Americans*, 1989; Diaz, 2001; Hodgkinson, 1998; Suarez-Orezco, 1999) indicate that only 12 percent of the recent immigrants to the US are from Europe unlike it was in 1900. The rest of the recent immigrants are from other parts of the world. Is it immigration in general that disturbs Iowans? Or is it rather people of color, who are culturally different and physically look different, that bother Iowans?

4. In the Midwestern states, rapid demographic change has taken place. Further research could focus on this question: Are negative reactions of the citizens (as in the Iowa Poll, which clearly revealed negative attitude toward new immigration) a rather “normal” phenomenon when the demography changes so rapidly? Secondly, a comparison study of resistance to new immigration when the demographic change is more gradual would add depth to these inquiries.

### **Conclusion**

This thesis research took place during Spring Semester 2001 and Summer Semester 2001 in order to investigate attitudes of preservice teachers in the Teacher Education Program at Iowa State University regarding the recent influx of immigrants to Iowa. Their attitudes toward new immigration in the state were generally positive and gradual but dubious about the outcome that the recent immigration has brought to the state and



ambiguous about future immigrants coming to the state. These findings are unlike the results of the Iowa Poll which clearly revealed negative attitudes toward new immigration by citizens aged 18 and older.

In conclusion, educators who work in Iowa schools as well as in teacher education programs could use information provided by this study in order to support the needs of future teachers who will be working with culturally diverse children in multicultural classrooms.



This project is a part of my Masters thesis work with my major professor, Dr, Theresa McCormick, in the Department of Curriculum and Instruction.

I am seeking information from ISU students specifically about their attitudes about new immigration in Iowa.

Data will be gathered by means of a questionnaire (attached). The population for this study is made up of a cluster sample of 30–50 students from Dr. Lenola Allen-Sommerville, Dr. Theresa McCormick, and Dr. James McShay's multicultural education course called Multicultural Gender Fair Education (Curriculum & Instruction 406). Data will be statistically analyzed. Findings will be summarized and interpreted. Then the thesis will be written.

9. Informed Consent:  Signed informed consent will be obtained. (Attach a copy of your form.)  
 Modified informed consent will be obtained. (See instructions, item 9.)
10. Confidentiality of Data: Describe below the methods you will use to ensure the confidentiality of data obtained. (See instructions, item 10.)

The information I receive will be summarized and written in the thesis. Confidentiality is assured since the information provided will be analyzed and reported in terms of group summarizations, not individual responses. All identifier codes (names and numbers) will be removed by May 30, 2001.

11. Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 11.)

None

12. **CHECK ALL** of the following that apply to your research:
- |   |   |
|---|---|
| <input type="checkbox"/> A. Medical clearance necessary before subjects can participate   | <input type="checkbox"/> H. Deception of subjects   |
| <input type="checkbox"/> B. Administration of substances (foods, drugs, etc.) to subjects | <input type="checkbox"/> I. Subjects under 14 years of age and/or<br><input type="checkbox"/> Subjects 14-17 years of age |
| <input type="checkbox"/> C. Physical exercise or conditioning for subjects                | <input type="checkbox"/> J. Subjects in institutions (nursing homes, mental health facilities, prisons, etc.)             |
| <input type="checkbox"/> D. Samples (blood, tissue, etc.) from subjects                   | <input type="checkbox"/> K. Pregnant women  |
| <input type="checkbox"/> E. Administration of infectious agents or recombinant DNA        | <input type="checkbox"/> L. Research must be approved by another institution or agency (attach letters of approval)       |
| <input type="checkbox"/> F. Application of external stimuli                               |   |
| <input type="checkbox"/> G. Application of noxious or potentially noxious stimuli         |   |

**If you checked any of the items in 12, please complete the following in the space below (include any attachments):**

**Items A-G** Describe the procedures and note the proposed safety precautions.

**Items D-E** The principal investigator should send a copy of this form to Environmental Health and Safety, 118 Agronomy Lab for review.

**Item H** Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

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EXPEDITED \_\_\_\_\_ FULL COMMITTEE \_\_\_\_\_ ID# \_\_\_\_\_

PI Name \_\_\_\_\_ Title \_\_\_\_\_

**Checklist for Attachments**

The following are attached (please check):

- 13.  Letter or written statement to subjects indicating clearly:
  - a) the purpose of the research
  - b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see item 18)
  - c) an estimate of time needed for participation in the research
  - d) if applicable, the location of the research activity
  - e) how you will ensure confidentiality
  - f) in a longitudinal study, when and how you will contact subjects later
  - g) that participation is voluntary; nonparticipation will not affect evaluations of the subject
- 14.  A copy of the consent form (if applicable)
- 15.  Letter of approval for research from cooperating organizations or institutions (if applicable)
- 16.  Data-gathering instruments

17. Anticipated dates for contact with subjects:

First contact  
04/01/2001  
Month/Day/Year

Last contact  
05/04/2001  
Month/Day/Year

18. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

05/30/2001  
Month/Day/Year

19. Signature of Departmental Executive Officer

*Ann Thompson*

Date

3-21-01

Department or Administrative Unit

20. Initial action by the Institutional Review Board (IRB):

Project approved       Pending Further Review \_\_\_\_\_  
Date

Project not approved \_\_\_\_\_  
Date

No action required \_\_\_\_\_  
Date

21. Follow-up action by the IRB:

Project approved       Project not approved \_\_\_\_\_  
Date

Project not resubmitted \_\_\_\_\_  
Date

Patricia M. Keith  
Name of IRB Chairperson

4-9-01  
Approval Date

*PMKeith*  
Signature of IRB Chairperson

**APPENDIX B**  
**COVER LETTER**

April, 2001

Dear Student:

You are invited to participate in a research study called Attitudes of Iowa State University Preservice Teachers Toward New Immigration in Iowa. This project is a part of my Masters thesis work.

The purpose of the questionnaire is to research the attitudes of ISU preservice teachers toward new immigration in Iowa. Please feel free to write any additional comments at the bottom of the questionnaire. I realize your time is very valuable, and I am grateful to you for taking the time to complete the questionnaire. It should take you no longer than 10 minutes to complete.

There are no risks to you as a participant in this research. Your participation in this survey is voluntary. Your responses will not affect your grade in CI 406. Please do not sign the questionnaire; you are assured that your response will remain anonymous and confidential. Only group data will be used in reporting this research, and all identifying codes will be destroyed at the end of the data analysis.

If you have any questions about this research or your participation, please feel free to contact me or my major professor by phone or by e-mail below. Also, contact me if you would like to know the results of this research.

Thank you very much for your cooperation.

Sincerely,

Ken Yumisashi  
(515) 292-0025  
kenyumi@iastate.edu

Dr. Theresa McCormick  
(515) 294-9387  
theresmcc@iastate.edu



11. I think English as the official language in Iowa would encourage more immigrants to come to Iowa in the future.

Disagree 1 2 3 4 5 Agree

12. I support establishing English as the Iowa's official language.

Disagree 1 2 3 4 5 Agree

13. I believe immigrants are taking jobs away from Iowans/groups already here in Iowa.

Disagree 1 2 3 4 5 Agree

14. I believe that Iowa's crime rates would go up if more immigrants come to Iowa to settle.

Disagree 1 2 3 4 5 Agree

15. I think intergroup marriage (marriage between persons of different races) will increase in Iowa during the next ten years.

Disagree 1 2 3 4 5 Agree

16. The trend of recent immigration in Iowa is beneficial to its small rural towns.

Disagree 1 2 3 4 5 Agree

17. The trend of recent immigration in Iowa benefits Iowa education.

Disagree 1 2 3 4 5 Agree

18. The trend of recent immigration in Iowa is beneficial for the state's economy.

Disagree 1 2 3 4 5 Agree

19. I would like to have more immigrants come to Iowa to settle.

Disagree 1 2 3 4 5 Agree

20. Are you personally acquainted with someone living in Iowa who was born outside the United States and immigrated here?

Yes → If yes, how many foreign-born acquaintances who immigrated to Iowa do you personally have? \_\_\_\_\_  
Where are they originally from? \_\_\_\_\_

No → If no, would you like to get acquainted with recent immigrants? Yes No

**Part C: NEXT, I would like to ask about your general attitudes about issues in Iowa society.  
=Please indicate your answer by circling the appropriate number under each question=**

21. Iowa is a multicultural, pluralistic state.

Disagree 1 2 3 4 5 Agree

22. The culture of Iowa should reflect mostly Western, Judeo-Christian principles.
- |          |   |   |   |   |       |
|----------|---|---|---|---|-------|
| Disagree |   |   |   |   | Agree |
| 1        | 2 | 3 | 4 | 5 |       |
23. One day Iowa will be multilingual.
- |          |   |   |   |   |       |
|----------|---|---|---|---|-------|
| Disagree |   |   |   |   | Agree |
| 1        | 2 | 3 | 4 | 5 |       |
24. All residents of Iowa, regardless of their ethnicity, have an equal chance of being successful.
- |          |   |   |   |   |       |
|----------|---|---|---|---|-------|
| Disagree |   |   |   |   | Agree |
| 1        | 2 | 3 | 4 | 5 |       |
25. Racial discrimination occurs in Iowa.
- |          |   |   |   |   |       |
|----------|---|---|---|---|-------|
| Disagree |   |   |   |   | Agree |
| 1        | 2 | 3 | 4 | 5 |       |
26. The non-majority (ethnic minority) population within Iowa should strive toward total assimilation with the majority of residents of the state.
- |          |   |   |   |   |       |
|----------|---|---|---|---|-------|
| Disagree |   |   |   |   | Agree |
| 1        | 2 | 3 | 4 | 5 |       |

**COMMENTS: =Please feel free to write additional comments here=**



## APPENDIX D

## SUMMARY TABLES

## D.1. Summary of Questionnaire Response for Item 7-20 (N=143)

Item	Disagree		Not Sure		Agree	
	1	2	3	4	5	
7. I would feel comfortable having new immigrants in my neighborhood.	3 (2.1%)	6 (4.2%)	21 (14.7%)	50 (35.0%)	63 (44.1%)	
8. I would feel comfortable having new immigrant children in my classroom.	2 (1.4%)	3 (2.1%)	20 (14.0%)	50 (35.0%)	68 (47.6%)	
9. I would feel comfortable communicating with immigrant parents.	4 (2.8%)	6 (4.2%)	35 (24.5%)	60 (42.0%)	38 (26.6%)	
10. I think English as the official language in Iowa would help my teaching career with immigrant children in the classroom.	33 (23.1%)	26 (18.2%)	35 (24.5%)	27 (18.9%)	22 (15.4%)	
11. I think English as the official language in Iowa would encourage more immigrants to come to Iowa in the future.	61 (42.7%)	50 (35.0%)	29 (20.3%)	1 (0.7%)	1 (0.7%)	
12. I support establishing English as the Iowa's official language.	39 (27.3%)	21 (14.7%)	31 (21.7%)	28 (19.6%)	23 (16.1%)	
13. I believe immigrants are taking jobs away from Iowans/groups already here in Iowa.	39 (27.3%)	48 (33.6%)	37 (25.9%)	13 (9.1%)	6 (4.2%)	
14. I believe that Iowa's crime rates would go up if more immigrants come to Iowa to settle.	38 (26.6%)	39 (27.3%)	44 (30.8%)	17 (11.9%)	5 (3.5%)	
15. I think intergroup marriage (marriage between persons of different races) will increase in Iowa during the next ten years.	3 (2.1%)	3 (2.1%)	18 (12.6%)	75 (52.4%)	44 (30.8%)	
16. The trend of recent immigration in Iowa is beneficial to its small rural towns.	8 (5.6%)	16 (11.2%)	64 (44.8%)	43 (30.1%)	10 (7.0%)	
17. The trend of recent immigration in Iowa benefits Iowa education.	7 (4.9%)	15 (10.7%)	54 (37.8%)	47 (32.9%)	20 (14.0%)	
18. The trend of recent immigration in Iowa is beneficial for the state's economy.	7 (4.9%)	19 (13.3%)	51 (35.7%)	43 (30.1%)	22 (15.4%)	
19. I would like to have more immigrants come to Iowa to settle.	7 (4.9%)	17 (11.9%)	69 (48.3%)	28 (19.6%)	21 (14.7%)	
20. Are you personally acquainted with someone living in Iowa who was born outside of the United States and immigrated here?	Yes	80 (55.9%)	If no, would you like to get acquainted with recent immigrants?	Yes	51 (85.0%)	
	No	60 (42.0%)		No	3 (2.1%)	

*Note* Total number does not equal 143 and total percentage does not equal 100 due to non-responses.

## D.2. Descriptive Statistics for Items 7-19 (N=143)

Item	Number	Mean	Std. Deviation
7. I would feel comfortable having new immigrants in my neighborhood.	143	4.15	0.96
8. I would feel comfortable having new immigrant children in my classroom.	143	4.25	0.88
9. I would feel comfortable communicating with immigrant parents.	143	3.85	0.96
10. I think English as the official language in Iowa would help my teaching career with immigrant children in the classroom.	143	2.85	1.38
11. I think English as the official language in Iowa would encourage more immigrants to come to Iowa in the future.	142	1.81	0.83
12. I support establishing English as the Iowa's official language.	142	2.82	1.44
13. I believe immigrants are taking jobs away from Iowans/groups already here in Iowa.	143	2.29	1.09
14. I believe that Iowa's crime rates would go up if more immigrants come to Iowa to settle.	143	2.38	1.11
15. I think intergroup marriage (marriage between persons of different races) will increase in Iowa during the next ten years.	143	4.08	0.84
16. The trend of recent immigration in Iowa is beneficial to its small rural towns.	141	3.22	0.94
17. The trend of recent immigration in Iowa benefits Iowa education.	143	3.41	1.02
18. The trend of recent immigration in Iowa is beneficial for the state's economy.	142	3.38	1.06
19. I would like to have more immigrants come to Iowa to settle.	142	3.27	1.02

*Note* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree). Total number does not equal 143 due to non-responses.

### D.3. Summary of Questionnaire Response for Item 21-26 (N=143)

Item	Disagree		Not Sure		Agree
	1	2	3	4	5
21. Iowa is a multicultural, pluralistic state.	15 (10.5%)	50 (35.0%)	46 (32.2%)	31 (21.7%)	1 (0.7%)
22. The culture of Iowa should reflect mostly Western, Judeo-Christian principles.	28 (19.6%)	38 (26.6%)	39 (27.3%)	26 (18.2%)	12 (8.4%)
23. One day Iowa will be multilingual.	10 (7.0%)	20 (14.0%)	52 (36.4%)	40 (28.0%)	21 (14.7%)
24. All residents of Iowa, regardless of their ethnicity, have an equal chance of being successful.	15 (10.5%)	31 (21.7%)	34 (23.8%)	41 (28.7%)	22 (15.4%)
25. Racial discrimination occurs in Iowa.	1 (0.7%)	2 (1.4%)	7 (4.9%)	61 (42.7%)	71 (49.7%)
26. The non-majority (ethnic minority) population within Iowa should strive toward total assimilation with the majority of residents of the state.	25 (17.5%)	46 (32.2%)	49 (34.3%)	18 (12.6%)	4 (2.8%)

*Note* Total number does not equal 143 and total percentage does not equal 100 due to non-responses.

### D.4. Descriptive Statistics for Item 21-26

Item	Number	Mean	Std. Deviation
21. Iowa is a multicultural, pluralistic state.	143	2.67	0.96
22. The culture of Iowa should reflect mostly Western, Judeo-Christian principles.	143	2.69	1.22
23. One day Iowa will be multilingual.	143	3.29	1.10
24. All residents of Iowa, regardless of their ethnicity, have an equal chance of being successful.	143	3.17	1.23
25. Racial discrimination occurs in Iowa.	142	4.40	0.72
26. The non-majority (ethnic minority) population within Iowa should strive toward total assimilation with the majority of residents of the state.	142	2.51	1.02

*Note* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree). Total number does not equal 143 due to non-responses.

## D.5. Residents of Iowa Versus Non-Residents of Iowa (Items 7-26)

Item	Iowans		Non-Iowans		Sig. (2-tailed)
	N	Mean	N	Mean	
7. I would feel comfortable having new immigrants in my neighborhood.	119	4.11	24	4.33	.300
8. I would feel comfortable having new immigrant children in my classroom.	119	4.24	24	4.33	.619
9. I would feel comfortable communicating with immigrant parents.	119	3.82	24	4.00	.412
10. I think English as the official language in Iowa would help my teaching career with immigrant children in the classroom.	119	2.86	24	2.83	.939
11. I think English as the official language in Iowa would encourage more immigrants to come to Iowa in the future.	119	1.79	23	1.91	.385
12. I support establishing English as the Iowa's official language.	118	2.86	24	2.67	.559
13. I believe immigrants are taking jobs away from Iowans/groups already here in Iowa.	119	2.34	24	2.04	.217
14. I believe that Iowa's crime rates would go up if more immigrants come to Iowa to settle.	119	2.41	24	2.25	.515
15. I think intergroup marriage (marriage between persons of different races) will increase in Iowa during the next ten years.	119	4.05	24	4.21	.403
16. The trend of recent immigration in Iowa is beneficial to its small rural towns.	119	3.19	23	3.39	.336
17. The trend of recent immigration in Iowa benefits Iowa education.	119	3.37	24	3.58	.349
18. The trend of recent immigration in Iowa is beneficial for the state's economy.	118	3.35	24	3.54	.414
19. I would like to have more immigrants come to Iowa to settle.	118	3.23	24	3.50	.221
20. Are you personally acquainted with someone living in Iowa who was born outside of the United States and immigrated here?	118	1.43*	23	1.48*	.632
21. Iowa is a multicultural, pluralistic state	119	2.65	24	2.79	.501
22. The culture of Iowa should reflect mostly Western, Judeo-Christian principles.	119	2.70	24	2.67	.910
23. One day Iowa will be multilingual	119	3.30	24	3.25	.832
24. All residents of Iowa, regardless of their ethnicity, have an equal chance of being successful.	119	3.16	24	3.21	.861
25. Racial discrimination occurs in Iowa	118	4.37	24	4.54	.294
26. The non-majority (ethnic minority) population within Iowa should strive toward total assimilation with the majority of residents of the state	118	2.44	24	2.83	.084

*Note* The values represent mean responses to items coded 1 (Disagree), 2 (Mostly Disagree), 3 (Not Sure), 4 (Mostly Agree), and 5 (Agree).

\* Rating scale for Item 20: yes=1, and no=2.

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