

THE EFFECT OF PROTOCOL MATERIALS ON
PRE-SERVICE TEACHERS' KNOWLEDGE OF
THE IMPACT OF SOCIAL ISSUES ON
STUDENT ACADEMIC PERFORMANCE

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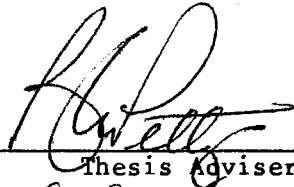
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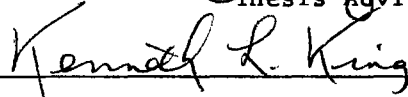
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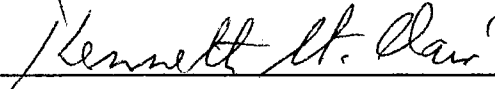
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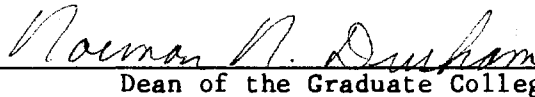


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PREFACE

This study was directed at the impact of social issues on student academic performance. The purpose was to determine if protocol materials would affect the knowledge of randomly selected subjects concerning the impact of the social issue latchkey child. The scope of the study was limited to preservice students preparing for a teaching career.

I wish to acknowledge the highly professional guidance provided by the dissertation adviser, Dr. Bruce A. Petty. The direction and support provided by Dr. Kenneth L. King, chairman of the committee, was strong especially in regards to the creation of a social issues project. The patience of the committee members, Dr. Kenneth St. Clair and Dr. Woodfin Harris, has been exemplary.

Dr. Douglas Aichele deserves a vote of thanks for granting permission to approach the students in the Department of Curriculum and Instruction requesting their participation in the study. An acknowledgment is due to those students who consented to participate. Without these willing subjects the study would not have materialized. Several university staff personnel were of great assistance: Dr. Gay Neuberger, research associate, College of Education; Ms. Iris McPherson, University Computer Center; the library staff; and Ms. Evelyn Ferchau, Education Research. The teachers of the Oklahoma Education Association are acknowledged for helping design the protocol material package. Every study has people who are supportive even though they are not on

the committee: my thanks to all of these including Dr. Jo Campbell, Dr. Rondal Gamble, and Dr. Darrel D. Ray.

My pursuit of this study started with a summer school project instead of the standard vacation. My family attended with me with great enthusiasm. Their support has continued undiminished by the loss of one. My thanks to God for Linda, Angie, Rob, and Christy. This thankfulness extends to my larger family which includes close friends of Miami town, church, school and college.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Background of the Study	1
Statement of the Problem.	2
Significance of the Study	3
Research Questions.	4
Definition of Terms	6
Summary	7
Endnotes.	8
II. REVIEW OF LITERATURE	10
Social Issues	10
Background	10
Context	12
Research Reports	14
Protocol Materials	14
Background	14
Summary	18
Endnotes.	20
III. METHOD AND PROCEDURE	23
Subjects	23
Presentation Materials	23
Pilot Study	26
Data Collection	27
Data Analysis Procedures.	27
Summary	28
IV. RESULTS.	29
Introduction.	29
Research Questions.	29
Research Question 1.	29
Research Question 2.	30
Research Question 3.	30
Research Question 4.	32
Research Question 5.	33

Chapter	Page
News Media Reports on Social Issues	35
Social Issue Reports in General Education Courses . . .	35
Social Issue Reports in Professional Education Courses	35
Choice of News Media Report	35
Summary	36
V. SUMMARY AND CONCLUSIONS.	37
Summary of the Investigation.	37
Conclusions	39
Recommendations	41
Summary	42
A SELECTED BIBLIOGRAPHY	43
APPENDIXES	47
APPENDIX A - TEST OF KNOWLEDGE OF THE IMPACT OF THE SOCIAL ISSUE LATCHKEY CHILD.	48
APPENDIX B - BACKGROUND INFORMATION CONCERNING LATCHKEY CHILDREN	53

LIST OF FIGURES

Figure	Page
1. Frequency of Score	31
2. A Comparison of Mean Scores by Group and Gender	32
3. A Comparison of Mean Scores by Group and Career Choice.	33
4. A Comparison of Mean Scores by Group and Observation Experience.	34

CHAPTER I

INTRODUCTION

Background of the Study

School age children bring a variety of opportunities and problems to school with them. The most commonly anticipated problems draw the energy of educators toward ability and achievement. One of the purposes of the schooling process is to create an environment where learning can happen while recognizing the variables of ability and achievement among individuals. But teachers must also deal with social problems that accompany students to the schooling process. These social issues constitute yet another variable in the schooling formula.

Records from past assessment and research verify that social issues and problems were always producing an effect. Stern reported threatening classroom behavior citing sources from time periods between 1928 and 1957 (1). These reports listed lying and cheating as characteristics of the behaviors deemed threatening to the classroom environment. The problems continue today, as in the past, with an increased concern by the public with the results of the social issues impacting on the schooling process (2). The 1987 Phi Delta Kappa-Gallup poll reports a concern with student achievement and a concern with problems of social issues such as drugs, discipline, alcoholism, apathy, and the changing family structure. The poll assessed 29 categories of problems that concerned the public.

Training of the preservice and inservice teacher often focuses on subject matter content and teaching methods. Standards for the profession from various organizations call for attention to the problems and opportunities arising from cultural and social diversity. These problems and opportunities are the social issues that public school students experience in addition to their academic experience. Teacher education and training should prepare the educator for action in the social issues area because those issues impact on the student and classroom daily.

Statement of the Problem

Professional development is an expectation of and a requirement for preservice and inservice teachers. Oklahoma state law and professional standards combine to create a need for professional growth and development (3). The Professional Standards Board of the Oklahoma State Department of Education recommends standards for certification and accreditation of teacher education programs (4). Development of the professional educator is recognized as a requirement for achievement by the National Council for Accreditation of Teacher Education (NCATE) (5).

The Professional Standards Board and the Oklahoma State Department of Education have published a list of standards for accreditation of teacher education programs. These published standards establish the need for coursework resulting in demonstrations of student knowledge which focus on a variety of learning situations including confrontation with social issues (6). Extraordinary situations occur in classrooms as a result of social issues that affect student academic development. The

skills to confront and manage these social issues arising in the classroom are needed by education personnel.

It is clear that teachers need new skills, knowledge and attitudes if they are to perform their duties competently. Wide spread student apathy, the increasing incidence of classroom violence, the apparent decline in academic achievement, the rise of drug abuse, the complexities of desegregation, and similar problems baffle even the most experienced teachers (7).

Significance of the Study

A cooperative project of the Oklahoma State University College of Education and the Oklahoma Education Association has resulted in an approach that has potential for addressing the areas of knowledge required of preservice teacher candidates (8). This approach addresses the extraordinary issues that affect the academic progress of public school students. One such issue concerns children returning to homes before parents arrive from work. Identified as latchkey children, these students must return to an unsupervised status between the end of the school day program and the arrival at home of the working parent. Typically, these children have a key to gain entry to the house or apartment. Long defines latchkey children as:

Latchkey is a term that defines children who are regularly left during some period of the day to supervise themselves, play in the street, stay home alone, join a gang, or for whom care arrangements are so loosely made that they are virtually ineffective (9).

This phenomenon qualifies as a social issue because of the increasing tendency for both parents to work and for single parents to work. It is the view of this writer that there is a need for teacher education programs to address social issues such as the latchkey child because they impact on childrens' behavior and performance.

Teachers concerned about these issues used a project steering committee working group established by the Oklahoma Education Association (OEA) and the Oklahoma State University (OSU) College of Education. The purpose of the group was to develop programs and curriculum materials relative to the problems faced by classroom teachers. The programs and curriculum materials were required to be of a nature useful for preservice and inservice teacher training programs. A list of over 50 social issues that teachers feel impact upon student academic performance was generated by the project steering committee, with latchkey children viewed by the committee as being a top priority (10).

A protocol material package containing videotaped situations and printed materials was designed by representatives of the College of Education, Oklahoma State University and representatives of the Oklahoma Education Association for use as professional training materials (11). The problem of this study is to assess whether or not the protocol materials package significantly enhances the acquisition of knowledge concerning the impact of the social issue, the latchkey child (12).

Research Questions

This study is based on rationales drawn from the professional standards for teacher education in Oklahoma, protocol material concepts, and concerns for the impact social issues have on academic performance in schools. Logical justifications for the rationales leading to the research questions are more prominent than justifications derived from research (13). Logical justification is derived from the requirements for teacher education students to demonstrate knowledge as required by

the professional teaching standards of Oklahoma (14). Results of the Phi Delta Kappa-Gallup polls on the public's attitudes and beliefs concerning education provide justification for attention to social issues impacting on the classroom environment and academic performance (15). Research in the use of protocol materials is available but not directly concerned in most cases with the area of social issues and student academic performance. The null hypothesis formed from these rationales is stated, "Knowledge of the impact of social issues on student academic performance is not affected by protocol materials." The following research questions are produced for investigation within the format of a research design utilizing post test-only control group design.

1. There will be no significant difference in the mean scores of the control group which has not experienced the protocol materials and the experimental group experiencing the protocol materials.

2. There will be no significant difference within the two groups in the scores of undergraduate student subjects and the graduate/special student subjects.

3. There will be no significant difference within the two groups in the scores of male and female subjects.

4. There will be no significant difference within the two groups in the scores of subjects electing elementary and secondary careers.

5. There will be no significant difference within the two groups in the scores of subjects who have not begun classroom observation experience and subjects who have started and/or completed classroom observation experience.

The concepts dealt with in this study are: the impact of social issues on student academic performance, knowledge of the impact, and

protocol materials. The problem or question focuses on knowledge of the impact of social issues on student academic performance. The protocol materials package constitutes the treatment. The dependent variable is the knowledge of the impact of social issues on student academic performance.

Definition of Terms

The terms subject to definition in this study are:

Protocol materials - films, videotapes and related materials showing instances of particular categories of teacher behavior so that recognition of a behavior leads to appropriate action in real classrooms (16).

Professional Standards Board - a board authorized by Oklahoma statutes for the recommendation of professional standards for the accreditation of teacher education programs. The Board operates in conjunction with the State Department of Education (17).

Latchkey - a term that defines children who are regularly left during some period of the day to supervise themselves, play in the street, stay home alone, join a gang, or for whom care arrangements are so loosely made that they are virtually ineffective (18).

Social issues - (Social) - of or pertaining to conditions in, or the welfare of, human society; especially in regards to a class or classes below or likely to fall below the community standard of well-being; as the poor, the alien, the neglected, the maladjusted and the abnormal. (Issue) - (syn.) springing from that which is regarded as a source. Thus, social issues here refers to the issues that spring forth from human society reflecting conditions that fall below community

standards of well-being; esp. poverty, alienation, neglect, maladjustment, and abnormality (19).

Summary

This study is presented with a problem statement, definition of terms and organization of the study in Chapter I. A review of literature is presented in Chapter II with attention to the concepts that are presented in the problem. The methodology for the investigation of the problem including the pilot study is outlined in Chapter III. The information collected from the post test procedure is presented in Chapter IV. The conclusions drawn from the information discovered from that procedure are presented in Chapter V.

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CHAPTER II

REVIEW OF LITERATURE

Social Issues

Background

Educational issues (curriculum, facilities, resources, emphasis on quality) should be the focus of learning in the schools attended by today's students. Social issues can compete with educational issues. This seems to be the thought addressed by Rittenmeyer (1). The quality of life experienced by youth today appears to be very different from that of one generation ago. Those factors contributing to the decline of quality of life for students derive from the social issues encountered outside the classroom.

Teachers and principals have long argued that little attention has been given to the social issues which affect students: they have complained repeatedly that it is impossible to improve educational performance without addressing the quality of life youth experience today (2).

Rittenmeyer details problems common to students such as poverty, teenage pregnancy, crime, drug and alcohol abuse, and divorce in the family. He focuses on desegregation and cites the landmark *Brown v. Board of Education* decision as an example of precedent using the public schools to attack social problems that were not of the schools creation (3).

A reason for a lack of well-being found in American youth has been identified as the selfish individualism of parents who work. Uhlenberg and Eggebeen contend that the root of the problem rests with parents

who contribute less to parent-child relationships and who sacrifice less for their children. These authors credit the lack of family influence with the lack of well-being among all American youth, minority as well as majority. While citing such well-known problems as criminal behavior, abortions, out-of-wedlock births, substance abuse, and low academic achievement, they contend that well-being should have improved. They cite factors which have improved, such as reduced family size, reduced poverty level, and higher percentage of mothers with high school achievement level. Other positive societal factors were cited, such as improved expenditure per-pupil in schools, decreased classroom size, and the existence of 260 youth programs among 20 agencies in the federal jurisdiction (4).

Linton and Nelson place fault with the influence of the science of behaviorism in teacher education programs especially Competency Based Teacher Education. They contend that teacher education is the supreme or most important task in education and the (teacher education) model should attend the value questions and regard technology as the plumbing of the system, not the substance. The long history and objective data on the effects of poverty, racism, protein deficiency, starvation, violence, crime, and disintegration of stable family life in disadvantaged areas is largely ignored according to these two writers (5). These writers are concerned that sensitivity to the social issues listed is less evident than concern with the technology of behaviorism. This study responds to Linton and Nelson's position of attending to value questions by investigating one of the most important social issues as viewed by practicing contemporary teachers.

Social issues in the classroom have a long, if not obvious, history. In the First Handbook of Research on Teaching, Stern cites concerns with social issues in classrooms dating back to 1928 (6).

It comes as no surprise then to find that teachers have regarded stealing, cheating and other forms of extroversive pupil behavior threatening to classroom protocol as the most serious kinds of behavior problems (7).

The heterogeneous mix of youngsters in the classroom is indicated as an evidence of problems encountered by classroom teachers. Wolfgang and Glickman focus on the increasing discontent teachers have with their lives. The Gallup poll is cited to show the public's growing discontent with disruptive behavior in the classroom (8).

Friedman, Brinlee and Hayes deal with the issue of improving teacher education as an enlarging responsibility.

It is clear that teachers need new skills, knowledge, and attitudes if they are to perform their duties competently. Widespread student apathy, the increasing incidence of classroom violence, the apparent decline in academic achievement, the rise of drug abuse, the complexities of desegregation, and similar problems baffle even the most experienced teacher (9).

These proponents for improvement do not ask simply for change. The mission proposed qualifies as a larger task.

Context

Change or development is sought by some practitioners in the teaching field. Drugg expressed concern on the interaction between science and technology. A specific concern was the lack of attention given to the process of ethical and moral decision making in relation to social issues precipitated by our use of scientific technology. He recommends a modification of pre-college science curriculum to involve

students in formulating a framework with which they can successfully address personal and societal issues related to the uses made of scientific technology (10).

Phi Delta Kappa has collaborated for many years with the Gallup organization in producing an annual poll of the public's attitudes and opinions concerning the public schools. The 19th poll in 1987 recorded the most important problems facing the public schools as being: use of drugs, lack of discipline, lack of financial support, shortage of good teachers, poor curriculum standards, and overcrowding in school rooms. There were 29 categories of response with only six percent of the 1,571 respondents checking alcoholism and pupil lack of interest in school. By a wide margin the respondents registered belief that schools can improve quality by raising standards of academic achievement (11). Such a response might be correlated with the conservative slant exhibited by the public in that time period.

Molnar introduces a position on using social issues as curricular content. In what seems a conservative position, Molnar cites research suggesting that schools can be effective in spite of sociocultural factors and that the proper business of schools is [or should be confined to] competent teaching in well-defined academic areas, with other issues being better left to other social institutions (12). He suggests that,

The near certainty that explicitly using social issues as curricular content will cause conflict illuminates a general agreement that the content used as a matrix to teach anything will itself teach (13).

Research Reports

A specific social issue, the latchkey child, has been studied by Dichtel and Long. A definition has been published by Long,

Latchkey is a term that defines children who are regularly left during some period of the day to supervise themselves, play in the street, stay home alone, join a gang, or for whom care arrangements are so loosely made that they are virtually ineffective (14).

The other study, prepared by Dichtel, assesses the achievement of latchkey children using a statistical research approach. Dichtel completed a study of latchkey children in the second grade comparing academic performance of latchkey vs. nonlatchkey second grade students. Three areas of achievement were measured: reading, language, and mathematics. A thorough description of their routine was presented along with the students' feelings about their situation. The achievement scores demonstrated there were no significant differences on the three areas of achievement (15).

Richardson surveyed the deans of selected colleges of education concerning the improvement of teacher education programs. The need for advancement of research on effective teaching and effective teachers was determined. Preservice teachers must be prepared with skills in counseling, consulting, stress management, adaptation to change, and systems analysis. Such skills were described in addition to rigorous standards of scholarship in the study of all fundamental subjects (16).

Protocol Materials

Background

The idea of protocol materials has a genesis in educational research and practice that seems to involve several scholars, including

B. Othanel Smith, Walter R. Borg and, more recently, Donald R. Cruickshank. The protocol material idea is credited to Smith and used by several others including Gage (17).

Smith published his work, Teachers in the Real World, and supported educational technology utilization in teacher education. The reproduction capability of these technologies was a prime factor for protocol materials much the same as it was a prime factor for the microteaching approach developing at Stanford University. Smith cited recent developments in technology as the influence enabling the recording of educational situations useful in teacher preparation and training. Smith said it was no longer difficult to reproduce teaching behavior. Recordings could be made in audio and video for study in great detail. He recommended reproductions in all facets of life that surround and make up the school environment. "They make it possible to teach theoretical knowledge of pedagogy in the context of its use as well as in formal courses," according to Smith (18). Suggestions for recordings of classroom situations were put forth as well as simulations for depicting some types of student behaviors (19).

Borg addressed protocol materials for teacher training, explaining a development of the materials at the Far West Laboratory for Educational Research and Development in Berkeley.

My goal in planning the Utah State University Protocol Project was to develop materials that would train teachers to apply concepts and behaviors basic to teaching in either classroom situations, in the case of preservice trainees, or in their regular classrooms, in the case of inservice teachers (20).

Borg seems to join with others in recognizing a differentiation in the need for simulated protocol materials for preservice teachers and recorded classroom materials for classroom teachers.

Cruickshank describes protocol materials in terms of an original record of events such as pupil cheating (21). Typically, the event would be recorded, filmed or transcribed. Thereafter, the protocol material could be used to enable analysis of classroom situations by preservice teachers. Cruickshank then presents protocol materials in terms of two frameworks - recording both real and simulated classroom situations.

The original framework posited by Smith used events of educational significance found in classroom instructional situations (22). The first approach would demand recording of real classroom situations. The second focuses on situations that can be simulated. In addition, Cruickshank suggests that protocol materials be used for concepts in the pedagogical domain and for concepts in the basic field of knowledge where concerns relate to the content of what is taught (23).

An analysis of the current state of the use of protocol materials is advanced by Cruickshank, including advantages and disadvantages (24). While all are pertinent, perhaps most relevant to this study is the fourth in the list of disadvantages:

4. There is no consensus on what are the events of educational significance for which teachers should be prepared. Thus we do not have a firm foundation on which to develop protocols as envisioned originally by Smith in Teachers for the Real World (25).

Such a consensus might be found in the activities leading to this study, especially the activities of the project steering committee for the

Oklahoma State University College of Education, Oklahoma Education Association professional partnership initiative (26).

A change in teacher performance was attempted by Galuzzo (27). In a study of protocol materials for inservice training, teachers observed a film of the behavior, identified and labeled the behaviors, and then discussed the experience. Observations were made in the classroom of all teachers immediately after the training. Immediate changes were evident, but second and third observations by Galuzzo produced findings that long term changes in behavior were difficult to determine (28).

Michelson used videotaped models to teach rehearsal techniques in choral conducting. The statistical report indicated that the videotape models were more effective in teaching observational skills and knowledge of stimulus variation techniques than a lecture method (29). Collins found that written skill explication materials, used alone or in combination with protocol materials, are effective in facilitating conceptual understanding and teaching performance. Protocol materials were found effective in facilitating conceptual understanding and teacher performance when the target concepts could be portrayed as observable behaviors. Abstract concepts could be presented more effectively through printed materials than through videotaped materials (30).

A survey of the work done in the area of protocol materials was offered by Cruickshank and Haefele (31). The focus revealed the two approaches to protocol materials defined as orthodox and reformist. The orthodox view originated by Smith was supposed to illuminate selected aspects of life in schools and classroom using the device of an actual record of events. The reformist view holds that educationally relevant concepts can be recorded to help the learner (a preservice teacher)

relate concepts to teaching. The reformist view seems to have been a modification endorsed by federal funding agencies (32). The authors then studied selected projects in protocol material research seeking to compare in terms of research techniques. The three questions considered when comparing the research were: 1) What should be recorded as protocols, situations or concepts that illuminate them? 2) Should protocols be natural or contrived? 3) Are protocols best used for developing understanding or training? Hoping to discover some evidence of change in teacher behavior due to the use of protocol materials, the authors found only secondary variables evident in the research, such as concepts and simulations for training, as opposed to the primary variables proposed in their paper. Little research had been discovered and most of that was described as suffering weaknesses that made the results suspect. A decisive development by the U.S. Office of Education focused grant funds on the reformist or concept orientation. Just as decisive was later agency action in switching program emphasis so work in protocol materials was passed over; resources were diverted (33). The authors consider the object of developing effective teachers worthy and see the protocol material idea as capable of assisting in teacher preparation.

Summary

The review of the literature was pursued using the concepts in the rationales of the study as a guide. These included social issues and protocol materials. The area of social issues was most prolific with the writers agreeing in general on the various social issues that tended to influence the students working in the school environment. The area

of protocol materials was characterized by activity prior to the decade of the 1980's with a lessening of activity due to deemphasis in federal funding in the 1980's. Those researchers pursuing studies tested the use of protocols in teaching ideas and concepts. Observable behaviors and abstract concepts were related to video and written protocols. The emphasis on preservice teacher education guided the literature search as well as the focus on the rationales of the study.

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CHAPTER III

METHOD AND PROCEDURE

Descriptions of the population, presentation materials, pilot study, and data collection are presented in this chapter. The methods and procedure for treating the data are described as well.

Subjects

One hundred fifty-one subjects were identified from a population described as preservice education students enrolled in the College of Education, Oklahoma State University, during the spring semester, 1989. The sample subjects were selected on the basis of enrollment in 11 sections of CIED 3122, Utilization of Instructional Media, a required course for licensure and certification of teachers in Oklahoma. Randomization was established by enrollment. The course is offered at all regular sessions. The course is at the upper division level and is primarily for junior and senior college students although graduate students may enroll. The subject's choice of the course for Spring, 1989 was considered as part of the randomization procedure.

Presentation Materials

The task experienced by both groups was to deal with the impact of social issues on student academic achievement. A presentation on the general subject of social issues was made to all the sections selected

for the study. Section by section each class was introduced to the researcher and the subjects' consent to participate in the study was reaffirmed. A very brief statement was made about the social issues study and the use of various materials. The general social issues videotape was viewed by the subjects in the control and experimental groups. The control group subjects then received and completed the instrument for response demonstrating their knowledge of the latchkey child social issue.

The subjects in the experimental group were presented the protocol materials package after viewing the general social issues videotape. The written protocol material was presented to the subjects, they were allowed time to read the material and then the written materials package was viewed by all subjects in the experimental group sections. The subjects received the instrument for response demonstrating their knowledge of the latchkey child social issue.

The general social issue presentation was videotaped in order to ensure uniformity in presentation. All material was researched from news documentaries broadcast by the ABC broadcast television network. The subject matter in all cases dealt with the public schools, teachers, students, and education. The documentaries excerpted were "To Save Our Schools-To Save Our Children," which was presented on January 5, 1987 and "To Be A Teacher," presented on September 4, 1984. The material selected concerned social issues that could be associated with all schools.

The protocol material package was the latchkey child materials designed and produced as a result of the professional partnership initiative by the Oklahoma Education Association and the College of

Education, Oklahoma State University. The curriculum materials for the protocol package contain background information on the theme, a list of suggested activities, a list of organizations where further information and help are available, a bibliography, and an evaluation instrument. The videotape contains an enactment segment and a reflections segment, both of which focus on the theme, the latchkey child. Enactment segments for the episode were filmed on location in Oklahoma public schools and feature students and teachers from the schools. Interviews with parents, administrators, counselors, physicians, and other experts associated with the situations being depicted form the reflections segments of the program. This resource consisted of a videotape and supporting print materials. The print protocol selected from the supporting print materials was that best described as background information on the latchkey child social issue.

As no instrument was found relative to social issues, protocol materials and academic achievement, one was designed (see Appendix A). The instrument was constructed with questions requiring a written response. The general social issues video presentation, the latchkey child videotape, and the latchkey child printed materials served as sources for the instrument questions. The video material chosen for response was limited to the video selections presented with superimposed message support. The written material selected for response was selected due to the characteristic of being listed information. In order to determine reliability relative to internal consistency, the instrument was subjected to the split-half, odd-even method to correlate a coefficient. Applying the Spearman-Brown formula to correct for the length of the test, a reliability coefficient of .66 was determined.

Pilot Study

The 11 sections of the course were selected randomly to identify a pilot study group and to assign five sections each to control and experimental groups. The procedure used was that of drawing paper lots until the pilot study section and the 10 sections were assigned.

Three persons consented to study the instrument and the materials used in the study for content validity: Dr. Ron Payne, Director of the University Audio Visual Center, Oklahoma State University; Dr. Maxine Edwards, Director of the Child Development Department, Northeastern Oklahoma A & M College; and Mr. Rod Grubbs, Instructor, Curriculum and Instruction, Central State University, Edmond, Oklahoma. Each responded in favor of the instrument. The University committee on the study of human subjects did not recommend changes. The instrument was piloted with the subjects selected.

The subjects for the pilot study were introduced to the researcher and confirmed their willingness to participate in the study. The class was assigned on the basis of odd and even numbering to the control and experimental group resulting in an eight-member control group and a ten-member experimental group. The tenth member of the experimental group was due to a late arrival at class. The groups were separated to different rooms. The control group viewed the general social issues presentation and then completed the responses on the instrument. The instrument was retrieved. The groups were rotated so the experimental group could be approached in the same classroom environment. The general social issue presentation was viewed by the subjects in the experimental group. The written portion of the protocol materials

package was presented and read by the experimental group. These written materials were retrieved and the video materials were viewed by the subjects. The instrument was distributed for response by the experimental group subjects. The instrument was retrieved. Scoring was done manually. Scores were determined by the number of correct responses out of a possible 31 responses.

Data Collection

The procedure was planned prior to the opening of the semester, allowing teaching assistants an opportunity to inform potential subjects of the nature of the research and to gain their consent to participate in the study. The subject of consent was presented again prior to the start of the study with each group.

The control group experienced the general social issues presentation and then performed the post test. The experimental group experienced the general social issues presentation, the protocol materials package (printed materials first, then the video materials), and then performed the post test. The printed portion of the protocol materials was retrieved before the video portion was presented.

Data Analysis Procedures

The statistical design chosen was the post test-only control group design. Analysis was by t-test for independent samples as the sample was taken to be a single group drawn from the population described as students enrolled in the College of Education. Responses on the instrument were collected as the number correct from a possible 31 responses. Each subjects' response was coded as part of the control or

experimental group for computer analysis by t-test. The program utilized by the University Computer Center was Statistical Analysis System (SAS), version 5.18.

The independent variable was described as "the use of protocol materials." The protocol material package was a video production of the latchkey child social issue including a printed handout covering background on that subject. The dependent variable was declared to be "knowledge of the impact of social issues on student academic achievement" as measured by the instrument designed for that purpose.

The instrument was constructed in three sections. Section I dealt with the video protocol, section II considered the written protocol, and section III was concerned with the general social issues introduction. Analysis was initiated for mean score and degree of significance. This procedure enabled assessment of control and experimental groups.

An information sheet was attached to the instrument to record conditions such as classification, gender, career selection, and observation experience. This collection of information enabled research questions that would test the responses for differences due to these conditions. Additional information was sought to determine if the subjects had outside sources of information influencing their knowledge.

Summary

This chapter contained a description of the population, presentation materials, the pilot study, and data collection. The method and procedure for treating that information was treated as well.

CHAPTER IV

RESULTS

Introduction

The results of the statistical analysis of the data collected in this study are presented in this chapter. The data collected was reported by the subjects on a written response instrument. The responses were checked and the instruments scored. There was a possibility of 31 correct responses demonstrating knowledge of the impact of social issues on student academic performance. A protocol material package, the latchkey child videotape and print materials, was shown to one group as a treatment. The question was to determine whether or not the protocol material package significantly enhanced the acquisition of knowledge concerning the impact of the social issue, the latchkey child. The research question was stated as a null hypothesis: knowledge of the impact of social issues on student academic performance is not affected by protocol materials.

Research Questions

Research Question 1

There will be no significant difference in the mean scores of the control group which has not experienced the protocol materials and the experimental group experiencing the protocol materials.

A t-test was performed comparing the means of the scores of the two groups relative to their knowledge of the impact of the latchkey child social issue. The difference between the means was statistically significant ($t = -7.8665$, $df = 135.6$, $p > .0001$). The mean score for the experimental group was 23.10 (N=73) compared to the mean score of 19.03 (N=78) for the control group (see Figure 1).

Research Question 2

There will be no significant difference within the two groups in the scores of undergraduate student subjects and the graduate/special student subjects.

Graduate and special students were combined to form a single group. The distribution (N=76 undergraduate students and 1 graduate student in the control group; N=68 undergraduate students and 3 graduate students in the experimental group) renders this question without value.

Research Question 3

There will be no significant difference within the two groups in the scores of male and female subjects.

The control group had 18 male and 59 female subjects. One subject did not report on this question. A t-test was performed comparing the means of the scores of the two groups relative to their knowledge of the impact of the latchkey child social issue. The difference between the means was not statistically significant. The mean score was 18.38 for males and 19.16 for females ($t = -1.0661$, $df = 75$, $p > 0.2898$) (see Figure 2).

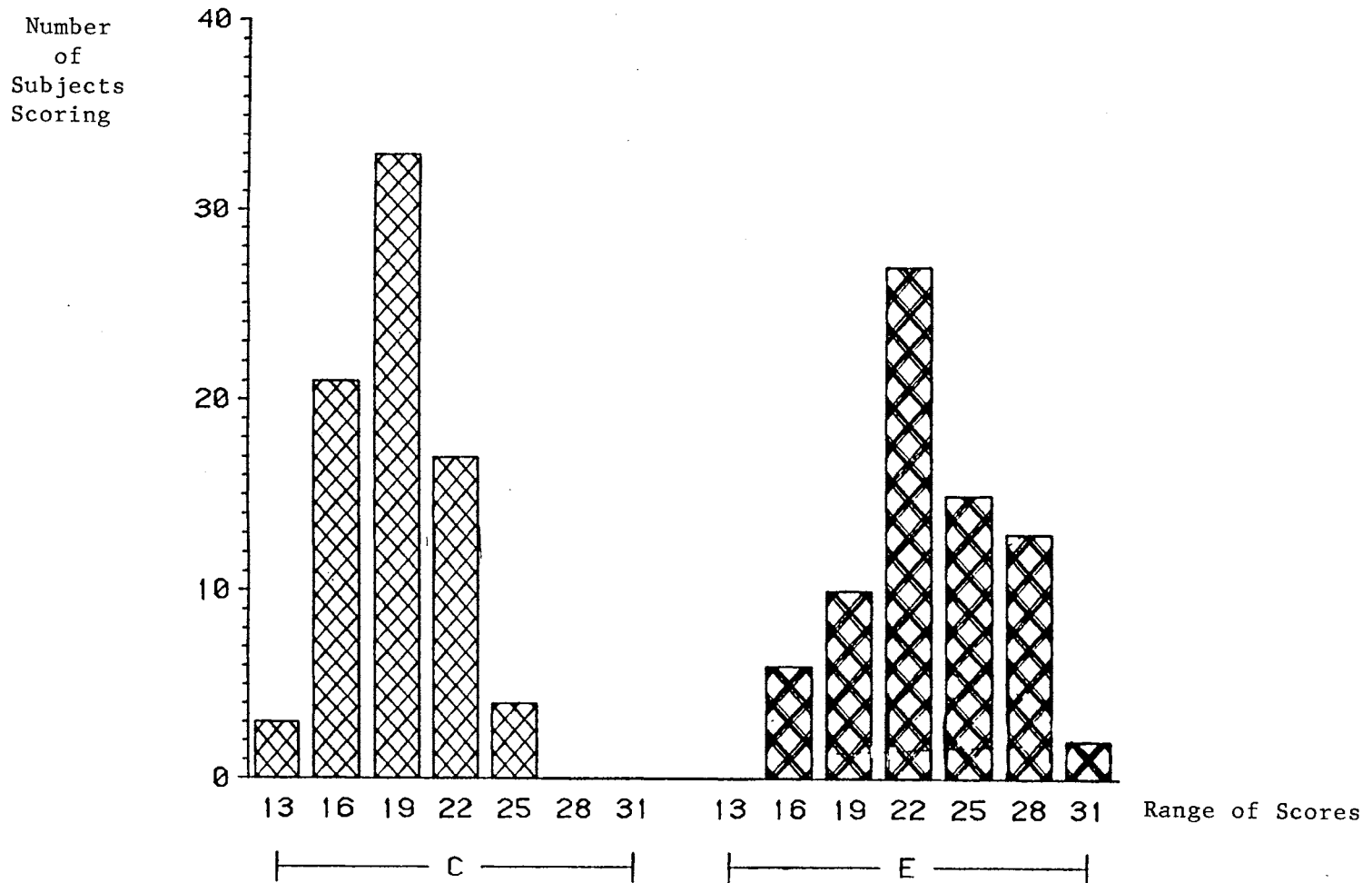


Figure 1. Frequency of Score

	Male	Female
Experimental	22.2 (N=20)	23.45 (N=53)
Control	18.38 (N=18)	19.16 (N=59)

Figure 2. A Comparison of Mean Scores by Group and Gender

The experimental group had 20 male and 53 females subjects. A t-test was performed comparing the means of the scores of the two groups relative to their knowledge of the impact of the latchkey child social issue. The difference between the means was not statistically significant. The mean score for the males was 22.2 and the mean score for the females was 23.45 ($t = -1.5401$, $df = 45.3$ $p > 0.1305$).

Research Question 4

There will be no significant difference within the two groups in the scores of subjects electing elementary and secondary careers. The subjects who chose other career classifications were not included.

The control group had 33 members electing elementary careers and 33 members electing secondary careers. A t-test was performed comparing the means of the scores of the two groups relative to their knowledge of the impact of the latchkey child social issue. The difference between the means was not statistically significant. The mean score for the elementary group was 19.09 and the mean score for the secondary group was 18.75 ($t = 0.4992$, $df = 64$, $p > 0.6193$) (see Figure 3).

	Elementary	Secondary
Experimental	22.8 (N=35)	23.72 (N=25)
Control	19.09 (N=33)	18.75 (N=33)

Figure 3. A Comparison of Mean Scores by Group and Career Choice

The experimental group had 35 subjects electing elementary careers and 25 subjects electing secondary careers. A t-test was performed comparing the means of the scores of the two groups relative to their knowledge of the impact of the latchkey child social issue. The difference between the means was not statistically significant. The mean score for the elementary group was 22.8 and the mean score for the secondary group was 23.72 ($t = -0.8965$, $df = 58$, $p > 0.3737$).

Research Question 5

There will be no significant difference within the two groups in the scores of subjects who have not begun classroom observation experience and subjects who have started and/or completed classroom observation experience. Some subjects did not respond to this question.

The control group had 45 subjects in the non-observation group and 29 subjects in the observation group. A t-test was performed comparing the means of the scores of the two groups relative to their knowledge of the impact of the latchkey child social issue. The difference between the means was not statistically significant. The

mean score for the non-observation group was 19.04 while the mean score for the observation group was 18.89 ($t = 0.2250$, $df = 72$, $p > 0.8226$) (see Figure 4).

	Non-Observation	Observation Started/ Completed
Experimental	23.12 (N=41)	23.09 (N=32)
Control	19.04 (N=45)	18.89 (N=29)

Figure 4. A Comparison of Mean Scores by Group and Observation Experience

The experimental group had 41 subjects in the non-observation group and 32 subjects in the observation group. A t-test was performed comparing the means of the scores of the two groups relative to their knowledge of the impact of the latchkey child social issue. The difference between the means was not statistically significant. The mean score of the non-observation group was 23.12. The mean score of the observation group was 23.09 ($t = 0.344$, $df = 70.8$, $p > 0.9726$).

Several statements provide an opportunity for subjects to declare whether they gained knowledge of the impact of social issues from news media sources, general education courses, or professional education courses. These other sources of information were thought to be potentially significant and should be discovered.

News Media Reports on Social Issues

Both groups had a majority of subjects reporting influence from news media reports. The control group subjects responding to this probe answered with 79.95 percent in the positive. The experimental group registered 82.19 percent positive responses.

Social Issue Reports in General Education

Courses

Both groups had a majority of subjects reporting influence from social issue reports in general education courses. The reports from the control group were positive for 67.11 percent of the group. The reports from the experimental group were positive for 68.5 percent of the group.

Social Issue Reports in Professional

Education Courses

Both groups had a majority of subjects reporting influence on the subject of social issues in professional education courses. The reports from the control group were positive for 64.47 percent of the group. The reports from the experimental group were positive for 61.65 percent of the group.

Choice of News Media Report

Questioned on attention to news media reports concerning four specific social issues, a majority of subjects reported positively. Concerning the latchkey child, 57.89 percent reported positive in the control group and 61.64 percent reported positive in the experimental

group. Concerning illiteracy as a social issue, 78.95 percent of the control group reported positive while 78.08 percent of the experimental group reported positive. Concerning drug and alcohol abuse as a social issue, 92.11 percent reported positive for the control group and 84.93 percent reported positive for the experimental group. Concerning poverty as a social issue, 71.05 percent of the control group reported positive and 67.12 percent of the experimental group reported positive.

Summary

The statistical procedure performed on the data from the control and experimental groups revealed a significant difference in mean scores for the two groups. The research questions related to classification, gender, career choice, and observation status were tested within both control and experimental group. There was no significant difference related to the mean scores within the control and experimental groups. The information collected concerning the four outside sources (or influences) of information showed a majority of all subjects agreeing that the four sources were a positive source of information. Finally, a majority of subjects in both groups responded positively to the question of attentiveness to news media reports concerning four specific social issues, the latchkey child, illiteracy, drug and alcohol abuse, and poverty.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of the Investigation

This study attempted to determine if a protocol materials package would enhance the knowledge of a sample of subjects who enrolled in the College of Education at Oklahoma State University as preservice candidates for public school careers. The impact of social issues on student academic performance was the area of knowledge in question. A protocol materials package representing the social issue latchkey child was designed and produced. That material was used in this study. The impetus to study areas that might require protocol materials was provided by the Oklahoma Education Association and the Oklahoma State University College of Education. The discussion resulted in an effort to produce a program or materials to satisfy the needs recognized.

An important development in this effort was the selection of a list of topics by public school teachers, members of the Oklahoma Education Association, and representatives of the College of Education. These contributions helped establish priorities for the production of curriculum materials that would address social issues. Also, requirements were established that materials produced would be appropriate for preservice candidates and teachers requesting inservice training.

The investigation took place during the Spring, 1989, semester at Oklahoma State University, Stillwater, Oklahoma. The sample selected for study consisted of those preservice teachers enrolled at that time in the College of Education and preparing for careers as public school teachers.

The sample of subjects was taken to be randomly selected on two counts. The enrollment by choice of those students selecting the course CIED 3122, Utilization of Instructional Media, was the first measure of randomization; the second measure of randomization was the selection by lot of the 11 sections of classes for the pilot study and assignment to a control or experimental group. A single section was assigned for the pilot study and five sections each were assigned to the control and experimental group.

The protocol materials were produced and available. Entitled "Beyond the Three R's: Realities, Reflections, Responsibilities," the materials combined video and print documents explaining the social issue of latchkey children. A video introduction of social issues in education was researched from television news documentaries.

This documentary material was employed with each section of the two groups as an introduction to social issues in education. The protocol materials package was presented to the experimental group only. Both groups were tested by an instrument designed for that purpose. The research procedure chosen was the post test-only control group design. The analysis was done by means of a t-test using the Statistical Analysis System (SAS), version 5.18.

The null hypothesis was stated: knowledge of the impact of social issues on student academic performance is not affected by protocol materials.

The research questions were further stated:

1. There will be no significant difference in the mean scores of the control group which has not experienced the protocol materials and the experimental group experiencing the protocol materials.

2. There will be no significant difference within the two groups in the scores of undergraduate student subjects and the graduate/special student subjects. Graduate and special students were combined to form a single group.

3. There will be no significant difference within the two groups in the scores of male and female subjects.

4. There will be no significant difference within the two groups in the scores of subjects electing elementary and secondary careers.

5. There will be no significant difference within the two groups in the scores of subjects who have not begun classroom observation experience and subjects who have started and/or completed classroom observation experience.

Additional information was collected in order to discover if the subjects had been influenced by information learned from news media sources, general education courses, and professional education courses.

Conclusions

From the information gathered, analyzed and presented in Chapter IV, the following general conclusions are stated by the researcher:

1. The first research question dealt with knowledge of the impact of social issues on student academic performance. The mean scores of the control and experimental groups were significantly different. This leads to the conclusion that the protocol materials package had a strong effect on the knowledge the subjects developed on the impact of the social issue latchkey child ($t = -7.665$, $df = 135.6$, $p > .0001$). The strength of the effect as indexed by eta squared was .31.

2. The project steering committee proposed that the materials be of such quality that both preservice and inservice teachers could use the materials. The results from this study strongly suggest the preservice goal has been met, and the inservice goal is attainable.

3. Four more research questions were formulated to test the conditions of classification, gender, elementary and secondary career choice, and public school observation experience. No effect could be verified according to the findings of this study.

4. Several statements provide opportunity for the subjects to declare whether they gained knowledge of the impact of social issues from news media sources, general education courses, or professional education courses. A majority of subjects indicated they had such knowledge. This information verifies those students' attentiveness to the state of current events and social issues affecting education. It verifies that social issues are being identified in general education courses and professional education courses as per the Professional Standards Board, Oklahoma State Department of Education directives.

Recommendations

The research findings in this study have pointed to several areas in which further study should be attempted. Some suggested research areas for further study are:

1. A comparable study with a population of inservice teachers. The aims of this study were focused on preservice teachers. It is reasonable to think the teachers serving in the classrooms could gain benefits from a study dealing with social issues and the use of protocol materials.

2. A comparable study without the general social issues video introduction. The study was conducted in such a manner as to take every precaution so that the information tested in the protocol materials was not duplicated in the general social issue introduction. To assure this was the case, a study is recommended without the general social issues video introduction.

3. A comparable study focused on a different social issue having impact on student academic performance. The study dealt with the social issue most recommended. The presence of the list of over 50 social issues suggests a study of a different social issue, possibly searching beyond the area of impact and exploring the area of producing courses of action suitable for dealing with the social issue.

4. A comparable study with a single protocol material such as a written material or a video material. There is some research (Collins, 1984) suggesting different applications for video and written protocol materials. A study assessing this area is appropriate.

Summary

The statistical procedure performed on the data from the control and experimental groups revealed a significant difference in mean scores for the two groups. The conclusion was drawn that the protocol materials package did strongly affect the knowledge of the subjects relative to the impact of social issues on student academic performance. The conditions of classification, gender, career choice, and observation status were tested. The information collected concerning attentiveness to the outside sources of information showed a majority of all subjects agreeing that these other sources were active. The subjects were aware of social issues in education as a result of attending these sources. Finally, recommendations for further study were presented. The data verifies that the protocol material package on the latchkey child social issue works regardless of the outside sources of information.

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APPENDIXES

APPENDIX A

**TEST OF KNOWLEGE OF THE IMPACT OF THE
SOCIAL ISSUE LATCHKEY CHILD**

SECTION I: The following statements speak to the general issue of the family in American society.

- | | | | |
|----|--|-------------------------------|----------------------------------|
| 1. | Social issues change students' attitudes toward learning. | a. True | b. False |
| 2. | The traditional family has been reduced to: | a. one in three | b. two out of three |
| | | c. one in seven | |
| 3. | "Both parents working" is an event documented in: | a. one third of all families | b. over one half of all families |
| | | c. one fourth of all families | |
| 4. | Of all children attending public school: | a. 25% go without breakfast | b. 50% go without breakfast |
| | | c. 79% go without breakfast | |
| 5. | Of all children attending public school, what is the percentage of students left unattended outside of school hours? | a. 25% | b. 37% |
| | | c. 58% | |
| 6. | Since 1970, the number of children living with one parent has: | a. increased by 50% | b. doubled |
| | | c. tripled | |

SECTION II: This section refers to specific social issues in contemporary American society.

- | | | | |
|-----|---|---------|----------|
| 7. | Latchkey children come primarily from broken homes. | a. True | b. False |
| 8. | Latchkey children come from traditional family homes. | a. True | b. False |
| 9. | Latchkey children are more likely to occur in black families than white families, according to the 1980 census. | a. True | b. False |
| 10. | Latchkey children tend to experience emotional and social damage. | a. True | b. False |
| 11. | Latchkey children tend to achieve lower academic records. | a. True | b. False |
| 12. | Latchkey children tend to have poor self-concepts. | a. True | b. False |
| 13. | The "latchkey" label is a modern, 20th century term. | a. True | b. False |
| 14. | Latchkey children tend to be more self reliant than adult supervised children. | a. True | b. False |
| 15. | Latchkey children tend to be more insecure than adult supervised children. | a. True | b. False |
| 16. | Latchkey children tend to have less inner control than adult supervised children. | a. True | b. False |
| 17. | The term "latchkey child" has no negative connotations or images. | a. True | b. False |
| 18. | The term "self-care" has no negative connotations or images. | a. True | b. False |
| 19. | The term "unsupervised" has no negative connotations or images. | a. True | b. False |

SECTION III: The following statements refer to other social issues confronting American society.

- | | | | |
|-----|--|---------|----------|
| 20. | Functional illiteracy affects 23 million adults in the United States. | a. True | b. False |
| 21. | When compared to other nations, U.S. students were reported last in seven of nineteen tests. | a. True | b. False |
| 22. | A correlation. [direct cause-effect relationship] between poverty and educational level has been reported by the U.S. Department of Education. | a. True | b. False |
| 23. | Children from homes below \$5,000 annual income test as well as children from homes above \$21,000 income. | a. True | b. False |
| 24. | Regarding television influence, deprived children who are moderate television viewers had improved achievement scores. | a. True | b. False |
| 25. | Lower achievement scores were reported for children identified as heavy television viewers. | a. True | b. False |
| 26. | Those parties concerned with student academic achievement identify television viewing as detrimental to achievement. | a. True | b. False |
| 27. | Those parties supporting television viewing focus on IQ as the factor related to student academic achievement. | a. True | b. False |
| 28. | The reading of books among teenage television viewers was reported down since 1978. | a. True | b. False |
| 29. | Regarding the use of drugs, more than half of high school seniors were reported as refusing marijuana. | a. True | b. False |
| 30. | Drug use among high school seniors was reported as lessening. | a. True | b. False |
| 31. | Informal teaching sources are having more of an effect on students than classroom teachers. | a. True | b. False |

APPENDIX B

**BACKGROUND INFORMATION CONCERNING
LATCHKEY CHILDREN**

Background Information Concerning Latchkey Children

Latchkey children are defined as those children who return home after school and let themselves into an empty house because their parents are at work. This phenomenon is not new. The "latchkey" label dates back to as early as the 19th century when children were left on their own and wore housekeys on chains around their necks.

In this decade, some 7 million children in the United States return to empty houses after school every day during the school year. This reality has become more and more widespread in recent years as divorce, economic necessity, and changing social values have led women out of the home and into the work world.

So, behind closed, locked doors in suburban homes, in city apartment buildings, in small town dwellings, there are children of all ages alone. This is a situation that is unlikely to change. The Children's Defense Fund projections indicate that by 1995, as more and more women enter the work force, 34.4 million children aged 6 to 17 will have mothers employed outside the home.

Seven million children in the United States return to empty houses after school. Nationwide, that is about one child in four.

*In one typical Washington, D.C. law firm, nine of the firm's 14 legal secretaries reach for the telephone at 3:00 p.m. to check on their latchkey children. Washington has the highest proportion of working women among the United States' top 10 metropolitan areas.

*On three days a week a seven-year-old child waits in the lobby of his apartment house until his mother comes home from her part-time job. She doesn't trust him with a key to the apartment. He is a latchkey child without a key.

*A 16-year-old is responsible for her brothers, ages 14 and nine, and her sister, age 11, each day from the end of school until 6:00 p.m. She is the responsible care giver, staying home from school when one of the children is ill. She cares for her siblings during the summer vacations and some evenings. The situation with these four latchkey children is far from unusual.

*A 12-year-old boy admitted to his teacher that he caused trouble in her classroom so the he would have to stay after school rather than go home to a big, empty four-bedroom house in the suburbs.

According to U.S. News and World Report, experts predict that by 1990 about 67 percent of all married couples with children will have two careers.

The nation's sagging economy has intensified the problem of latchkey children by forcing more parents to work while making day-care more costly. To make matters worse, schools hit by budget cuts have been dropping extra-curricular activities

that once kept many kids occupied after school.

David Elkind (1981) contends that the rush to have children grow up quickly produces unnecessary stress. Children respond to stress in a variety of ways, including developing anxiety that is not attached to a specific fear.

The 1980 census found that the likelihood of an absence of adult supervision increases with the child's age, with 1 percent of five-year-olds left on their own, compared to 14 percent of 13-year-olds. The census report, based on a nationwide survey of 55,000 American households, also revealed that families with high income, education, and with professional employment are more likely to leave their children unsupervised after school, and whites are more likely to do so than blacks.

Sixty-five percent of mothers of school age children work outside of the home, according to the National PTA. Single-parent households now account for 25 percent of families and the number is rising.

Myths About Latchkey Children

Although these social and economic trends have led to nationwide concern over latchkey children, scientific study of the latchkey phenomenon has lagged far behind. Faced with insufficient data and influenced by historical stigma, parents, clinicians, educators, and other professionals have relied on a handful of anecdotal cases, articles in popular magazines, and one or two unreliable studies for information. As a result, numerous myths about latchkey kids have been perpetuated:

- *They are hurried children.
- *They face serious social and emotional damage.
- *They are more sexually active than adult-supervised children.
- *They get low marks in school and score low on achievement tests.
- *They have poor self-concepts and social relationships.
- *They develop more poorly than children in school-age child care programs.
- *They are more self-reliant than children cared for by adults.
- *They are more fearful, apprehensive, and insecure than adult-supervised children.
- *They have very little inner control, compared to their age-mates under adult supervision.

Ultimately research may show that many of these myths are true, but there is no current evidence for any of these stereotypes. Because of the negative connotations that terms like latchkey and unsupervised carry, experts are grappling with appropriate referents. Those who argue that these descriptors conjure up images of pre-delinquent children or of neglected youngsters prefer the use of the term "self-care" (Coolsen, Seligson & Barbarino, 1985; Rodman, 1986).

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