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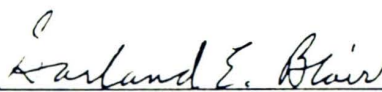
EDUCATION MAJOR'S PERCEPTIONS OF CHILDREN  
OF DIVORCED PARENTS VERSUS CHILDREN OF INTACT PARENTS

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ROBIN M. GUNN

To the Graduate Council:

I am submitting herewith a thesis written by Robin M. Gunn entitled "Education Majors' Perceptions of Children of Divorced Parents versus Children of Intact Parents." I have examined the final copy of this thesis for form and content and recommended that it be accepted in partial fulfillment of the requirements for the degree of Masters of Science, with a major in Guidance and Counseling.



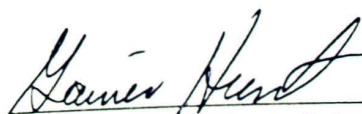
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7/28/97

Education Majors' Perceptions of Children  
of Divorced Parents versus Children of Intact Parents

A Thesis

Presented for the

Master of Science

Degree

Austin Peay State University

Robin M. Gunn

August 1996



DEDICATION

This thesis is dedicated to my husband

Keith E. Gunn

who is my best friend.

Thanks for believing in me.

## ACKNOWLEDGMENTS

I would like to express my appreciation to my committee chairperson, Dr. Garland Blair. He has been instrumental in assisting me through this process. Also deserving of recognition are my committee members, Dr. Jean Lewis and Dr. Buddy Grah. I say a tremendous thank-you for all their time and expertise.

Great appreciation is also extended to my principal, Donald W. Spann, and the Dickson County Board of Education for allowing me time to work on both this paper and my internship.

I want to remember my family, especially my parents Roberts L. Jackson and Janis Ivy, who have contributed so much to me in my life and my education.

I also want to thank my husband for his patience and understanding. He has encouraged me through some of my bleakest days and has earned a little piece of my degree.

## ABSTRACT

Over ten million children from single-parent families attend school each year according to Hall, Beougher, and Wasinger (1991). Given the number of these children, their specific needs should be addressed. Research indicates that teachers' perceptions of divorce and children of divorced parents affects the way they rate children in different areas such as social skill development and adolescent adjustment. This study addressed the perceptions of education majors. Fifty-nine Austin Peay State University students majoring in education viewed a video of a child and then rated the child on an author created list of bi-polar adjective pairs. Prior to viewing the video, the participants were given a short biography of the child. Thirty of the biographies described the child's family as intact; 29 biographies indicated that the parents were divorced. It was hypothesized that education majors would rate children of divorced parents lower on the bi-polar adjective pairs than they would rate children whose parents were married. It was found that the education majors did

rate the child believed to be from divorced parents as lower on the given characteristics.



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## CHAPTER I

### INTRODUCTION

According to Hall, Beougher, and Wasinger (1991), over 10 million children from single-parent families attend school. Teachers, like all people, have their own impressions and biases about life. Teachers may have biases about divorce because of their own experiences or because of the media's coverage of divorce and its effects on children (Guttman, Geva, & Gefen, 1988). With teachers spending thirty or more hours a week during nine months of the year with children, the perceptions of those who teach or are preparing to teach our nation's children deserve to be studied.

#### Divorce and Children

Stressors are defined as "hardships, problems and other circumstances that can affect people's well-being adversely" (Pearlin & Skaff, 1995). These may include any number of experiences. Divorce is a significant stressor in a child's life according to Forehand, Middleton and Long (1987). Their study focused on 58 adolescents with divorced parents. Interviews were conducted with the 58 adolescents, their

social studies teachers and their mothers. The researchers measured the relationship between the adolescents and their parents using the Conflict Behavior Questionnaire (CBQ) (Printz, Foster, Kent, & O'Leary, 1979) which is completed by the adolescent about his or her relationship with each parent. Then they assessed the cognitive functioning via grade point average and social functioning of the adolescent with the Teacher's Rating Scale of Child's Actual Competence (Harter, 1982). The social studies teacher was asked to complete the Revised Behavior Problem Checklist (Quay and Peterson, 1983) which determines childhood difficulties the child has experienced. Overall, the adolescents with divorced parents were found to have lower grades. Those with lower grades also indicated a poor relationship with both parents. Those adolescents with a good relationship with one or both parents had higher grade point averages. Forehand et al. (1987) concluded that these two stressors, parental divorce and poor relationships with parents, are likely to produce a negative situation for the child.

Kurdek (1983) explains that divorce results in a transition which requires much coping by the children in a family. Divorce is not just one event to be handled, but a continuous string of stressors affecting different areas of their lives with which they must cope. For example, the child may witness arguments, physical fights, or a parent moving out. The child may move to another neighborhood or city. Some children must change schools, go before a judge who will determine custody, choose between parents, or live with foster parents. They also may have to deal with step-parents, step-siblings or half-siblings. Kurdek (1983) contends that divorce leads to a process of coping with unfamiliar situations over a period of time. In fact, it is reported that over one million American children must cope with the divorce of their parents each year (U.S. Bureau of the Census, 1989).

Forehand, et al. (1991) proposed that the quality of an adolescent's social functioning decreases as the number of stressors in his or her life increases. They interviewed 231 students, their teachers, and their mothers to ascertain



adolescents' functioning. The O'Leary-Porter Scale (Porter & O'Leary, 1980) was given to the mothers to determine the frequency of conflict that occurs between the parents in the presence of the adolescents. The teachers rated adolescent functioning using the Revised Behavior Problem Checklist (Quay & Peterson, 1987). It was used to determine the internalizing and externalizing behaviors of the adolescents. The number of stressors was found to relate negatively to adolescent functioning. That is, as stressors increased, the quality of the adolescent's life decreased. They also found that relationships with fathers seemed to affect behavioral functioning, while relationships with mothers seemed to affect cognitive functioning. If divorce can affect the functioning of some adolescents, it is possible that teachers may expect children of divorced parents to behave differently. This expectation could lead a teacher to rate a child of divorced parents less positively on measure of social competence.

Herts-Lazarowitz, Rosenberg, and Guttman (1989) found that adolescents' social relationships with peers and parents are also affected by the stress of parents'

divorces. In examining the intimacy bond between children and their parents, they hypothesized that children whose parents are divorced would show different levels of intimacy with their parents (especially with their fathers) than children whose parents remained married. The subjects involved were 208 fifth and sixth grade students of whom 70 were from divorced homes and living with their mothers. The remaining 138 children were from intact parents. The subjects were asked to complete the Sharabany Intimacy Scale (Sharabany & Hertz-Lazarowitz, 1981) and the Peer-Relationship Scale (Hertz-Lazarowitz, 1982) to determine differences in bonds between intact families and those with divorced parents. Children of divorced parents demonstrated significantly different levels of intimacy with their fathers as compared with their peers whose parents were still married. The children of divorced parents rated their relationships with their father as being less intimate than with their mother, and the relationships with their mothers as less intimate than their relationships with their best friends. The children of intact homes also rated their mother first in intimacy but rated their fathers second and

their best friends third. The children whose parents were divorced also showed signs of poorer social development in that they, as a group, indicated that they had fewer numbers of friends as compared to the group from intact families.

McCombs, Forehand, and Brody (1987) addressed adolescent functioning as it related to divorce and stress. Their interest was in the relationship between the divorced parents' non-parenting interactions and the adolescent's quality of functioning. The hypothesis was that the more support the absent father provided for his family the less conflict there would be in the parents' conversations, and further, that a higher quality of interactions between the parents would result in a higher quality of life for the adolescent. The study was comprised of forty adolescents and their mothers. The mothers were asked questions from the Binuclear Family Research Project. This instrument was developed by Constance Ahrons (Ahrons, 1983) to examine the conflict within the home before and after the divorce as well as the amount, and quality, of interactions in the home. The adolescents' social studies teachers also completed scales. The Revised Behavior Problem Checklist

Quay & Peterson, 1983) and the Rating Scale of Child's Actual Competence (Harter, 1982), were administered to these subjects to determine social skills and cognitive ability in the school setting. The results indicated a negative correlation. That is, the less interaction the mother had with her ex-spouse, the higher the student's grade point average and rating by the social studies teacher on a measure of social competence. The study concluded that the parents quantity of interaction on non-parenting issues was the best predictor of adolescent functioning after parental divorce. As interaction on topics outside the realm of parenting increases, the social studies teachers rated the adolescents lower in functioning.

### Teacher Expectancies

In a classic piece of research, Rosenthal and Jacobson (1968), studied how teachers' expectancies affected their students. Their study utilized "Oak" school, an elementary school of predominately poor, Mexican speaking children. Twenty percent of the student body was randomly selected and their teachers were led to believe these students would "bloom," or achieve academically at a faster rate than



average, in the coming year. Rosenthal and Jacobson found that what teachers are led to believe about their students does color the teacher's assessment of them. These students increased at a higher rate than the other students as a whole.

Dusek and Joseph (1983) conducted a meta-analysis of the research dealing with teacher expectancies. They combined many smaller studies related to each other in order to assess whether real relationships existed between the teachers' expectations and the variables studied. By combining studies a more accurate significance level is attained. They reviewed research relating to teachers rating students' competence in a variety of areas based upon physical attractiveness, gender, information likely found in a cumulative folder, such as test scores, work habits, diagnostic labels, and family history, social class and race, sex-role, student conduct, previously taught siblings, name stereotypes, and number of parents within the home. Of interest to this study is the meta-analysis of teacher expectancies of children from one- versus two-parent homes. Dusek and Joseph (1983) meta-analyzed 3 studies: Santrock

(1975), Santrock and Tracy (1978), and Levine (1981). Santrock (1975) found that teachers perceived boys from father-absent homes to be lower on moral-development characteristics than those from father-present homes. Santrock and Tracy (1978) had teachers and non-teachers rate a child on video, and those who believed that the child was from a divorced home rated the child lower on personality and academic measures than did the teachers who believed the child to be from an intact home. Levine (1981) asked teachers to rate academic and social variables as being ones a child from one- versus two-parent home would display more frequently. He determined that a child from a one-parent home was rated more negatively by teachers than the child from the two-parent home.

Dusek and Joseph (1983) found that the number of parents in the home was not related to teacher expectancies of lower moral development, negative personality characteristics or lower academic competence. They explained by saying that divorce or death of a parent is a temporary situation and can be remedied to an extent by empathy of the teacher.

## Teachers' Attitudes about Divorce

Teacher expectations are thought to play a role in a child's behavior. Because teachers may have negative attitudes about divorce from personal experience or may have been exposed to information describing the deficiencies of children from divorced parents, they may expect substandard behavior from children of divorced parents. The child may then demonstrate what is expected of him or her (Carlile, 1991).

Ball, Newman, and Scheuren (1984) studied whether teachers perceive children from divorced families differently than children from intact families. They believed that teachers often stereotype children whose parents are divorced. In their study they asked 1,712 teachers, of which 987 responded, to rate children via biographies on a 5 point scale. The following categories were rated: social adjustment, works independently, classroom behavior, socio-economic level, mother's participation in school activities, father's participation in school activities, sexual identity adjustment, copes with stress in school, and emotional adjustment. They found that

reactions toward the boys from divorced homes was more negative than for boys from intact homes on all criteria. The girls were also rated more negatively except on works independently, academically achieves, and needs remedial help.

Santrock and Tracy (1978) also studied teachers' perceptions of children from divorced and intact families. They presented two biographies of the same child. One said the child came from divorced parents; the other said the child resided with both parents. A video depicting one child displaying normal behaviors was shown to 30 teachers and undergraduates completing their teacher requirements who were asked to rate the child on ten personality traits. The experimenters formulated two questionnaires: The Personality Trait Rating Scale and the Predicted Behavior in School scale. The Personality Trait Rating Scale measured these characteristics on a scale of 1-9 with 1 being low and 9 being high: happiness, gets along with others, need for achievement, introversion, emotional adjustment, morality, anxiety, aggression, deviance, and sex role adjustment. The Predicted Behavior in School form asked the following



questions on the same 1-9 scale. "How much is he likely to break school rules?" "How well do you think he would cope with stressful situations at school?" "To what extent do you feel he would be cooperative with teachers at school?" "How popular do you think he would be with his classmates at school?" "Is he likely to assume leadership positions at school?" "To what extent is he the type of child you could leave the classroom and know that he still would do his work and follow your directions of what the class should do while you are gone?" Using the more stringent Bonferroni multiple-comparisons procedure, the child believed to be from divorced parents was rated significantly lower on three of the 16 variables at alpha .05. These three variables included happiness, getting along with others, and coping with stress. Santrock and Tracy pointed out that these three traits described the emotional state of the child and suggested that a child of divorced parents may be rated more negatively emotionally than a child from a two parent home.

Guttman et al. (1988) studied how teachers and peers perceive children whose parents are divorced regarding their academic, emotional, and social skills. It was hypothesized

that children who were believed to be from broken homes would be rated more negatively on all three criteria, academic, emotional, and social development, by their teachers and peers. One hundred four teachers and 120 peers were handed a questionnaire with a short biography at the top. A film of a child performing normal daily activities was then shown. A 2x2 design was employed with the factors being gender (e.g. male or female) and the state of the family (e.g. divorced or not). Guttman et al. found that the children whose parents were believed to be divorced were rated more negatively on all three criteria. They were perceived as having lower grades, poorer emotional health, and poorer social skills than the child believed to be from an intact family. The instrument used by Guttman et al. was a series of questions they felt were important to ask. When contacted concerning the details of questions asked, Mr. Guttman informed the author that no standardized instrument was used. Instead Guttman, et al. developed their own set of questions which are now unavailable as they are lost (J. Guttman, personal communication, December, 1995).

These studies indicate that teacher's perceptions of divorce and children from divorced homes may affect the way they rate children. Social scientists need to further examine this aspect of education in order to better understand and protect children from negative stereotypes.

The present study was a combination of the Guttman et al. study (1988) and the Santrock and Tracy study (1978). This study differs from the Guttman et al. (1988) and the Santrock and Tracy (1978) studies in two ways. First in the present study, the sample size was almost twice the number used in the Santrock and Tracy study. Their experiment used 30 subjects where the present study utilized 59 subjects. The larger number allowed for a more accurate application of the results. Secondly, the present study looked at teachers in training, the teachers of tomorrow rather than teachers already in practice. These subjects have benefited from the most current knowledge and training available to University students.

The limitations of the Guttman et al. (1988) and the Santrock and Tracy (1978) studies were their small sample sizes and their choice of populations. Because of their

limitations, further research was needed. If practicing teachers show biases, as determined by both Guttman et al. (1988) and Santrock and Tracy (1978), it could be because of their work experiences rather than some other variable. It was, therefore, necessary for me to examine teachers in training. By doing so the work experience variable could be eliminated. It was expected that, even so, the education majors would rate the child believed to be from divorced parents more negatively on character attributes such as gifted versus slow learner, well-behaved versus behaves poorly, emotionally stable versus emotionally unstable, and content versus angry.

## CHAPTER II

### RESEARCH STUDY

#### Participants

This study used 59 undergraduate students at Austin Peay State University who are majoring in Education. The participants watched a video of a twelve year old child and completed the bi-polar adjective pairs scale. They were randomly assigned to the "divorced" or "non-divorced" groups.

#### Measure

A fifteen minute video of a child was shown to fifty-nine education students who first read a biography (Appendices D and E) of the focus child. Unknown to the participants, there were two different biographies. One biography included that the child lives with both mother and father, while the other said the child has lived with his or her mother and a sibling since the parents' divorce. Thirty of the subjects received the first scenario, and 29 received the second scenario. The education majors then rated the child on a series of adjective pairs. Following the biography paragraph, there were three questions about the



content of the biography. Their purpose was to determine whether or not the subject had read and understood the child's family circumstances. The key question asked was, "With whom does the child live?". The other two questions asked the child's age and the color of the child's shirt. The purpose of the two extraneous questions was to camouflage the question about the family. All participants correctly identified the child's age, shirt color and family situation. The author-created video included scenes from a normal school day. Signed parental consent forms (Appendix F) were obtained from all children in the video. After viewing the completed video, a energetic and clearly visible child was selected to serve as focus of the study. His parents signed an additional consent form (Appendix G). The children were shown in the classroom listening to a lecture, playing basketball with friends in the gym, eating snack in the cafeteria, and studying in the library.

### Procedure

The volunteers were first asked to read and sign the consent forms (Appendix B). The biographies of the child were distributed to the participants. The APSU students

received extra credit from their professor for their participation. The biographies of the child in the video were handed out before the video was shown. Thirty, almost one-half, of the participants received the biography saying the child's parents were married. Twenty-nine received the biography which said the child's parents were divorced. Because the students were allowed to sit wherever they chose, the assignment of the biographies was random. The biographies were stacked with every other one saying the child's parents were intact and were handed out in this manner. The participants were debriefed shortly after the measure was retrieved. The only demographic data requested were questions verifying the participants as education majors.

### Data Analyses

Instructions for the questionnaire included directions to rate the child based upon what was seen in the video. Participants were asked to clearly mark one bubble only and not to color between two bubbles.

Scoring of the instrument included numbering the bubbles of the instrument from one to six. Six indicated the

most positive score, and one indicated the most negative score. The participants' ratings were tallied, and the sum of the ratings was used to perform a one-tailed t-test.

Before each measure was scored, the question, "With whom does the child live?," was checked for accuracy. If the participant's response was not correct, the data would have been thrown out. All responses were correct and, therefore, all data were included in the data analysis.

### Results

In order to answer the question of difference between the two groups, those who believed the child to be from divorced parents versus those who believed the child was from an intact family, a t-test was performed on the sum of the ratings. The students who believed the observed child was from an intact family rated him more highly (mean = 52.862) than those who believed his parents were divorced (mean = 47.900). Using a one-tailed test, these results are statistically significant ( $t=1.942$ ,  $df=57$ ,  $p=.028$ ).

### Discussion

The present study builds upon the assumption that divorce is a process of stressors (Kurdek, 1983) and upon

the studies of Forehand, Middleton, and Long (1987), Forehand et al. (1991), Hertz-Lazarowitz, Rosenberg, and Guttman (1989), and McCombs, Forehand, and Brody (1987). Divorce of their parents is, according to these authors, a stressor for many children whose parents divorce each year and may affect the functioning of these children in their daily lives. These studies found that the teachers of these children saw them more negatively on their respective measures. The present study found a similar result using an author-created bi-polar adjective pairs measure.

Rosenthal and Jacobson (1968) and Dusek and Joseph (1983) researched teacher expectancies. Rosenthal and Jacobson (1968) found that what teachers expect of their students, they "see" to a greater extent. Dusek and Joseph (1983) conducted a meta-analysis of 3 studies relating to divorce: Santrock (1975), Santrock and Tracy (1978) and Levine (1981). Dusek and Joseph (1983) found that the number of parents in the home was not related to teacher expectancies of lower moral development, negative personality characteristics, or lower academic competence. The results of Dusek and Joseph (1983), while adding to the



body of literature surrounding the divorce issue, appear to be contrary to the present study's findings. Perhaps Dusek and Joseph's (1983) results differ from the present findings because they also included in their samples studies where marriages ended via death of a parent. The death of a parent, although quite traumatic, differs from the stressful process many children experience when their parents divorce. By combining these two distinct situations, it is understandable that they attained a differing result.

Teachers expectations are believed to affect a student's behavior according to Ball, Newman, and Scheuren (1984), Santrock and Tracy (1978), and Guttman, Geva, and Gefen (1988). Ball, Newman, and Scheuren (1984) researched this idea and found that teachers in this survey rated boys from divorced parents more negatively on all given criteria. The girls were also rated more negatively except on 3 of the 9 criteria. Santrock and Tracy (1978) looked at how teachers' perceptions of students are colored by their attitudes toward divorce. Results showed that the teachers rated the children believed to be from divorced parents significantly lower than children believed to be from intact



parents on variables describing emotional state. The present study also found that university majors rated children more negatively, as a whole, on emotional state, personality traits and academic competence. Guttman, Geva, and Gefen (1988) studied how teachers and peers rated children whose parents are divorced. They found that teachers perceived children from divorced homes as having poorer grades, poorer emotional health, and poorer social skills than children believed to be from intact homes. The present study also looked at how education majors, teachers of tomorrow, perceive children whose parents are divorced. They, as a whole, rated the student believed to be from divorced parents lower on variables related to the child's emotional, personality and academic performances.

These studies, as well as the present one, adds fuel to the already burning debate about whether teachers need information relating to the child's home situation to be effective teachers. Although some educators may make inaccurate inferences using this sensitive information, many teachers believe this type of information is helpful in assisting the child during the stressful times of divorce.

Perhaps a backdoor approach would help solve this question: allow teachers this knowledge, but make them aware of how their perceptions regarding the marital status of the child's parents may affect their expectations of the child's progress, and therefore, may promote a negative self-fulfilling prophecy. More careful research is still needed on this important topic.

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## APPENDICES

## Appendix A

### Bi-Polar Adjective Rating Scale

**Directions:** Based upon what you have seen in the video, please clearly fill in the bubbles that best represents the child and his qualities. Bubble in one space per line and do not mark between the bubbles.

Promiscuous	0	0	0	0	0	0	Conservative
Likable	0	0	0	0	0	0	Unlikable
Socially capable	0	0	0	0	0	0	Socially inept
Copes well with stress	0	0	0	0	0	0	Copes poorly with stress
Distractable	0	0	0	0	0	0	Focused
Well-behaved	0	0	0	0	0	0	Behaves poorly
Emotionally stable	0	0	0	0	0	0	Emotionally unstable
Sad	0	0	0	0	0	0	Happy
Angry	0	0	0	0	0	0	Content
High self-concept	0	0	0	0	0	0	Low self-concept
Gifted	0	0	0	0	0	0	Slow learner
Poor grades	0	0	0	0	0	0	High grades
Works to potential	0	0	0	0	0	0	Underachiever

## Appendix B

### Informed Consent Form

The purpose of this study is to examine teachers' perceptions of children. You will receive a description of a child and view a fifteen minute video of that child. You will then rate the child on specific behaviors using a bipolar adjective scale created by the author. This will take approximately 30 minutes. This study will add to the literature of how to help teachers more effectively teach specific populations of children. The details of the study will be fully explained after the study is conducted. Your confidentiality is respected. After your responses are put into groups, your names will be deleted. Your participation is voluntary and may be discontinued at any time, before or during the experiment, without penalty. If you have any questions about this study, please contact Robin Gunn at (615) 441-2067 at 215 Cullom Avenue, Dickson, TN 37055 or Dr. Nanci Stewart Woods at (615) 648-7236 in the Psychology Department at Austin Peay State University.

\*\*\*\*\*

I agree to participate in the above study conducted by Robin Gunn working under Dr. Nanci Stewart Woods at Austin Peay State University. I have been informed orally or written, or both, about the procedures involved and any risks of this study. The experimenter has agreed to answer any questions I might have about today's study. I am free to withdraw my participation at any time without penalty.

---

Name (please print)

---

Signature

---

Date



Appendix C  
Human Subjects Form

AUSTIN PEAY STATE UNIVERSITY  
CHECKLIST FOR RESEARCH INVOLVING HUMAN SUBJECTS

TITLE Education Majors' Perceptions of Adolescents of Divorced Parents versus Adolescents of Intact Parents  
FUNDING SOURCE N/A

PRINCIPAL INVESTIGATOR Robin M. Gunn DEPARTMENT Psychology  
SPONSOR (if student research) Dr. Nanci Woods

1. Give a brief description or outline of your research procedures as they relate to the use of human subjects themselves, instructions given to them, activities in which they engage, questionnaires are used, copies should be attached to this form. Make notation if the subjects are minors or "vulnerable" (i.e. children, prisoners, mentally or physically infirm, etc.).

The subjects will be 60 education majors at Austin Peay State University. All will read a biography about the child in the video. Half of the students will read that the child lives with both mother and father; the other half will read that the child lives with his or her mother only since becoming divorced. They will respond to three questions regarding the biography they read and will be shown a 15 minute video of the schoolchild in the classroom, in the gym, eating snack and in the library. After the video the subjects will then be asked to rate the child using the bi-polar adjective pairs scale. Special instructions given will be, "Rate the child where you think he or she would fall on the scale based on what you have seen in the video."

2. Does this research entail possible risk to psychological, legal, physical or social harm to the subjects? Please explain. What steps have been taken to minimize these risks? What provisions have been made to ensure that appropriate facilities and professional attention necessary for the health and safety of the subjects are available and will be utilized?

This study involves minor deception in that subjects are not told the purpose of the study is to evaluate attitudes about divorce and children. No psychological harm is expected as a result of this study. The children role-playing in the video will not be from the Clarksville area, and therefore it is unlikely that they will be known by the subjects. The subjects will be debriefed after the completion of the rating scale. They will be told the focus of the study and that the biographies were made up. I will also make known to the subjects that they can contact me to answer any questions they may have regarding the study.

3. The potential benefits of this activity to the subjects and to mankind in general outweigh any possible risks. This opinion is justified by the following reasons:

Yes, the benefits of this study do outweigh the possible risks. This study may shed light on teachers' expectations of children whose parents are divorced. Better educational opportunities and experiences

for all children could be benefits of this study.

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4. Will legally effective, informed consent be obtained from all subjects or their legally authorized representative?  
Yes.

5. Will the confidentiality/anonymity of all subjects be maintained? How is this accomplished? (If not, has a formal release been obtained? Attach.) (a) If data will be stored by electronic media, what steps will be taken to assure confidentiality/anonymity? (b) If data will be stored by non-electronic media, what steps will be taken to assure confidentiality/anonymity?

The confidentiality/anonymity of all subjects will be maintained. The names of the subjects will be deleted, and they will be identified only as members of the "divorce" or "non divorce" group as determined by the bibliography they received. Data will remain confidential by storing it under lock and key. When computing statistics via VAX system, it will be protected by a password system. Only those with the code will have access to the data.

6. Do the data to be collected relate to illegal activities? If yes, explain.

No.

7. Are all subjects protected from the future potentially harmful use of the data collected in this investigation? How is this accomplished?

The names of the subjects will be deleted after they have been separated into groups as determined by the bibliographies they received. In the future only the scores of the subjects will be accessible.

I have read the Austin Peay State University policies and Procedures on Human Research and agree to abide by them. I also agree to report to the Human Research Review Committee any significant and relevant changes in procedures and instruments as they relate to subjects.

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Student Signature

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Date

Student research directed by faculty should be co-signed by faculty supervisor.

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Faculty Signature

## Appendix D

## Biography A

The child you are about to see is a 13 year old elementary school student named Chris. Chris is wearing a \_\_\_\_\_ shirt. He lives with his mother, father, his younger sister and is in the sixth grade.

Questions:

With whom does Chris live?

What color is Chris' shirt?

How old is Chris?

\*\*\*\*\*

Do you intend to teach?

## Appendix E

## Biography B

The child you are about to see is a 13 year old elementary school student named Chris. Chris is wearing a \_\_\_\_\_ shirt. He lives with his mother and sister since his parents' divorce and is in the sixth grade.

Questions:

With whom does Chris live?

What color is Chris' shirt?

How old is Chris?

\*\*\*\*\*

Do you intend to teach?

## Appendix F

## Parent Consent Form A

March 31, 1997

Dear Parents,

I am currently enrolled at Austin Peay State University and am conducting research on the topic of how teachers perceive students. I need to make a video tape of several sixth grade students. Viewers of the video will be Austin Peay State University majors. The video will show the students in typical school settings. For example, I want to tape them reading in the library, listening to a classroom lecture, playing in the gym, and eating in the cafeteria. If you will allow your child to be video taped for research purposes only, please sign and return by Wednesday, April 2. Please call me with questions at school (446-2376) or at home (441-2067). My faculty supervisor Dr. Nanci Woods, and her number is 648-7236.

Thanks,

Robin Gunn

\*\*\*\*\*

I agree to allow my child, \_\_\_\_\_, to be video taped by Robin Gunn for research purposes only.

Signature \_\_\_\_\_

Date \_\_\_\_\_



## Appendix G

## Parent Consent Form B

April 14, 1997

Dear Parents,

Thank you for allowing me to video tape your child for my thesis graduate study. The taping went well.

I would like your child to be the focus of the video. I need someone who is outgoing and is clearly visible in the video.

My study will look at how education majors from Austin Peay State University view their students who are from divorced parents. I am going to show the video and have the education majors rate the child on several characteristics (see attached instrument). Half of the education majors will be told that your child is from divorced parents. The other half will be told that your child is from intact parents. I think there will be a difference in how they perceive the same child. After the rating scale is completed, I will explain that your child is from intact parents, and that they were mislead for purposes of this study only. Your child's name will not be disclosed at any time.

For questions, please contact me at school (446-2376) or at home (441-2067). My thesis chairperson is Dr. Nanci Woods. She can be contacted at 648-7236.

Thank you,

Robin Gunn

\*\*\*\*\*

I give my permission for my child \_\_\_\_\_ to be the focus of the video. I will allow APSU education majors to be told that my child is from divorced parents and to rate my child on the attached scale.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## VITA

Robin Marie Jackson Gunn was born in Dickson, Tennessee on November 6, 1969. She attended Dickson County public schools and graduated from Dickson County High School in May 1988. She entered Middle Tennessee State University in September and attended there three years before transferring to Austin Peay State University. In August 1992, she received a Bachelor of Science degree in Psychology. In 1993, she entered Austin Peay State University Graduate School, and expects to receive a Master of Science Psychology degree in School Counseling in August, 1997.

Currently, she resides in Dickson County with her husband Keith and is employed as a School Counselor at Dickson Elementary School.