THE IMPACT OF "9 to 5," A COOPERATIVE EXTENSION PROGRAM FOR CHILDREN LEFT UNATTENDED

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CHAPTER I

INTRODUCTION

The number of women participating in the labor force has made an upward swing since World War II. Between 1950 and 1980 the labor force participation rate of adult women climbed from 24 percent to 51 percent (Rudd and McKenry, 1980). Early postwar participants in the work force were older women who had completed the child rearing phase of the life cycle. By the 1970's this pattern had changed considerably. A major part of the recent growth in female labor force participation had resulted from increased employment of women under age 35, most of whom have young children.

Women in the Labor Force

"The working mother has steadily grown in numbers the last two decades" (p. 2) according to Galambos and Gorganino (1982). The Department of Labor Women's Bureau indicates that women who have children under age 18 have been entering the labor force at an average of over a half million each year. The number of mothers who work outside the home reached 18.7 million in March, 1982. One half of all mothers of preschoolers are either employed or actively seeking employment. According to Burtman (1984) 38 percent of the nine year olds of working families are left unattended before or after school. It is the child that is left unattended that is the focus of this study.

The Latchkey Child

According to the Bureau of Census (1982) 15 percent of all children aged seven through 13 whose mothers worked, cared for themselves before or after school. Usually such a child cared for a younger sibling as well. Wilson (1983) points out that in Oklahoma communities as many as 60 to 80 percent of the children between the ages of seven and 13 care for themselves and sometimes a sibling on a regular basis.

Needs of the Latchkey Child

A newspaper article which appeared in the Tulsa World, May 5, 1985, reviewed the research of Hyman Rodman, a University of North Carolina-Greensboro professor and chief author of the study on latchkey children. Rodman stated:

> . . . anxiety and problems of the latchkey child have been over stated. He pointed out that the children greeted by an empty house after school may no more likely to suffer fear or anxiety than children with parents or grandparents waiting at home (p. 10).

He estimated six or seven million children in the United States are latchkey children. Rodman will continue his study, expanding the number of children, grades, and psychological questions. One weakness of the current research was its failure to ask each child how long he or she had been in the latchkey situation.

Appearing in the Reporter (1984) was "Latchkey Program Needs Survey," by Ferris, Jones, and Jones. The survey sought direction for developing an educational program addressing the needs of children who find themselves home alone. Surveys were sent to third through seventh graders in Lebanon City Schools, Lebanon, Ohio. The findings indicated that 83 percent of the parents leave children alone for some period of

time. In 52 percent of the responses, both parents were employed outside the home. Ninety-four percent of the respondents asked for more information about the latchkey program.

The problem areas were ranked in the following order:

1. Dealing with strangers
2. Fire safety
3. Safety at home and first aid
4. Self confidence
5. Handling telephone calls
6. Household responsibilities
7. Coping with loneliness and boredom
8. Health and fitness
9. Cooking
10. Nutrition

The program formats or methods preferred by the parents for receiving information were self-study packets first and newsletters second. Other suggestions were child and parent meetings, programs for home computer, cable television, after school meetings, and parent-only meetings. The survey revealed a definite need for programming for the latchkey family.

Latchkey Children More Sexually Active

Children who are home alone are more likely to experiment with sex than are other children their age, according to Thomas and Lynette Long, Tulsa World, November 25, 1985. Long, a professor at Catholic University of America and his wife, an associate professor at American University in Washington, D.C., stated:

> There are up to 10 million latchkey children across the nation under the age of 14. The study covered 400 middle school children between the ages of 12 and 15 who were interviewed across the nation. The study found 40 percent of those living in single-parent families had participated in heavy petting or intercourse at home while their mothers were are work. Among latchkey children, youths left unsupervised by working parents--those with two parents did not report having sex as often as those with just one parent (p. 17).

Purpose

The purpose of this study was to evaluate the impact upon the learning of the use of the program "9 to 5" on third grade students. Results will provide knowledge about the child who is left unattended before or after school.

An evaluation of "9 to 5" is needed to determine if it is targeted to the appropriate grade level and to determine if the activities and skills taught are relevant to the community. This evaluation will collect data which will be useful to Elaine Wilson, parenting specialist, who wrote "9 to 5" and to other home economists who will use the program in their county. This study will offer information for working with rural children and for revision of "9 to 5".

Objectives

The following objectives were set to guide the study:

1. To determine the learning impact on third grade students.
2. To determine the amount of retention of learning through the use of a pretest and posttest.
3. To determine the useability of lessons in "9 to 5" by teacher evaluation and volunteer extension homemakers evaluation.

Research Questions

From the objectives the following research questions were formulated:

1. What were the successes, problems, and future recommendations related to the "9 to 5" program?

2. What was the impact on the target group?

3. What were the program evidences documenting the need for future/further latchkey education programs to be taught by Cooperative Extension.

Assumptions of the Study

Accomplishment of the objectives of this study was based on the following assumptions:

1. The classroom teacher is able to provide an accurate evaluation of "9 to 5" as a teaching resource.

2. The responses of the teachers to statements related to "9 to 5" reflect their opinion toward the program.

3. Extension homemakers trained to assist with the program will teach the worksheets provided.

4. The learner will have received previous training from parents, school, or other methods.

5. A pencil and paper test will be a valid means to determine learning.

Limitations of the Study

The following limitations are acknowledged by the researcher:

1. The method of selection of participants is a total sample of the community.

2. Paper and pencil test is subject to the usual limitations of one time paper and pencil testing.

3. Measures information gained and skills learned through the data collection from the pretest and posttest.

4. Evaluation of materials included teacher's guide and student handouts, not used due to limited time were the comic book, film, and overhead transparencies.

Description of "9 to 5"

In Oklahoma, Wilson (1983) Oklahoma State University Cooperative Extension Parenting Specialist, designed a program for the child who is left unattended either before school or after school, entitled "9 to 5," Survival Lessons for Kids with Employed Parents (See Appendix A). The program is distributed through the County Extension offices and is taught by county home economists, assisted by volunteer extension homemakers. The target group for this study is third grade students. The safe homemaking skills of "9 to 5," according to the manual included:

> To prepare a snack without scalding themselves.
> To not play with matches or flammable liquids.
> To use the telephone correctly, safely.
> To be independent and able to care for themselves
> (p. 10).

"Extension homemakers are working to prevent serious accidents that police officers and fire fighters must handle. Extension homemakers are teaching basic homemaking skills and safe practices" (p. 10).

Subject Matter and Activities of "9 to 5"

Within the manual's content are lessons on clothing, fire safety, safe practices, and snacks. Also included are student handouts to assist in teaching each unit. Posters, film, and comic books are available in teaching the units.

Each lesson lists needed materials, activities, and a suggested way to present activities to the student. The student materials contain detailed drawings which are easy for the student to follow. Simple demonstrations and "hands on" projects are given in all lessons. Overhead transparencies could be made if desired or patterns can be used as color activities. These examples could also be made into posters. Posters are available for the fire safety lesson.

Telephones are used with the safe practice lesson to give a realistic situation. Practices are conducted to teach safe techniques for answering the door through role playing. The children practice safe fire exit procedures at home and the drop and roll techniques when clothing catches fire. Recipes for snacks prepared by the students under the supervision of the home economist and volunteer homemakers are included.

Support Material

Wilson (1983), Extension Parenting Specialist, has developed two fact sheets for children left unattended: Authorize Emergency Care and Home Security for Parents and Children, which were used as take home materials when the researcher presented programs to the Parent Teacher Organizations before teaching "9 to 5" in the schools.

News releases publicizing "9 to 5" were used by the home economists to inform the public about the student who is left unattended before school or after school and the training available from the extension center.

Definitions

The following terms are defined as used in this research.

Acceptance: is a consent to receive what is offered. Example: To accept "9 to 5" with satisfaction and approval and to recognize the program as a valuable resource for children who are left unattended before and after school.

Components: the parts of the program, such as activities, handouts, and visuals.

Evaluation: a systematic process of judging the effectiveness of a program or activity. A judgment is made by comparing the level of performance or outcome against preconceived standards of what constitutes a successful effort (Warner and Mauer, 1984).

Extension Homemakers: one who belongs to an educational organization known as Extension Homemakers which is affiliated with Oklahoma State University and the U. S. Department of Agriculture.

Formative Evaluation: used during the instructional process as teaching tools (Hoover, 1980).

Impact: the force of contact, fix firmly, to come into close contact.

Latchkey Child: children who wear housekeys to strings around their necks (Galambos and Garbarino, 1983). This child is responsible for self care and is left unattended by the parent(s) before or after

school.

Questionnaire: a form that attempts to measure the attitude or belief of an individual (Best, 1981).

Summative Evaluation: used to assess achievement of overall objectives (Hoover, 1980).

Target Group: operationally defined as the population to which "9 to 5" program will be taught. The target groups for this study are third grade students, the classroom teachers, and volunteer extension homemakers.

Usefulness: refers to ability to serve one's purpose. Example: "9 to 5" is a useful resource for children left unattended before or after school.

"9 to 5": survival lessons for kids with employed parents, who are left unattended, prepared by Wilson, Parenting Specialist, Oklahoma State University. An extension program containing four lessons which are taught to children.

CHAPTER II

REVIEW OF LITERATURE

Today the need for effective programs is more evident due in part to the federal, state, and local funding. Through effective planning and evaluation, extension programs are more accountable to these sources of funding. This chapter will present a brief overview of literature dealing with evaluation, development of pretest, posttest, and questionnaires.

Program Judgment

Records of behavior are the usually accepted evidence about the accomplishments of a program. Judgment is part of the evaluation process in which alternative conclusions are considered, a decision made, and worth or value assigned to what is being judged.

Program judgments are decisions about how well the program actually has met the specific criteria, and as a result, how valuable it has been.

Boyle (1981) suggests:

> Judgments are made by people and are dependent upon them. Judgments are influenced by past experiences and belief of the individuals making them. They may be reliable, valid, and objective, or highly biased, depending upon how well the individual is able to control bias factors (p. 227).

Purpose of the Evaluation

An educational tool which is in constant use needs proper evaluation and revision. The purpose of evaluation is to improve and update literature and teaching methods to meet the needs of the learner.

Boyle (1981) explains:

> The process of evaluation is to establish standards, gather information and make judgments. The evaluator will establish standards. These can be rules, conditions of good behavior, norms, and standards which are considered to be 'good' or 'ideals' (p. 226).

The criteria identifying what needs to be learned about the programs and are then used to determine what kinds of evidence must be gathered and examined.

Definition of Evaluation

Warner and Mauer (1984) defines evaluation as a systematic process of judging the effectiveness of a program or activity. A judgment is made by comparing the level of performance or outcome against preconceived standards of what constitutes a successful effort.

Evaluation focuses on the purpose of making the program better. It is to determine how program operations can be improved. The evaluation will serve as an accountability record. Extension programs with state and federal funding, find it is necessary to justify the funding of programs.

Steele (1970) defines evaluation as the process of determining the extent to which objectives have been attained. She further states:

> Generally, evaluation means the provision of information through formal means, such as criteria, measurement, and statistics to serve as rational bases for making judgments in decision situations. To clarify this definition, it

> will be useful to define key terms. A decision is a choice among alternatives. Judgment is the assignment of values to alternatives. A criterion is a rule by which values are assigned to alternatives, and optimally such a rule includes the specifications of variables for measured . . . stated simply, evaluation is the science of providing information for decision-making (p. 5).

She also states:

> Evaluation is the systematic process of judging the worth, desirability, effectiveness, or adequacy of something according to definite criteria and purposes. The judgment is based upon a careful comparison of observation data with criteria standards. Precise definitions of what is to be appraised, clearly-stated purposes, specific standards for the criteria traits, accurate observation and measurements, and logical conclusions are the hallmarks of valid evaluation (p. 5).

Evaluation of Extension Programs

Smith and Staughn (1983) stress the importance of impact evaluation for extension programs. "Impact evaluation tries to determine the net effect of programs--net meaning that effects from other aspects of the program environment have been ruled out or explained" (p. 6).

This statement implies that program effect can be identified, separated from those of other origins and measured. Implications are that extension must design key programs and evaluations. This is on the need to change rather than on some ultimate outcome or sequence. This focus should make it easier to identify significant objectives and justify the program.

Types of Evaluation

Summative Evaluation

Evaluation conducted at the end of a program is called summative. The purpose of the test, according to Gagne' and Briggs (1979) is evaluation conducted after the system has passed through its formative stage, when it is no longer undergoing point-by-point revision. Its purpose is to permit conclusions to be drawn about how well the instruction has worked. Individual lessons may be evaluated as components of the whole unit. The summative evaluation is intended to obtain evidence about the summed effect of a set of lessons making up a larger unit of instruction.

According to Sax (1980, p. 26) "summative evaluation occurs at the end of a program and is used to determine its overall effectiveness." He defines summative evaluation as "the summing up of all available information regarding a program at its decision points."

This information can be a way of assessing the program and often implies improving and updating the program. The purpose of summative evaluation is to determine whether or not a program has been successful and should be continued or is in need of revision.

Formative Evaluation

The formative evaluation is conducted during instruction when the primary aim is to improve learning. The purpose of formative evaluation is to develop new programs. The evaluation takes place during the formation of the program, according to Gagne' and Briggs (1979).

This type of evaluation provides continuous information that can

be used to modify the program in order to improve effectiveness and efficiency. While the program is being taught, the student is tested and interviewed to gather data. The data will provide information on how the program can be directed to meet the objectives.

Formative evaluation is the feedback from a test. The data from the test allow the researcher to draw conclusions as to how adequately the objectives of the program are being met. Through the response of the students and teachers, the program can be revised and updated.

The Need for Evaluation

Sax (1980) points out the necessity of evaluation in teaching.

> To teach without evaluation is a contradiction in terms. By the very nature teaching requires innumberable judgments to be made by the teacher, the school administration, parents, and the pupil themselves. Although not all judgments are of equal importance, there are many that have lasting and significant effects. And, because teaching is such an important endeavor, the teacher's judgments cannot be made solely on the basis of intuition, haphazard guessing, or custom. Instead, teachers are obligated to assemble, analyze, and utilize whatever evidence can be brought forward to make the most effective decisions, (evaluations) for the benefit of the students in their classes. Among these decisions are the following:
>
> 1. The nature of the subject matter that should be taught at each grade level.
>
> 2. Which aspect of the curriculum need to be eliminated, modified, or included as a function of the current levels of student knowledge and attitudes.
>
> 3. How instruction can be improved to ensure that students learn.
>
> 4. How students should be organized within the classroom to maximize learning.
>
> 5. How teachers can tell if students are able to retain knowledge.
>
> 6. Which students are in need of remedial or advanced work.

7. How each student's progress can be explained most clearly and effectively (p. 6).

The pretest and posttest performance will give suggestions to the items listed above by Sax (1980). The evaluation may suggest that a program is ineffective because the objectives are unrealistic or because the entering behavior was not considered adequately. Evaluation can determine whether instructional objectives have been met. It also provides evidence that the student had the appropriate entry level knowledge. Finally, it will evaluate the adequacy of the instructional material.

Program Planning

Before the program is implemented, goals should be analyzed and a comprehensive list made of ways the audience would behave if the objectives had been met. Listing the indicators increases the probability of specific steps being taken to make the most important ones happen and enables measurements to be made at the most opportune times to show impact--not just at the end of the program.

Smith and Staughn (1983) cited that effects of the program could be separated from other sources.

> Extension's situation was that social problems with which we typically deal are complex in orgin and influence and that other agencies make simultaneous efforts on these problems. The remedy is again problem-focused program designed and evaluation design (p. 6).

Other implications require that data be collected and analyzed in systematic, purposeful ways. This requires that standardized procedures be used to make the results more meaningful by moving from opinion to fact to show evidence that the program is effective.

Steps in Evaluation

When presenting educational programs, it is necessary to do evaluations to determine if the objectives of the program have been met.

Kootz and O'Donnell (1968) identify the three basic steps of evaluation:

1. Establish standards.
2. Measure performance against those standards.
3. Correct deviations from standards and plans (p. 83).

If the objectives and standards are clearly stated, the process of evaluation becomes a relatively simple determination.

Accountability and Evaluation

Evaluation provides basic facts about a program. Accountability uses these facts to influence the proper authorities as to concrete information about program results and benefits to clients. This information is used with Advisory Committees, County Commissioners, Excise Board members, and the State Extension staff. Evaluations are also used by the specialist to improve programs. McKenna (1983) adds:

> To get the relationship between accountability and evaluation more clearly in mind, it may help to sort them out this way. Accountability is holding someone responsible for what he is supposed to do. Evaluation is the documentation used to prove that what was suppose to be done, in fact, was done and to determine how well it was done (p. 22).

Importance of Evaluation of "9 to 5"

Due to the large number of students left unattended it is necessary to meet their needs through programs similar to "9 to 5." It is by the methods of field testing extension programs collecting data,

testing, and evaluating teachers and volunteer helpers that the program can be evaluated to see if the program is meeting its objectives. Through evaluation of programs comes revision and updating of materials to meet the needs of the child.

The student who is left unattended has special needs which must be taken into consideration when evaluating a program. These needs include social and psychological effects on the child, parent issues, and the community.

Social and Psychological Effects of the Child Left Unattended

In view of the employment projection stated earlier for women in the United States, it is important that home economics educators be aware of the implications for families. Awareness can come in the support of programs like "9 to 5" and "keyline," a telephone reassurance and referral service for children or community support groups for latchkey children.

Parental Issues

Arrangement for Child Care

According to Dail (1982) 43 percent of all married women in the 18 to 24 age group were employed outside the home. It is projected that by 1990 75 percent of all women will be gainfully employed. The demand and need for child care is obvious.

The average cost for day care is expensive for the single wage earner, ranging from $57 to $100 per week for one child. Locating good child care is very time consuming. The parent is looking for not

only a clean, well-managed center, but safe quality care. The sex abuse scandals have caused parents to be more careful about day care for their children.

Funding for Child Care

Traditionally, federal funding for day care has come under the Social Security Act. In 1975, Title XX, "Grants to States for Services," replace Title IV-A and Title VI so that child care was no longer a mandated program. Day care is forced to compete with other services for money.

In Sweden, public funding carries 89 percent of the day care costs and parents fees pay for the remaining 11 percent. Although Dail (1982) points out this is an expensive investment for the community, it is an investment with future returns.

The Community Influence

The question of social adjustment, academic achievement, and stress has began to surface about the latchkey child. A study conducted by Galambos and Garbaniona (1983) of fifth and seventh grade white children in a rural community in New York State whose parents were of low and middle income, indicated no significant difference between latchkey and non-latchkey children. These reuslts suggested that this area was relatively crime free. It pointed out that latchkey children were as socially adjusted as those supervised after school by an adult.

Latchkey children who live in communities which are supportive, cohesive, and stable, perform like children who are academically and socially adjusted, and they have no more fears than children who are

regularly supervised by adults.

Gold and Anders (1978) studied white 10 year olds with low and middle income parents who lived in a suburb of a major Canadian city. This study also showed no significant difference between latchkey and non-latchkey children in the areas of personality, social adjustment, academic achievement, and sex role concepts. These studies indicate that, if the child lives in a safe neighborhood, then the child will exhibit no ill effects of being a latchkey child. However, children living in a ghetto in a major United States city of low income had personality and social problems, academic problems, more illnesses, and delinquency than non-latchkey children. Several researchers indicated that the community made the difference. One must consider the crime rate, neighbors, stability of the community, and availability of safe playgrounds and supervised youth centers. Nearly all experiences are filtered by the quality and characters of the family.

CHAPTER III

PROCEDURE

This chapter describes the procedure for analyzing the "9 to 5" lessons. These objectives were set to guide the study:

1. To determine the learning impact on third grade students.

2. To determine the amount of retention of learning through the use of a pretest and posttest.

3. To determine the useability of lessons in "9 to 5" by teacher evaluation and volunteer extension homemaker evaluation.

A description of the type of research design, the instrumentation procedure, a description of the population and sample, and method of data reporting used in the study are included.

Type of Research

The program "9 to 5" is designed for the county home economist to use in a county to teach skills to the child who is left unattended. The researcher used evaluation research to meet the objectives of the study. This evaluation led to the development of pretest, posttest, teacher questionnaire, and volunteer extension homemaker questionnaire. The purpose of evaluation is to improve materials to meet the needs of the learner. Evaluation should be a systematic process to judge the effectiveness of a program. Findings from the analysis of the data collected will serve to develop more programs for the latchkey child.

This field test of an extension program gives data on the child who is left unattended. The information collected gives information concerning the effectiveness of the program and possible revision or additional lessons.

Development of a Questionnaire

Sudman and Bradburn (1983) suggest the following rules for developing a questionnaire:

1. Restrain the impulse to write specific questions until you have thought through your research questions.

2. Write down your research questions and keep them handy when you are working on the questionnaire.

3. Every time you write a question ask yourself, 'why do I want to know this?' Answer it in terms of the way it will help you to answer your research question. 'It would be interesting to know' is not an acceptable answer (p. 13).

Advantages of the Questionnaire

The guided questionnaire has a number of advantages as stated by Best (1981).

> The person administering the instrument has an opportunity to establish rapport, to explain the purpose of the study, and to explain the meaning of items that may not be clear. The availability of a number of respondents in one place makes possible an economy of time and expense and provides a high proportion of usable responses (p. 167).

Warner and Mauser (1984) give these advantages of using a test to evaluate a program:

1. Can provide an indication of level of information and/or knowledge.

2. Can be used to indicate changes in information and knowledge related to a particular program.

3. Relatively easy to implement.

4. Can be carried out in a group setting, especially in classrooms.

5. Can test the accomplishments of certain learning objectives (p. 25).

The evaluator selected the questionnaire because it is easy to administer to the subjects in obtaining the desired information. The questionnaire is a quick way to obtain information from people who are busy. It is often difficult to obtain information from volunteers.

Classroom Teacher Questionnaire

The evaluator used a combination of the closed and open form of questionnaire. The closed takes little time to administer, is easy to fill out, keeps the respondent to the subject, and is fairly easy to tabulate and analyze. The open form requires more effort on the part of the respondent. Each type has merit and limitations, and the researcher felt a combination of the two would supply the information needed.

Before the questionnaire was submitted to the teachers, it was pretested by five teachers similar to those in the study to check for clarity of statements, understanding of directions, and suitability of length. Their responses and personal comments were used in the finalization of the questionnaire.

The questionnaire was developed to measure favorable and unfavorable opinions and attitudes of teachers toward the "9 to 5" materials (See Appendix C).

The teacher questionnaire has a list of statements which required

a check mark as the individuals' response. In addition, one open-ended statement was included in order to elicit any responses not included in the list of statements which expressed the opinion of the individual teacher. The questionnaires were answered anonymously.

The Extension Homemaker Questionnaire

The volunteer extension homemakers who assisted in the teaching evaluated each lesson taught in "9 to 5." The questionnaire also has a place for additional comments and an open-ended question for implications for adding more lessons to "9 to 5." The questionnaires were answered anonymously (See Appendix D).

Student Questionnaire

The student questionnaire was read to the student to get the needed information. It elicited information as to prior training at home or school, and identified the children left unattended or if attended by a sibling or if they cared for a sibling (See Appendix B). The reading level was tested by children similar to those in the study. Children's books and a fire safety manual were reviewed to obtain ideas and reading levels.

Student Pretest and Posttest

The student test which was given as a pretest and posttest was designed to measure the subject matter material (See Appendix D). It was first reviewed by five teachers who gave suggestions, and then by two groups of students. The first group, composed of third graders, similar to those in the study; the students made suggestions and asked

questions. This session led to revision of several questions and changing words to more common terms. The second group, fourth graders, also had comments on the words used. Care was taken not to contaminate the third graders used in the project.

The evaluator used the same instrument as a pretest and posttest to measure the amount of retention and learning which took place as a result to the teaching "9 to 5." It would require more testing to measure the retention of skills taught in the lessons.

Purpose of the Pretest

Perhaps the least used, but potentially the most valuable evaluation tool, is the pretest. The need for a pretest is pointed out by Hoover (1975).

> A pretest can be extremely useful in assessing learner's readiness for material to be learned. If, for example, one does not possess the needed entry level skills, he or she has little chance of success until such skills have been mastered. A pretest can also reveal those portions of an instructional unit that the students have already mastered (p. 285).

In addition, a pretest can serve as a baseline for assessing an individual's progress.

Problems of the Pretest

Best (1981) tells of problems which can result from pretesting:

> The process of pretesting at the beginning of an experiment may produce a change in subjects. Tests may sensitize individuals by making them more aware of concealed purposes of the researcher and may serve as a stimulus to change. Pretesting may produce a practice effect that may make subjects more proficient in subsequent test performance. Testing presents a threat to internal validity that is common to pretest posttest experiments (p. 64).

The pretest is a vital part of the study to assess what the learner has previously been taught. Valuable time is wasted on teaching skills that the learner already possesses.

Purpose of the Posttest

The posttest will serve to judge how well certain facts and skills are remembered. The program is designed to give hands-on experience and activities. For example, activities like sewing a button and repairing a hem will require that the student take the information and use it by having a finished product of a button sewn on or hem repaired.

The posttest also caused the student to use recall of emergency numbers and to recall procedures taught in fire safety and safe practices. It can also give information as to the revelance to the community and suitability for third grade students.

Development of the Student Test

The test questions were developed from the student activity sheets. Care was taken to use the same words and phrasing used in the lessons. At least one question was developed for each of the four lessons.

Nowata County Profile

Nowata County is located in the northeastern part of Oklahoma. The entire county would be considered rural. The total population is 11,500: four percent black, ten percent Indian, and 86 percent white. The median income is $13,293 as of the 1980 census. A large percent of the employed people living in Nowata County are employed in Tulsa, Bartlesville, and Coffeyville, Kansas. There are 768 farms in the county. Most of the men are employed in a second job with the wife

assuming the farm responsibilities.

Approximately 66 percent of Nowata County residents consists of wage and salary employment. The largest industrial classifications are retail trade, mining, and services.

There are 4,327 total families which included unrelated persons living together and single person households. The average is 2.61 persons per household.

Selection of the Sample

The population of the study consisted of 76 third grade students in Nowata Public Schools. There are six schools in Nowata County with an enrollment of 1,416 students in kindergarten through eighth grade and 630 students in grades nine through 12. Two other schools who were taught "9 to 5" had 12 and 14 students in the third grade. These students are not included in the study.

The four classes ranged in size from 19 to 22 students. There were no special education students involved in the study. The classroom teacher remained in the classroom but did not participate in the lessons.

The volunteer extension homemakers were interested adults who agreed to be trained to teach the "9 to 5" lessons.

Description of Presentation to County Schools

Teachers and principals of the elementary schools in Nowata County were contacted in the spring of 1985 as to their willingness to participate in the "9 to 5" program. Three of the six schools expressed a desire to have this program taught to the third graders. One school was

used as a trial run to determine the number of volunteers needed, time schedule, and sequence of the lessons. The largest school in the county was selected to do the study. The remaining school was reached in November but is not used in the study.

The researcher presented a program to the parent teacher organization two weeks before the teaching of "9 to 5", explaining the purposes of "9 to 5" lessons, student handouts, and sharing the check list concerning a child's readiness to stay home alone. The two fact sheets: Authorize Emergency Care and Home Security for Parents and Children were made available to the parents. Several volunteered to assist with the teaching of the lessons but were not utilized due to the nature of the study.

Gathering of Information

All students in the study were pretested and given the student questionnaire on the same day. The posttest was administered on the last day of each session. The "9 to 5" lessons were taught on four consecutive days to each of the four classes.

The lessons were taught in this order: safe practices, fire safety, clothing repair, and snacks. The number of volunteers assisting each day depended on the lesson taught. Each teacher received a student handout. The teacher and volunteer extension homemaker qeustionnaires were answered on the last day of the project.

Discussion of Treatment

Eight extension homemaker volunteers were trained at the same time in one three-hour session. Six were utilized in the project. The

home economist and volunteer homemakers worked through the four lessons discussing teaching methods and how to give instructions. The equipment needed for the lessons was available and used to aid the homemakers in giving the same instruction. Each activity was practiced using the student handouts (See Appendix A). The researcher taught the lessons to the students and the volunteer extension homemakers assisted in teaching the skills.

Scheduling of Volunteers

The homemakers assisted in making the work schedule for the project. The size of the class and the lesson to be taught determined the number of volunteer homemakers needed. All activities in the lessons were taught to groups of five or six students except for mending skill which were taught in groups of four to five.

Safe Practices

Lessons in "9 to 5" sessions varied in length of time needed to teach the information. Safe practices was the first lesson taught. Suggested articles were followed in the prepared lesson plans prepared by Wilson (1983), Parenting Specialist. Telephones were provided for the child to have an actual conversation concerning an emergency. The other practice involved an actual conversation to communicate with the caller without letting the caller know he/she was home alone. Each volunteer brought a telephone book to assist with addresses, names of doctors, and parent work numbers. The volunteers were very helpful in identifying people in the neighborhood which the child could call if assistance were needed.

Fire Safety

Fire safety presented some problems for the children living in rural areas. The children were told to learn the directions to their homes and know identifying landmarks and names of people who lived near by to assist the fire department. These problems will be discussed in Chapter V. Each student reported a fire by telephone, reporting address, name, and in what room the fire occurred. The drop and roll technique was practiced by each student. The exit plan from the bedroom was drawn with the assistance of a volunteer. This lesson contained words which were not familiar to the students. The researcher discussed the meaning of these words with the students.

Clothing Repair

The mending lesson took the most teaching time. Samples were prepared by the extension homemakers. Each sample had a seam to mend, a hem to repair, and a button to replace. The student questionnaire indicated that sewing is a skill which is not being taught at home. Special care was taken to encourage the student in sewing since few have previous training.

Snacking

The snack lesson took the least time to teach. Measuring skills were stressed. The students were divided into two groups to make the trail mix. Each had a part in reading the directions, measuring, and mixing. The trail mix was bagged and eaten at the end of the lesson.

Equipment

The evaluator prepared a packaged program containing all student materials, equipment, and supplies needed to teach the four lessons. The supplies were replaced as needed. This simplified the task of being prepared each day.

Cost of "9 to 5"

The "9 to 5" materials are made available from Oklahoma Cooperative Extension Service at no cost to the home economist. The evaluator did purchase needles and snack materials. The other equipment was available at the extension office. The telephones were supplied by the volunteer extension homemakers.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this study was to evaluate the learning impact of the program "9 to 5" on third grade students. Results will provide knowledge about the child who is left unattended before or after school. Presented in this chapter is a description of the participants and results from analyzing the data.

Sample

The research sample consisted of four classes of third grade students who attended Nowata Elementary School, their teachers, and volunteer extension homemakers who assisted with the project. There were 76 third grade students participating in the project, of which 40 or 52 percent were left unattended either before or after school. Participants included 29 girls, or which 12 were left unattended before or after school on a regular basis and 47 boys, of which 28 were left unattended before or after school on a regular basis. Four classroom teachers and six extension homemakers answered a questionnaire to evaluate the research questions stated in Chapter I.

Characteristics of the Sample

The discussion which follows gives information about the respondents. The researcher compared data from the children who were attended with those who were unattended before and after school. The tables also give the responses of the classroom teacher and volunteer extension homemaker.

Previous Training

The amount of previous training in safe practices, fire safety, mending, and snack preparation received by children is presented in Table I.

The researcher divided the students surveyed by sex to determine if there was a relationship between gender and skills taught. From the table it is apparent that the child left unattended is receiving more training in every skill except mending than the child who is attended. Girls are receiving more training than boys. The evaluator suggests this is a part of society's standards that girls are to be trained for household tasks.

Data from the children who were attended indicated that 61 percent have received training from parents on answering the telephone, while only two percent have received training on answering the door. The researcher suggests that since an adult is present when a child is attended this skill was not taught to the child. Of the children who were unattended, 73 percent received training in answering the telephone. A majority of the children, 78 percent, received previous training on answering the telephone when home alone. Of the group attended,

TABLE I

FREQUENCY OF PREVIOUS TRAINING IN
GIVEN SKILLS OF CHILDREN
N-76

Skills	Boys (19) Yes	Boys (19) NO	Girls (17) Yes	Girls (17) NO	Total
Attended [48% (36)]					
Answering the phone	13	6	9	8	61
Answering the door	0	19	1	16	2
Mending skills	16	3	13	4	81
Preparing a snack	9	10	8	9	47
Unattended [52% (40)]					
Answering the phone	20	8	9	3	73
Answering the door	22	6	9	3	78
Mending skills	4	24	2	10	15
Preparing a snack	16	12	5	7	53

81 percent, received training in mending skills. This is by far a larger percentage than children who are unattended, 15 percent. It would indicate that this skill is taught by an adult and the child left unattended would not have the assistance needed. Preparing a snack was near the same for both groups of children, attended 47 percent and unattended 53 percent.

Source of Training

The choices included parents, grandparents, scouts, church, and other family members.

Table II indicates that 82 percent of the respondents left unattended received training in the home from parents or grandparents. The respondents who were attended indicate that 86 percent have received training from parents or grandparents. Training received from scouting were: unattended nine percent, attended eight percent. Those receiving training from church: unattended 32 percent, compared with 31 percent from the attended group. The unattended group receiving training from aunts and uncles, older brothers and sisters: unattended 13 percent, while the attended group had 19 percent. No responses by the unattended group was eight percent and by the attended group 11 percent. Table II indicates that both groups of children are receiving training from the caregivers in similar frequency.

Responsibilities

Table III indicates that boys have more responsibilities when left unattended than girls. The opposite is true of girls who are attended; perhaps this is due to the main caregiver being female. The

TABLE II

FREQUENCY AND PERCENT OF SOURCES OF TRAINING

Source	Attended N=36 Boys N=19	Attended N=36 Girls N=17	Percent	Unattended N=40 Boys N=28	Unattended N=40 Girls N=12	Percent
Parents or grandparent	17	14	86	23	10	82
Scouting	2	1	8	4	0	9
Church	7	4	31	11	3	32
Others: aunts, uncles, brothers and sisters	1	6	19	4	0	13
No Response	4	0	11	0	2	8

Note: Respondents had more than one choice; therefore, totals and percentages will equal more than 100 percent.

TABLE III

RESPONSIBILITIES REPORTED BY CHILDREN

Task	Attended N=36				Unattended N=40			
	Boys N=19		Girls N=17		Boys N=28		Girls N=12	
	%		%		%		%	
Feed pets	15	(3)	6	(1)	7	(8)	8	(1)
Homework	0	(0)	0	(0)	4	(1)	0	(0)
Washdishes	0	(0)	12	(2)	14	(4)	17	(2)
Laundry	0	(0)	6	(1)	4	(1)	8	(1)
Take out trash	6	(1)	0	(0)	7	(2)	8	(1)
House cleaning	9	(1)	35	(6)	43	(12)	42	(5)
Gardening	0	(0)	6	(1)	4	(1)	0	(0)
No responsibilities	58	(11)	65	(11)	32	(9)	50	(6)

Note: Respondents had more than one choice; therefore, totals and percentages will equal more than 100 percent.

responsibilities were washing dishes and house cleaning. Our society also had standards which are shown to be a trend in this study. All the children left unattended were in the care of an older sibling except one boy who stayed alone.

Table III indicates that 37 percent of the children left unattended have no responsibilities when home alone. It also indicates that 61 percent of the children attended have no responsibilities which are listed on the research instrument.

Family Structure

Seventy-five percent of the children who are left unattended live with both parents compared with 74 percent of those attended live with both parents. A significant number of girls, 42 percent, left unattended are in mother-only households (see Table IV).

Learning Impact of "9 to 5"

Table V indicates the percentage of answers which were correct and the indication of increase of knowledge received from the program "9 to 5." This information was gathered from a pretest and posttest. A lapse of five days occurred between the pretest and posttest for two classes and 19 days between the pretest and posttest for the remaining two classes. No difference was shown between the two groups.

The pretest and posttest were given to obtain a measurable result from teaching "9 to 5." The increases in scores would indicate an increase of knowledge and retention of the skills taught. The test contained questions from all the skill taught in "9 to 5."

TABLE IV

FAMILY STRUCTURE OF RESPONDENTS

Family Structure	Attended N=36 Boys N=19 %		Attended N=36 Girls N=17 %		Unattended N=40 Boys N=28 %		Unattended N=40 Girls N=12 %		Total Girls %	Total Boys %	Overall Total
Both parents	74	(14)	76	(13)	24	(74)	7	(86)	58	78	76
Mother only	11	(2)	18	(3)	3	(14)	5	(11)	42	20	17
Father only	5	(1)	6	(1)	1	(6)	0	(3)	0	2	4
Grandparents	10	(2)	0	(0)	0	(6)	0	(0)	0	0	3
Total	100	(19)	100	(17)	28	(100)	12	(100)	100	100	100

TABLE V

PERCENTAGE OF CHANGE OF SCORES FROM RESPONDENTS
ON THE PRETEST AND POSTTEST

Test Questions	Attended N=36 Pretest	Attended N=36 Posttest	Attended N=36 Change	Unattended N=40 Pretest	Unattended N=40 Posttest	Unattended N=40 Change	Total Change
1. Tools to sew on a button	66	53	-13	54	44	-10	-23
2. Objects that can start a fire	86	89	+ 3	87	91	+ 4	+ 7
3. Safe snacks to prepare	94	94	+ 0	94	97	+ 3	+ 3
4. Proper way to answer telephone	72	100	+28	74	93	+19	+47
5. Correct way to answer the telephone when home alone	75	61	-14	74	53	-23	-37
6. Safest way to answer the door	78	87	+ 9	81	92	+11	+20
7. Safe equipment to prepare a snack	81	92	+11	78	94	+16	+27
8. How to stop, drop, and roll	81	95	+14	85	91	+ 6	+20

Note: All students are shown to compare the percentage of changes for child left unattended and the child attended.

Question one showed a decrease in learning. The student questionnaire indicated few students had previous training in repair of clothing. The volunteer extension homemakers had to assist in cutting the threads in all the sewing skills due to the dullness of the students' scissors.

An increase was shown in question two, objects which start a fire. An overall increase of seven percent was shown. There was little difference in the scores of children attended, three percent, and unattended, four percent.

Question three, safe snacks to prepare, indicated no change in scores of the attended group and a three percent increase in the group unattended.

The largest increase in learning was shown in question four, proper way to answer the telephone, 47 percent for the total group. An increase of 28 percent was shown for the attended group and 19 percent for the unattended group.

Question five, correct way of answering the telephone when home alone, had a decrease in learning of 37 percent of which 19 percent came from one classroom.

Question six, safest way to answer the door, showed a total increase of 20 percent, attended nine percent and unattended 11 percent. The student questionnaire indicated a high level of previous training.

Safe equipment to prepare a snack, question seven, showed a total increase of 27 percent, 11 percent attended and 16 percent unattended. The lesson was a favorite of the students and data from the student questionnaire indicated that half of the students had previous training.

Question eight, how to stop, drop, and roll, showed a total of 20 percent increase. Fourteen percent from the group attended and six percent from the unattended group.

Data from Table V indicates that all students benefited from "9 to 5" lessons. It can be concluded that both the child attended and unattended gained knowledge and skills in the fire safety and snack preparation. A decrease in knowledge and skills were shown in repair of clothing and the correct way to answer the telephone when home alone for both groups. Many parents prefer to have the child say "Smith's Residence" or answer in a similar way.

Mending is not a skill being taught at home as indicated in the student questionnaire. Many students at this age lack the dexterity to perform this skill.

Telephone Number Retention

The telephone is the main link for the child to get help when needed. The work sheet was filled out by the student with the help of volunteer extension homemakers. Each volunteer brought telephone books to assist the child with locating numbers and recording the numbers on the work sheet. The child was encouraged to share the information with the parent and to post it near the telephone for easy access. The emergency number 911 was taught to the child as an awareness that larger towns and cities use the number as a source of help. When this research was conducted, Oklahoma did not have this service in all towns.

Teacher Responses to "9 to 5"

Comments made by the classroom teachers included: "every child in school would benefit from this program, I saw faces light up during the sewing lesson, and my students enjoyed the attention of the helpers (volunteer extension homemaker)."

Low answers were not from any one teacher. No one teacher appeared to be completely dissatisfied with the lesson. The questionnaire indicated satisfaction with the program. The classroom teacher received no training from the researcher. The researcher had spoken to the entire elementary faculty concerning the 4-H school enrichment program for schools which include "9 to 5." The teachers had access to the "9 to 5" student materials when the lesson was presented. It is school policy for the teacher to remain in the classroom when guest speakers are presenting a program (See Table VI).

Question one, two, six, ten, and 13 indicate the learning impact on children. Information from the teachers evaluations showed that 75 percent strongly agreed that the content met the individual needs of the students in their classes. One teacher marked agree on question one. Three of the teachers strongly disagreed that the lessons were dull and boring and one teacher marked disagree.

In question six, the teachers commented that work sheets could be left with the teacher to reinforce the learning or activity taught. Three of the teachers strongly agreed that the activity sheets provided appropriate practices for the child left unattended. One teacher marked agree. All teachers marked strongly agree that the instruction was useful for the child left unattended after school. The four teachers were split 50-50, strongly agree and agree, on question 11 which states

TABLE VI

RESPONSE OF FOUR TEACHERS TO THE QUESTIONNAIRE

Items	SA N	SA %	A N	A %	U N	U %	D N	D %	SD N	SD %
1. Contents meet the individual needs of my students	3	75	1	25						
2. Lessons are dull, boring, unmotivating							1	25	3	75
3. Enough time was allowed to teach each lesson	1	25	3	75						
4. Student activities are relevant to the community	2	50	2	50						
5. Student materials are easily adapted to meet the needs of the community	1	25	3	75						
6. Activity sheets provided appropriate practices for children left unattended	3	75	1	25						
7. More activity sheets are needed					1	25	3	75		
8. More extensive use of illustrations needed					1	25	3	75		
9. Films, slides, and kits are needed to supplement "9 to 5"			2	50			2	50		
10. Provides useful instructions for the child left unattended	4	100								
11. Meets the needs of the third grade students	2	50	2	50						
12. Some lessons too difficult							3	75	1	25
13. Some lessons need to be omitted							3	75	1	25
14. Contains some out-of-date material							3	75	1	25

(SA) Strongly Agree
(A) Agree
(U) Undecided
(D) Disagree
(SD) Strongly Disagree

that the content meets the individual needs of most third grade students.

Three of the teachers disagreed that the lessons were too difficult for the student to understand and one strongly disagreed. A written-in comment from the teachers concerning the level of difficulty of the words used in the fire safety lesson. Three of the teachers marked strongly disagree on question 13 which stated that some lessons were too easy for the student and one disagreed.

Question three asked if enough time were allowed to teach each lesson. One teacher marked strongly agree, the other three indicated agree.

Question seven, eight, and nine were concerned with the audiovisual materials and teaching aids. Three teachers marked disagree on question seven which stated that more activity sheets are needed to enable the student to have more information. One teacher marked undecided. Question eight was concerned with more extensive use of illustrations aiding learning and helping students to understand the materials. One teacher marked undecided and three marked disagree. One teacher marked undecided and three marked disagree. Fifty percent of the teachers agreed that films, slides, and kits should be developed to supplement "9 to 5." The other half disagreed.

Questions four and five are relevant to the needs of the community. Half agreed that the student activities are relevant to the community and the other half strongly agreed. Three agreed that the student materials are easily adapted to meet the needs of the community and one strongly agreed with the statement.

Questions 14 and 15 deal with revisions of the lesson. Number 14 states that some lessons needed to be omitted. Three of the teachers

indicated disagree and one strongly disagree.

Question 15 asked if some of the material was outdated. Three disagreed and one strongly disagreed. Teachers were asked to make additional comments that would help to make "9 to 5" more useful and acceptable as a teaching resource. One suggestion was to allow the students to take home the mending sample. The researcher used the same mending samples for each class due to the time involved in preparing the mending samples. Time was spent ripping out the mended seams, hems, and cutting off the sewn on buttons.

Extension Homemaker Response to "9 to 5"

The number of volunteer extension homemakers varied with the lesson taught (See Appendix D).

All lessons contained skills for the student to learn. The volunteer extension homemakers assisted in the teaching of the skills to small groups of five to seven students. The small groups allowed each child to have hands-on experiences during the training. The classroom teacher did not assist in the training but received a copy of the student materials and remained in the classroom while the training was presented (See Table VII).

Three or 50 percent of the homemakers agreed that the lesson on repairing clothing was a very helpful skill for the students to learn. One or 16 percent felt that it was somewhat helpful and two or 33 percent agreed that it was a helpful skill to learn. This was the most difficult lesson to teach due to the lack of previous training and lack of dexterity of the students. Most students had scissors which were too dull to cut thread. It was also a problem to keep up with

TABLE VII

RESPONSE TO EXTENSION HOMEMAKER QUESTIONNAIRE

Lesson	VH	%	SH	%	N	%	H	%	NV	%
Clothing										
Repairing hem	3	50	1	16			2	33		
Repairing a seam	3	50	1	16			2	33		
Replacing a button	3	50	1	16			2	33		
Fire Safety										
Plan ahead	4	100								
Smoke detectors	4	100								
Call for help	4	100								
Drop and roll	4	100								
Do not experiment with flammable liquids	4	100								
Safe Practices										
How to answer the telephone	4	100								
How to get help in minor emergencies	4	100								
How to get help in major emergencies	4	100								
Snacks										
Okay to make own snack	3	100								
Do not use the stove or microwave	2	66					1	33		
Follow instructions	3	100								

Note: Volunteers varied with each lesson in number needed to help. Responses are very helpful (VH), Helpful (H), Neutral (N), Somewhat Helpful (SH), and Very Helpful (VH).

pins, needles, and buttons. The four volunteer homemakers who assisted agree that the fire safety lesson was very helpful to all students. The four volunteer homemakers who assisted with the safe practice lesson agreed that it was very helpful. Children without telephones need special help in this unit.

Three or 50 percent of the homemakers agreed that the instruction of how to make a snack was very helpful. Two or 66 percent agreed that the lesson on not using the stove or microwave was very helpful. One or 33 percent marked helpful. Three or 100 percent agreed on the section on following instructions to be very helpful. The questionnaire indicated that this was the easiest lesson for the homemakers to teach.

Additional comments made by the homemakers included: "help needed for the child without a telephone, the rural child without close neighbors needs for training. Two volunteer extension homemakers recommended to make this an annual program."

Summary

The program "9 to 5" was well received in the school. The results from the pretest, posttest, and questionnaire indicate a positive learning situation for third grade students. The need for training of children who spend time alone was indicated in the study.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to evaluate the impact of "9 to 5" on third grade students attending Nowata Elementary School. A total of 76 students, four teachers, and six volunteer extension homemakers were in the study. A questionnaire, pretest, and posttest were administered to the students. Teachers and volunteer extension homemakers received questionnaires to evaluate the "9 to 5" lessons. The student questionnaire was designed to, (1) collect data on the previous training received by the student, (2) determine sources of training received by the student, (3) identify specific arrangements for supervision of the student (4) indicate the responsibilities of the student while alone, and (5) identify family structure.

The pretest and posttest were designed to measure the learning impact on the student. The teacher questionnaire and volunteer extension homemaker questionnaire were analyzed to determine their perception of the effectiveness of "9 to 5" as a teaching tool for third grade students.

The objectives of the study were:

1. To determine the learning impact on third grade students.

2. To determine the amount of retention of learning through the use of a pretest and posttest.

3. To determine the acceptance of individual lessons of "9 to 5"

by teacher evaluation and volunteer extension homemaker evaluation.

Discussion and Findings of the Objectives

Objective 1. To determine the learning impact on third grade students.

Table V indicates the results for the pretest and posttest which shows the impact of the lessons taught. All lessons indicate an increase in learning except the correct way to answer the telephone when home alone and mending. The total group showed an increase of seven percent on objects which can start a fire, three percent increase in safe snacks to prepare, and an increase of 47 percent in the proper way to answer the telephone, a 20 percent increase in the safest way to answer the door, an increase of 20 percent on how to stop, drop, and roll. Decreases in scores were shown on tools needed to sew on a button, a -23 percent and the correct way to answer the telephone when home alone, -37 percent.

The students responded accurately in dialing and reporting a fire as evidenced in the posttest which showed a 71 percent increase in the retention of the fire department number. Actual telephones were used to simulate a real emergency in which the child called a report a fire. Each student had the opportunity to use the telephone to respond to an emergency. One class showed a decrease in learning. The other three classes showed an increase in scores from the pretest.

The mending lesson took the most time to teach. At least an hour was allowed for this lesson, and the researcher felt rushed to finish the skills to be taught. The classes were divided into small groups to give individual assistance. Care was taken to give praise so

students would not get discouraged. The questionnaire indicated few students had previous training in mending skills.

The researcher had planned for the students to use their own scissors but due to dullness of the scissors the volunteers assisted with the cutting of threads. This perhaps confused the students on the tools needed for sewing. A boy and girl wore clothing the day after the mending lesson to show items that they had mended. All students completed the mending activities; repairing a hem, mending a seam, and sewing on a button.

The snack lesson indicated an increase in the results of the pretest and posttest. This lesson was taught last as it provided a treat to the students. The researcher made the decision to make the trail mix instead of the peanut butter sandwich because the sandwich would not be a new experience for the students. Skills which were stressed were getting all equipment and supplies together before starting to prepare a snack, following the recipe to insure a good finished product, and cleaning up after eating. Measuring skills were taught with proper utensils. Care was taken to have all students wash their hands before preparing the snack. Each student packaged 1/3 cup of the trail mix for a treat at the end of the lesson.

Objective 2. To determine the amount of retention of learning through the use of pretest and posttest.

The mending lesson and snack lesson produced a finished product which could be evaluated. The two students who wore mended clothing the day after the mending lesson was taught, showed retention of learning and pride in their work. The increase or decrease of learning was discussed in Objective 1. Thank you notes received from the

students indicated the favorite lesson was the snack, followed by mending. Several students mentioned the two activities using the telephone (safe practices and reporting a fire).

Objective 3. To determine the acceptance of individual lessons in "9 to 5" by teacher evaluation and homemaker evaluations.

The teachers remained in the classroom and received copies of the student handouts. The classroom teachers appear to be satisfied with the lessons and skills taught. The volunteer extension homemakers indicated the lessons provided positive information for the child left unattended. There were no discipline problems and the students looked forward to the lessons each day. As the students were coming into the building there were always greetings and waves for the volunteers.

Findings from the Student Questionnaire

The student questionaire gave information about the student left unattended. Boys are left unattended by parent(s) more than girls. The study indicates that 28 boys were left unattended compared to 12 girls left unattended for a total of 40 students. Another finding is that 36 of the children in the study were not left unattended. Both the attended child and the child left unattended would benefit from the training received in "9 to 5" when it is used in a school setting.

Findings of the Teacher Questionnaire

The teacher questionnaire indicated 75 percent of the teachers strongly agreed that the lessons met the needs of the students. The students were cooperative at all times, eager to share stories and asked questions. Many times the researcher had to say, "you're sharing

is good but we need to move on with the lesson."

The teachers' questionnaire indicated that the lessons were motivating and fun for the students. They also indicated that sufficient time was allowed for the lessons. The researcher did feel the mending unit was too involved. Fifty percent strongly agreed that the student activities were relevant to the community. Since the researcher presented the project in a small rural school, more problems arose in that some children had no telephones, no close neighbors, and the telephone listing of the fire department was listed as fire aid since the community had a volunteer fire department.

The teachers agreed 100 percent that the lessons provided useful instruction for the child left unattended. Suggestions were written in that all students in the school needed to receive this training.

Findings of the Volunteer Homemaker Questionnaire

The volunteer extension homemaker evaluation provided positive information for the child left unattended. The volunteers rated fire safety, safe practices, and preparing a snack very helpful. The mending lesson was rated very helpful by three volunteers: one rated it somewhat helpful; two rated it helpful to learn.

Conclusions

This study indicated that "9 to 5" is a valuable teaching resource for the student as implied by the classroom teacher and volunteer extension homemakers' responses to the questionnaire. The research questions formulated were:

Successes, Problems, and Future Recommendations

The researcher personally felt that this program provided a warm positive relationship to the school and community. It is very rewarding to be greeted by the students in the study when meeting in public places. The school system also becomes more aware of the educational offerings of the Cooperative Extension Service. The program is also good recruitment of prospective 4-H members.

The four lessons provided valuable learning experiences for both the child left unattended and the child who is attended. The lessons on mending and snacking met the needs of all the children in the study. The lessons on safe practices when home alone and fire safety need to be expanded to meet the situation of the rural child.

The method of teaching these coping skills to third graders was successful and might be considered as a means of reaching children with skills not covered in the lessons.

The questionnaire indicated that the child of this age, if left unattended, is left in the care of an older sibling, only one child stayed home alone. The child left unattended does have responsibilities or jobs to do while unattended. The most common tasks were feeding pets and cleaning the house for both groups.

Learning Impact

The learning impact was determined from the responses of the students to the pretest and posttest. The test, designed from the skills taught in "9 to 5," showed an increase in knowledge in all areas except mending and the proper way to answer the telephone when home alone.

The child has had a simulated experience on handling an emergency on the telephone learning fire safety, answering the door and phone when home alone, mending, and making a nutritious snack. The lessons serve to reinforce the child who has been taught by parents or other adults.

Perceived Problems and Needs

No problems arose with the safety practices lesson. The telephone list on the work sheet is very lengthy and while teaching the lesson the researcher suggested to the students to place the list near the telephone for future references. Most of the children do not know their family doctor, parents' place of employment, ambulance telephone number, or other self-help numbers. It was suggested to the student to visit the parents about this information. Little retention except on the telephone number of the fire department was indicated. The number ran in sequence, 273-2345. The calling of the parent at work was difficult for the child and not relevant to all students.

The fire safety lesson was well received. It is recommended that the stop, drop, and roll technique be taught at the end of the lesson since it causes excitement and encourages noisy and disruptive behavior. It is also recommended that a heat sensizer be added to the term smoke alarm. Students had difficulty with the words chemicals, flammable, and evaporate in this lesson. Perhaps more common words should be substituted or the terms could be discussed proceeding the lesson.

Scheduling of the Study

The researcher had scheduling problems since it is difficult to schedule four consecutive days to do a program in a school. The third

grade students work in ability groups in the afternoon. One of the teachers served as a contact person and arranged the schedules for the two week period while the study was conducted.

"9 to 5" Comic Book

The book could be used as a reinforcement of previous teachings or as a supplement to an activity. Books could be left in classrooms and later be sent to the media center for other children to read.

Ease of Use of Student Materials

The student materials are color coded to match the teaching lesson (See Appendix A). The student materials have illustrated pictures which were helpful and useful in the teaching of the skills in each lesson. Some of the words need to be explained and presented before teaching the lesson. Since the teaching materials in "9 to 5" are color coded by lessons, the researcher found them easy to use and follow. Each lesson has an outline, identifies the purpose, and lists the skills to be learned. The page is set up in three columns entitled: materials needed, to do, and to say. There is space for additional notes to be written by the instructor.

Recommendations

Recommendations for Safe Practices

The telephone list was confusing to the child. The section listed, "My Parent" was not relevant to the majority of the students since it refers to an "office" as the place of employment and an extension to

reach the parent. A more general word or term indicating the place of employment would be more suitable.

Recommendations for Mending Clothing

The illustration which shows tying a knot needs clarification. Perhaps a second step needs to be shown. This skill was difficult for the student to master. Placement of the knot at the end of the thread was also a problem for the children. This skill is developed with practice. The researcher suggests that the child at the third grade level lacks the dexterity to tie this type of knot. The development of the eye-hand coordination would also be a factor concerning this skill.

Recommendations for Fire Safety

The researcher suggests adding the term heat sensitizer to the lessons. The researcher has mixed feelings about the use of a fire extinguisher by a young person. For people living in a rural area most fires would be out of control by the time the fire department arrived. Perhaps an awareness of the use of the fire extinguisher and other simple fire safety measurers could be taught. The researcher suggests a discussion and definition of words before presenting this lesson. Several words were unfamiliar to the students. These words were chemicals, flammable, and evaporate.

Recommendations for Snack Lesson

A list of snacks which requires no cooking would be useful to the student.

Recommendations for Overhead Transparencies

In addition to use of the overhead projector, these sheets can be used by the classroom teacher for reinforcement of the lessons. These could be used as color pages, a story telling activity, or a writing activity.

Special Training for Rural Children

Oklahoma is a rural state with the majority of the population in small towns. Addresses which are route numbers would mean little to the fire department in answering an emergency call. A neighbor who could respond to a call for help may live several miles away. Emergency situations are very difficult for the child who does not have a telephone. Special consideration needs to be given to the children who are confronted with these situations.

The researcher suggests that the students be taught to give directions to his/her home from town, also able to name land marks or close neighbors to aid in identifying the location of the house.

Training for Parents

Parents were the main source of teaching information to the children, therefore, parents might need to be involved in the training. A suggestion would be to hold a seminar in cooperation with the Parent Teacher Organization.

The study indicated that the child who is left unattended is receiving more training than the child attended. The parent is the main source of training in both groups' attended 61 percent and

unattended 82 percent. Girls in both groups are receiving more training than boys in all areas which were tested.

Additional Lessons for "9 to 5"

The researcher recommends that a lesson on safety with strangers in a public place would be beneficial. Many children are shopping or doing errands for parents after school. It is very common to see children unsupervised at movies and school functions. This method of teaching might be used to teach other skills needed by children.

Recommendations for Further Research

The "9 to 5" lessons are on target with instructions for the child who is left unattended. Extension is meeting the needs of the child who is left unattended. The "9 to 5" lessons, taught by the extension home economist and volunteer extension homemakers, are meeting the needs of the child left unattended. Further studies are needed in other localities to test the validity of the conclusions drawn from this study.

Summary

The lessons in "9 to 5" were acceptable to the teachers and volunteer extension homemakers. Both have expressed a desire to continue the program next year.

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APPENDIXES

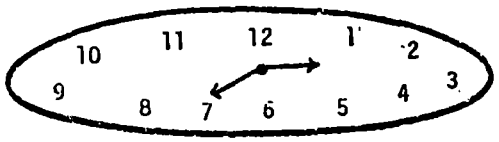
APPENDIX A

STUDENT HANDOUTS

SAFE
PRACTICES

9 TO 5

SURVIVAL LESSONS FOR KIDS
with
EMPLOYED PARENTS



PEOPLE AT HOME ALONE MUST FOLLOW SAFE PRACTICES.

WHEN SOMEONE IS AT THE DOOR:

1) FIND OUT WHO IT IS. LOOK THROUGH THE PEEPHOLE. LOOK THROUGH A WINDOW.
2) IF IT IS SOMONE YOU KNOW, LET THEM IN. IF IT IS A STRANGER, KEEP THE DOOR LOCKED.

WHEN THE PHONE RINGS:

1) ANSWER WITH "HELLO". DO NOT TELL YOUR NAME OR PHONE NUMBER.
2) TAKE MESSAGES FOR PEOPLE WHO ARE NOT AT HOME. DO NOT SAY THAT YOU ARE ALONE.
3) IF THE CALL SCARES YOU, HANG UP QUIETLY.

KNOW HOW TO GET HELP:

1) GO TO A NEIGHBOR WHO IS AT HOME.
2) CALL YOUR PARENTS AT WORK.
3) CALL EMERGENCY NUMBER OR OPERATOR.

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Oklahoma State University
Cooperative Extension Service

HOME ECONOMICS

MY SAFETY PHONE LIST

MY NAME IS _____.

MY ADDRESS IS _____.

MY PHONE NUMBER IS _____.

I CAN GET HELP FROM:

A NEIGHBOR

NAME _____

ADDRESS _____

PHONE NUMBER _____

MY PARENT

WORK NUMBER _____

SAY, "MAY I SPEAK TO _____

IN _____'S OFFICE _____

_____

THE NUMBER IS _____

EMERGENCY HELP

"0" FOR OPERATOR

FIRE DEPARTMENT _____

POLICE OR SHERIFF _____

_____

DOCTOR _____

I HAVE AN EMERGENCY.
I WANT TO REPORT A _____.
THE EMERGENCY IS AT _____
_____
MY NAME IS _____.
THIS PHONE NUMBER IS _____.
I CAN/CAN NOT STAY ON THE PHONE _____.

OTHER PHONE NUMBERS

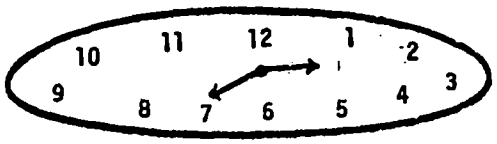
_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

REPAIRING CLOTHES

9 TO 5 SURVIVAL LESSONS FOR KIDS with EMPLOYED PARENTS

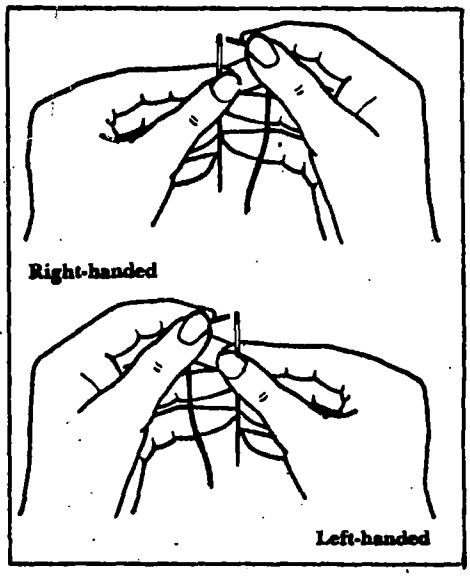


THREADING A NEEDLE

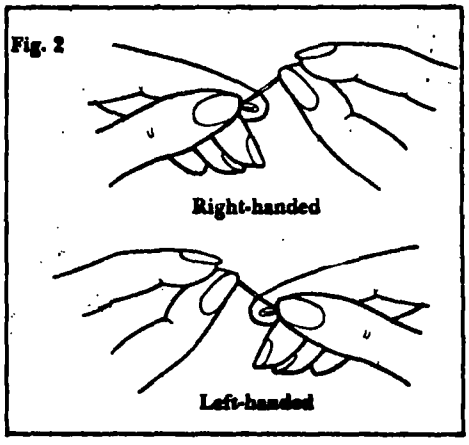
1. CUT THE THREAD ON A SLANT.

2. SLIDE THE END YOU JUST CUT THROUGH THE EYE OF THE NEEDLE.

3. PULL THE THREAD SLOWLY THROUGH THE EYE OF THE NEEDLE.

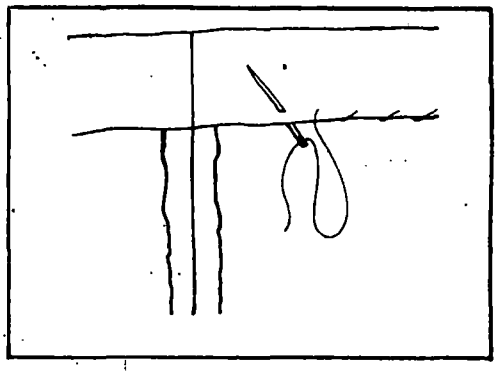


4. BEFORE YOU BEGIN TO SEW, TIE A KNOT IN THE END OF THE THREAD.
   - WRAP THE END AROUND YOUR FINGER.
   - TWIST THE CROSSED END INTO A LOOP.
   - PULL TO TIGHTEN.

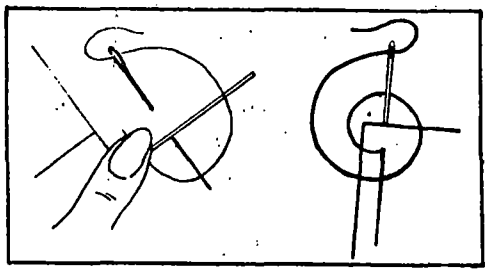


Repairing a Hem

1. Fold the hem in place.
2. Take small stitches that do not show on the outside.
3. Take large stitches in the part that is folded to the inside.
4. The stitches should be ½ inch apart.

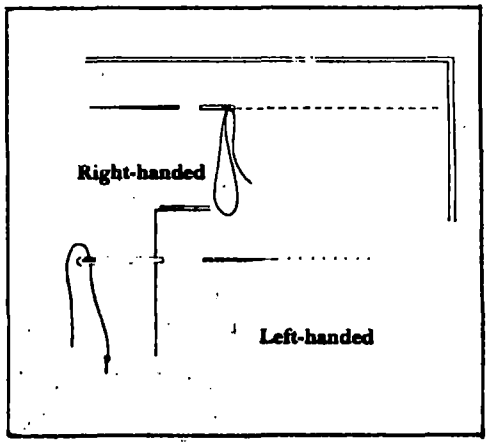


5. Before you cut the thread, make one or two knots by looping the thread over the needle and stitching through the loop.



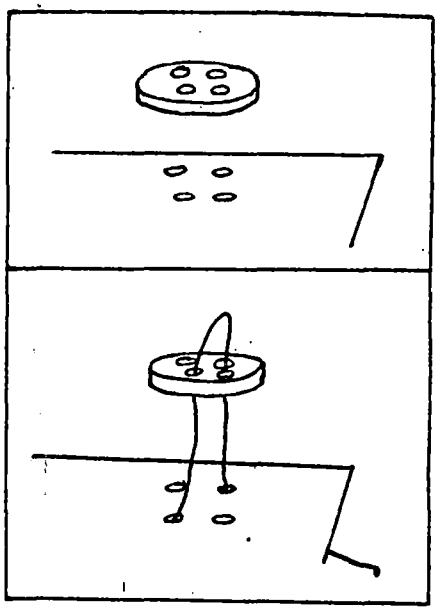
Repairing a Seam

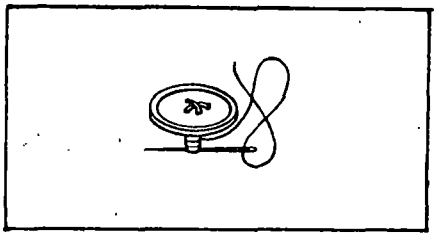
1. Hold the two pieces of fabric together just the way they were before the seam was torn.
2. Take small stitches along the line where the stitches were.
3. Tie a knot at the end.



Replacing a Button

1. Find the exact spot where the button was before it came off.
2. Hold the button in place so that the holes in the button are exactly over the holes in the cloth.
3. Stitch from the inside through the hole in the cloth through one hole in the button. Pull up until the knot stops the thread. Then go back down through another hole in the button and back through another hole in the cloth.
4. Do this 10 times making an X.
5. Wrap the thread around the stitches and tie 2 knots before you cut the thread.





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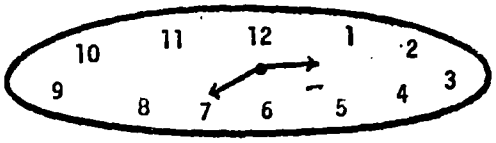
HOME ECONOMICS

EXIT
SAFELY

9 TO 5

SURVIVAL LESSONS FOR KIDS
with
EMPLOYED PARENTS

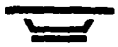


IF YOU ARE AT HOME ALONE AND A FIRE STARTS YOU WILL NEED:

A SMOKE DETECTOR

AND

EXIT PLANS



A SMOKE DETECTOR

GET A SMOKE DETECTOR AND KEEP IT WORKING.

IF IT DETECTS SMOKE OR CHEMICALS IN THE AIR THAT WILL INDICATE FIRE, IT WILL SOUND A LOUD ALARM.

LEAVE THE HOUSE IMMEDIATELY. DO NOT LOOK FOR THE FIRE.

YOUR LIFE IS MORE VALUABLE THAN EVERYTHING IN YOUR HOME.

USE YOUR EXIT PLANS.

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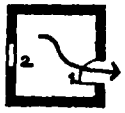
Oklahoma State University
Cooperative Extension Service
HOME ECONOMICS

EXIT PLANS

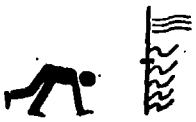
PLAN 2 WAYS OUT OF EVERY ROOM IN YOUR HOUSE OR APARTMENT--ESPECIALLY YOUR BEDROOM.

THE FIRST PLAN GOES THROUGH A DOOR.



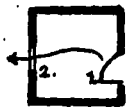
1

BUT IF THE DOOR IS HOT THAT MEANS IT IS NOT SAFE TO USE THAT EXIT PLAN.



USE YOUR SECOND EXIT PLAN. GO THROUGH THE WINDOW.

2



SKETCH YOUR BEDROOM HERE:

MARK YOUR 2 EXIT PLANS.

WHEN YOU GET OUTSIDE.

(GO TO A NEIGHBOR'S HOME TO USE THE PHONE. DO NOT USE YOUR PHONE.

CALL THE FIRE DEPARTMENT AT _____.

TELL YOUR NAME _____.

YOUR ADDRESS _____.

"THERE IS A FIRE IN MY HOME. I THINK IT IS IN THE _____ ROOM. I AM AT _____".

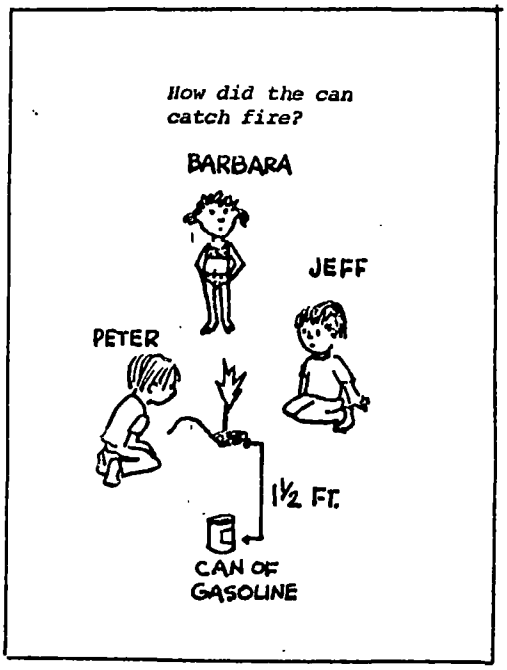
HERE ARE 2 RULES TO PROTECT YOU FROM BURNS.

1 IF YOUR CLOTHES CATCH ON FIRE, DROP AND ROLL. LIE ON THE GROUND AND ROLL OVER AND OVER. WRAP IN A BLANKET TO SMOTHER FLAMES.

2 DO NOT PLAY WITH MATCHES OR FLAMMABLE LIQUIDS.

PLAYING WITH MATCHES IS VERY DANGEROUS. THE FIRE CAN SPREAD TO YOUR CLOTHES. THIS IS VERY TRUE IN OUR STATE, OKLAHOMA, BECAUSE IT IS VERY WINDY.

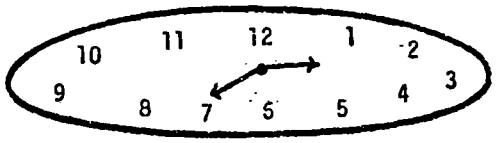
FUMES OR GASSES THAT EVAPORATE CAN CATCH ON FIRE. THIS REALLY HAPPENED TO BARBARA, JEFF, AND PETER. THEY PLAYED WITH GASOLINE WHILE THEIR PARENTS WERE AWAY. THE GAS CAUGHT BARBARA'S SKIN ON FIRE AND SHE WAS BADLY BURNED.



SNACKS

9 TO 5

SURVIVAL LESSONS FOR KIDS
with
EMPLOYED PARENTS



SNACKS ARE GOOD FOR YOU.

SNACKS HELP YOU GET RID OF THAT "I'M HUNGRY" FEELING YOU GET AFTER SCHOOL. EAT A SNACK AND THEN YOU CAN WAIT FOR SUPPER.

SNACK RULES

"OK"

1) BE SURE IT IS OK TO MAKE YOUR OWN SNACK.

2) DO NOT USE THE STOVE OR MICROWAVE.

3) FOLLOW THE INSTRUCTIONS.

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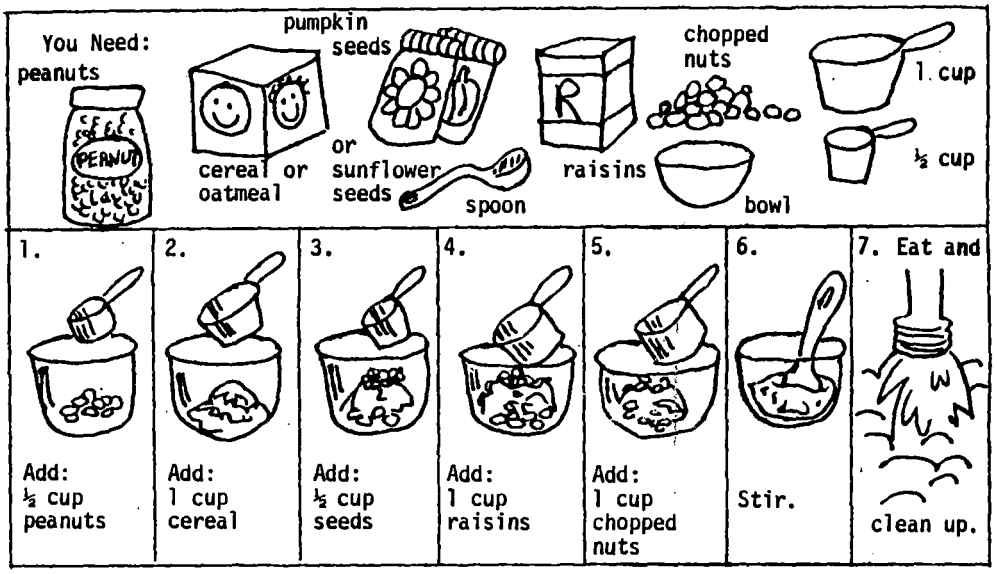
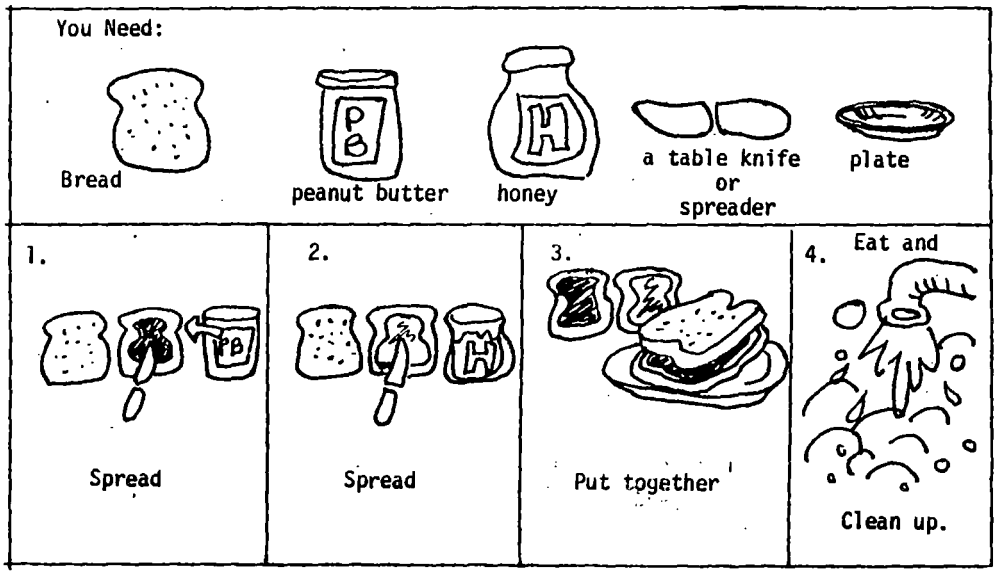
TRAIL MIX

TAKE THIS WITH YOU ON A HIKE OR BIKE RIDE.



SANDWICH



APPENDIX B

STUDENT QUESTIONNAIRE

Name_____

Address_____

_____

CIRCLE Yes or No for your answer.

1. Have you received training on answering the phone when home alone? Yes No

2. Have you received training on how to sew on a button, mend a seam or hem? Yes No

3. Have you received training on how to answer the door when home alone? Yes No

4. Have you received training on how to prepare a nutritious snack when you are home alone? Yes No

5. Have you learned safe practices for kids at home alone at another place other than school? Place an X on all answers that apply to you.

_____at home from parents or grandparents

_____scouts

_____church

Others

_____

_____

_____

6. Do you regularly stay by yourself before or after school? Yes No

7. Do you care for younger brothers or sisters? Yes No

8. Does a brother or sister care for you? Yes No

9. Do you have jobs to do during the time you are alone? Yes No
List those jobs:_____

_____

_____

10. Are both parent(s)/guardian employed? Yes No

Mother's job_____Place of work_____

Father's job_____Place of work_____

11. Whom do you live with: Mother & Father_____Mother only_____Father only_____

Grandparent_____Other_____.

APPENDIX C

TEACHER QUESTIONNAIRE

What opinion do you have regarding 9-5, Survival Lessons for Kids With Employed Parents? Please indicate your opinion by checking a response.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The content meets the individual needs of my students.					
2. The lessons are dull, boring, unmotivating.					
3. Enough time was allowed to teach each lesson.					
4. The student activities are relevant to the community.					
5. The student materials are easily adapted to meet the needs of the community.					
6. Activity sheets provide appropriate practices for children left unattended.					
7. More activity sheets are needed to enable the student to have more information.					
8. A more extensive use of illustrations would aid learning and understanding of student materials.					
9. Films, slides and kits should be developed to supplement 9-5.					
10. Provides instruction that is useful for the child left unattended after school.					
11. Provides content which meets the individual needs of most third grade students.					
12. Some lessons are too difficult for the student to understand. Which?					
13. Some lessons are too easy for the student. Which?					
14. Contains some lessons that need to be omitted. Which?					
15. Contains some out of date material. Which?					

Additional Comments: Please feel free to add any additional comments that might help to make 9-5 more useful and acceptable as a teaching resource.

APPENDIX D

VOLUNTEER EXTENSION HOMEMAKER

QUESTIONNAIRE

Please evaluate each lesson by circling a response which indicates your opinions: Of no value (ONV), helpful (H), neutral (N), somewhat helpful (SH) and very helpful (VH).

CLOTHING

1.	Repairing a hem.	ONV	H	N	SH	VH
2.	Repairing a seam.	ONV	H	N	SH	VH
3.	Replacing a button.	ONV	H	N	SH	VH

FIRE SAFETY

1.	Planning ahead.	ONV	H	N	SH	VH
	a. Smoke detectors	ONV	H	N	SH	VH
	b. Call for help	ONV	H	N	SH	VH
2.	Drop and roll.	ONV	H	N	SH	VH
3.	Do not experiment with flammable liquids.	ONV	H	N	SH	VH

SAFE PRACTICES

1.	How to answer telephone and door when you are alone.	ONV	H	N	SH	VH
2.	How to get help in minor emergencies as being locked out.	ONV	H	N	SH	VH
3.	How to get help in major emergencies such as burglary or accident.	ONV	H	N	SH	VH

SNACKS

1.	Be sure it is okay to make your own snack.	ONV	H	N	SH	VH
2.	Do not use the stove or microwave.	ONV	H	N	SH	VH

3. Follow the instructions. ONV H N SH VH

Please feel free to add any additional comments that might be helpful to make "9 to 5" more useful and acceptable as a teaching resource. To supplement or expand this program I would like to see a program on _____ developed.

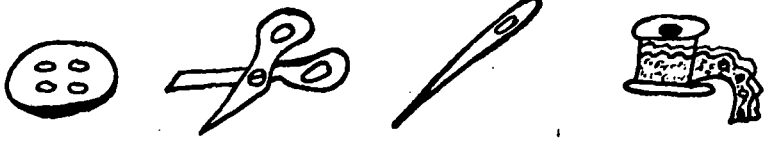
APPENDIX E

STUDENT TEST

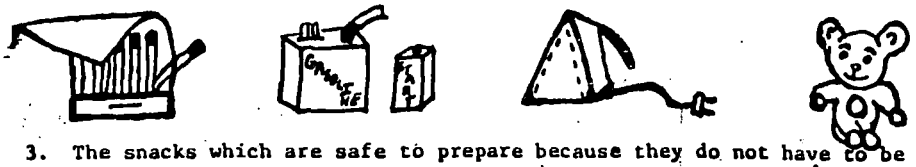
Student's Name_____

Instructions: Place an X on the correct answers

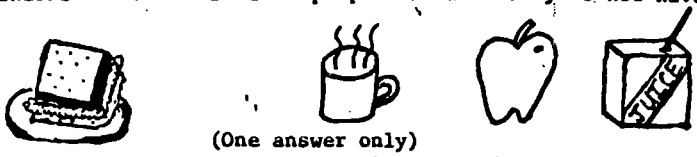
1. The tools needed to sew on a button.



2. The objects that can start a fire.



3. The snacks which are safe to prepare because they do not have to be heated.



(One answer only)

4. The proper way to answer the telephone when home alone.

_____"Hello" _____"This is _____" _____"This is _____"
(Your name) (Your phone number)

5. The correct answer if the telephone caller asks for your Mom or Dad and you are alone.

_____"Mom is busy" _____"Dad is at work" _____May I take a message?

6. The safest way to answer the door when home alone.

_____Let the person in
_____Keep the door locked
_____Look through the window or peephole to see if you know the person.

7. Equipment which is the safest to use in making a snack when you are home alone.

_____Sharp knives
_____Stove
_____Sink
_____Bowl and spoon
_____Blender
_____Microwave oven

8. Place in order, using 1, 2, 3, what should be done if your clothing catches on fire.

_____Drop
_____Stop
_____Roll

Write in the telephone numbers here:

Fire Department_____

Police_____

Ambulance_____

Your Doctor_____

A neighbor or someone to call in an emergency_____

Parent's work number: Father_____

Mother_____

Telephone Operator_____

VITA

Marilee G. Nunnallee

Candidate for Degree of

Master of Science

Thesis: THE IMPACT OF "9 to 5," A COOPERATIVE EXTENSION PROGRAM FOR CHILDREN LEFT UNATTENDED

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Biographical:

Personal Data: Born in Hartshorne, Oklahoma, August 24, 1945; the daughter of Fred and Mary Garofoli. Married G. R. (Bob) Nunnallee on June 3, 1967. Two children: daughter Angelia Kaye, born September 1, 1968; son, Tod Aaron, born February 2, 1972.

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