

**SELECTED TEXAS DRIVER EDUCATION INSTRUCTORS' FEELINGS  
ABOUT A DRIVER EDUCATION CULTURAL AWARENESS SURVEY**

A Thesis

by

NINA JO SAINT

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

May 2011

Major Subject: Curriculum and Instruction

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Approved by:

Chair of Committee,	Patricia J. Larke
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## ABSTRACT

Selected Texas Driver Education Instructors' Feelings About A Driver Education  
Cultural Awareness Survey. (May 2011)

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Chair of Advisory Committee: Dr. Patricia J. Larke

This study examined what items driver education instructors felt should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele. In addition, the study examined the ways driver education instructors felt a cultural awareness survey should be administered. The instrument used in the study was the Driver Education Cultural Awareness (DECA) Survey that consisted of 14 items. There were eighty-one ( $N = 81$ ) participants in the study with forty-six ( $N = 46$ ) from the Texas' Education Service Center, Region 4 area (Houston area) and thirty-five ( $N = 35$ ) from the Texas' Education Service Center, Region 10 area (Dallas area). The findings of this study were:

- (1) Instructors believed that a survey instrument should include information about "preparedness to teach a culturally diverse student clientele," "men and women presented in equitable roles," and "images of teenager drivers;" and
- (2) Instructors did not agree on how a survey instrument should be administered.

## **DEDICATION**

This work is dedicated to the young drivers who drive me to continue to work towards ensuring that high quality and equitable driver and traffic safety education will be offered that will provide them the knowledge and skills that they can use to avoid traffic crashes and stay alive on our roadways. In addition, this work is dedicated to traffic safety professionals who work diligently to continue to implement proven strategies and to develop new strategies to reduce the number of deaths, injuries, and property damage caused by traffic crashes.

## ACKNOWLEDGEMENTS

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Also, I would like to thank my colleagues and the Teaching, Learning and Culture faculty and staff for making my time at Texas A&M University a great experience. I also want to extend my special gratitude to the Texas Education Agency staff and to all the driver education instructors who were willing to participate in this study. Finally, a special thanks to family members and friends who offer prayers, unconditional love, friendship, support, and understanding at all times.

**NOMENCLATURE**

ADTSEA	American Driver and Traffic Safety Education Association
DECA	Driver Education Cultural Awareness Survey
DET	Driver Education Teacher
ESC	Education Service Center
IIHS	Insurance Institute for Highway Safety
NAME	National Association for Multicultural Education
NHTSA	National Highway Traffic Safety Administration
NTSB	National Transportation Safety Board
TEA	Texas Education Agency
TA	Teaching Assistant for Driver Education
TA-F	Teaching Assistant – Full for Driver Education
TRB	Transportation Research Board

## TABLE OF CONTENTS

	Page
ABSTRACT .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
NOMENCLATURE.....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	xi
 CHAPTER	
I INTRODUCTION.....	1
Statement of the Problem .....	3
Significance of the Study .....	5
Purpose of the Study .....	5
Research Questions .....	6
Definition of Terms .....	7
Assumptions .....	8
Limitations .....	9
Organization of the Study .....	9
II REVIEW OF LITERATURE.....	10
Need for Culturally Responsive Practices in Driver Education .....	10
National Driver Education Directives .....	10
Position of One State .....	13
Driver Education Instructor Certification .....	15
Theoretical Base/Conceptual Framework – Multicultural Education .....	16
Culturally Responsive Practices.....	20

CHAPTER	Page
III RESEARCH METHODOLOGY .....	27
Introduction .....	27
Survey Instrument .....	28
Participants .....	33
Procedure – Data Collection .....	43
Data Analysis .....	44
IV FINDINGS .....	49
Introduction .....	49
Quantitative Findings .....	49
V SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS .....	55
Purpose and Research Design .....	55
Summary .....	56
Conclusions .....	57
Discussion .....	58
Recommendations .....	64
REFERENCES .....	65
APPENDIX A .....	71
APPENDIX B .....	75
APPENDIX C .....	80
APPENDIX D .....	82
VITA .....	88



## LIST OF TABLES

	Page
Table 2.1 A Paradigm for Multicultural Course Change: Examining Course Components and Levels of Change .....	21
Table 2.2 Multicultural Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety – Curriculum .....	23
Table 2.3 Multicultural Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety – Instructors.....	24
Table 2.4 Multicultural Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety – Visual Representation .....	25
Table 3.1 Survey Item 11 in Relationship to Research Questions One, Two and Three .....	32
Table 3.2 Survey Item 14 in Relationship to Research Questions Four, Five and Six .....	33
Table 3.3 School Age Demographic Population for Region 4 and 10 Areas ...	36
Table 3.4 Licensed or Certified Driver Education Instructors in Region 4 and 10 Areas .....	37
Table 3.5 Region 4 and 10 Areas Survey Participants Ethnic Demographics .	38
Table 3.6 Region 4 and 10 Areas Type of School and Development of Instructional Materials .....	39
Table 3.7 Region 4 and 10 Areas Instructor Certification, Training, and Type of Instruction .....	41
Table 3.8 Region 4 and 10 Areas Years as a Driver Education Instructor .....	42
Table 3.9 Region 4 and 10 Areas Years Teaching a Culturally Diverse Student Clientele .....	43
Table 3.10 Decision Rule Example – Research Question Two: Preparedness to teach CDC by Gender .....	46

	Page
Table 4.1 Region 4 and 10 Area Workshops - Research Question One: Preparedness to Teach CDC .....	50
Table 4.2 Region 4 and 10 Area Workshops – Research Question Two: Preparedness to Teach CDC by Gender .....	51
Table 4.3 Region 4 and 10 Area Workshops – Research Question Three: Preparedness to Teach CDC by Instructor Certification .....	52
Table 4.4 Region 4 and 10 Area Workshops – Research Question Four: Administering Survey Instrument .....	53
Table 4.5 Region 4 and 10 Area Workshops – Research Question Five: Administering Survey Instrument by Gender .....	53
Table 4.6 Region 4 and 10 Area Workshops – Research Question Six: Administering Survey Instrument by Instructor Certification .....	54

**LIST OF FIGURES**

	Page
Figure 2.1 United States Population and Public School Demographics Compared to Texas Population and Public School Racial and Ethnic Demographics .....	14
Figure 3.1 Regional Education Service Centers, Region 4 and 10 Areas (Texas Education Agency (TEA), 2010b) .....	34
Figure 3.2 Texas Education Agency, Regional Education Service Centers (ESCs) (TEA, 2010b) .....	35

## CHAPTER I

### INTRODUCTION

Obtaining a driver's license has long been an important rite of passage for teenagers in their journey to adulthood. In Texas, teenagers are permitted to obtain a driver's license prior to the age of eighteen if they have completed a driver education program that may be taught by a public school, driver training school, or a parent. This driver's license provides the teenagers with mobility and freedom; but these benefits at times come at a very expensive price, which is paid when a traffic crash occurs (U. S. Department of Transportation, 2009). One-third of all 16 - to 19 - year - olds deaths are related to traffic crashes (National Highway Traffic Safety Administration (NHTSA), 2008). In addition, traffic crashes may produce incapacitating injuries, death, and economic loss among the nation's youth (NHTSA, 2008).

Driving is the most dangerous risk young people take as traffic crashes continue to be the leading cause of death among American teens. In 2006, young drivers between the ages of 15- to 20-years of age represented 6.4% of the driving population. However, 12.9% of all drivers involved in fatal crashes and 16% of all drivers involved in reported crashes were 15- to 20 - years - old young drivers. This is a 102% over representation in fatal traffic crashes and a 150% over representation in reported crashes (NHTSA, 2008). The high-risk behavior associated with younger drivers is one basis for over representation in traffic crashes and fatal traffic crashes (NHTSA & Insurance Institute

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This thesis follows the style of *American Educational Research Journal*.

for Highway Safety (IIHS), 2006). In 2006, Texas led the nation in the number of fatal crashes by drivers' ages 15- to 20-year olds with 8.5% of the crashes that equals to 457 deaths (NHTSA, 2008).

In addition, one of the most dangerous risks anyone else can take is to be on the same roadway as a young driver. The AAA Foundation for Traffic Safety analyzed crashes between the years 1995 and 2004 involving 15 - 17-year-old drivers and found that the crashes claimed the lives of 30,917 people, of which 11,177 (36.2%) were the 15 - 17-year-old drivers. However, the greater part of fatalities in these crashes were individuals other than those drivers, which included 9,847 of their passengers, 7,477 occupants of vehicles operated by drivers 18 years of age or older, and 2,323 non-motorists (American Automobile Association, 2006). In 2006, the leading cause of death for ages 2 to 33 was a traffic crash (Center for Disease Control and Prevention, 2008).

Culturally diverse populations are “disproportionately” killed in traffic crashes compared with the much larger European Americans population (NHTSA, 2006). This fact makes this an extremely important issue for driver education instruction and for driver education and safety education curriculum (Larke, 2008a).

Such statistics are getting the attention of traffic safety organizations. National traffic safety organizations, such as The American Driver and Traffic Safety Education Association and The Driving School Association of the Americas, have recently placed attention on this topic by including it on their national conference agenda, which included a paper, Cultural Diversity Responsiveness in Driver Education and Preparing

Culturally Responsive Driver Education and Traffic Safety Instructors to Work with Diverse Populations (Larke, 2008a; Larke, 2008b). These driver education organizations realize the value of providing information to driver education instructors concerning culturally responsive pedagogical skills, a driver education curriculum that is culturally responsive with risk management techniques to reduce high-risk behaviors of a diverse student population. It is vital that young teen drivers obtain and utilize safe driving behaviors.

### **Statement of the Problem**

President Barak Obama's educational philosophy is dedicated to providing "all" students a "high-quality" education to ensure "America's economic future" (The White House, 2010). President Obama's goal is to make available to every child a "complete and competitive education, from cradle through career" (The White House, 2010). It is President Obama's belief that our society's future's "economic competitiveness" relies on the ability to provide students with an education that drives them to success in a highly competitive global economy (The White House, 2010).

In driver education this education is literally a lifesaving issue, which necessitates the need for culturally responsive practices in the driver and traffic safety education curriculum to address the language obstacles and cultural behavior diversity. Public schools embrace diversity within curriculum instructional delivery to respond to a more equitable educational outcome for students of color (Larke, 1992; Gay, 2010). Driver education instructors, also, must begin to respond to teaching driver and traffic safety education curriculum to students of color. The demographic landscape of young

teen drivers is changing in America just as the demographic landscape of America is changing in public schools. Driver education teachers/instructors must embrace diversity in its curriculum and instructional delivery as teachers have within pre-K through 12.

These culturally responsive practices should include incorporating the “cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective” for the students and for teaching to the complete student (Gay, 2010). In addition, the culturally responsive practices should include the requirement for high-academic standards while safeguarding cultural distinctiveness and ethnicity (Gay, 2010). These practices should be taught by instructors and teachers who are "able to utilize cultural sensitivity and instructional strategies that ensure that all students will achieve excellence as well as equity" (Larke, 1992).

To meet the needs of the Texas driver and traffic safety education diverse student clientele, instructors need to be prepared to teach such a diverse clientele. This effort must provide an opportunity to engage every student and to impact risk reduction efforts to counter the driver-related risk factors for teenage drivers which include driving too fast, running off the road, driving in the wrong lane, driving under the influence of alcohol, drugs, or medication, and erratic or reckless driving (Goodwin, Foss, Sohn, & Mayhew, 2007).

### **Significance of the Study**

To date, little, if any, research has been done to gather information from instructors about a culturally responsive driver and traffic safety education curriculum, how prepared they are to teach a diverse population, and if they feel that being prepared to teach a culturally diverse student clientele will impact the risk reduction efforts for teenagers, especially teenagers of diverse cultures. In view of the fact that traffic crashes are related to individuals' knowledge and skills of driving, it is significant to explore the probable effect that meeting the needs of a culturally diverse student clientele would have on the reduction of traffic crashes within this population.

This data, concerning the preparedness of driver education instructors to teach a culturally diverse student clientele, may be significant to the development or modification of viable and appropriate driver and traffic safety education curriculum. In addition, the data obtained from this study may provide benefits to driver education instructor preparation programs.

### **Purpose of the Study**

Due to the lack of information gathered concerning culturally responsive driver and traffic safety education, the purpose of the study was the initial developmental process for designing a survey that would collect data regarding what instructors felt should be included in a cultural awareness survey and how the survey should be administered. Therefore, the purpose of the study was two-fold: a) have driver education instructors share what items should be included in a cultural awareness survey instrument to assess the preparedness of driver education instructors to teach a culturally



diverse student clientele; and b) have driver education instructors share how to administer a cultural awareness survey instrument.

### **Research Questions**

The six research questions that guided the study were:

1. What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele?
2. What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' gender?
3. What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' certification?
4. What ways do driver education instructors feel a cultural awareness survey should be administered?
5. What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors' gender?
6. What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors' certification?

## **Definition of Terms**

**A Culturally Diverse Student Clientele** – Students who are members of a diverse range of cultures and ethnic groups.

**Cultural Awareness** – “Becoming functionally aware of the degree to which behavior is culturally informed and influenced” (Schram, 1994).

**Culturally Responsive Practices** – Approaches to teaching that empowers students intellectually, socially, emotionally, and politically by using their cultural frameworks to impart knowledge, skills and attitudes" (Modified Ladson-Billings, 1994).

**Cultural Sensitive** – Can be characterized as “attitudes, beliefs and behaviors towards students of other cultures” (Larke, 1990).

**Driver and Traffic Safety Education** – In Texas, the Driver and Traffic Safety Education Program provides novice drivers the foundation of knowledge, understanding, skills, and experiences necessary for the novice driver and parent, guardian, or adult mentor to launch and continue the lifelong learning process of legal and responsible reduced-risk driving practices in the Highway Transportation System. Teachers instruct students in this program through a combination of classroom and in-car (actual or simulated) culturally responsive instructional techniques that include modeling, knowledge assessment, skill assessment, guided observation, and parental/mentor involvement (Texas Education Agency, 2008b).

**Driver Education Cultural Awareness (DECA) Survey** – A survey that measures the perceptions of what driver education instructors feel should be included in a cultural awareness survey instrument to assess instructors' preparedness to teach a culturally diverse student clientele (Saint & Larke, 2010).

**Risk Reduction** – Reducing the possibility of having a conflict (potential or immediate) that results in a non-incident, crash, or collision (TEA, 2008b).

**Reduced-Risk Driving Practices** – Applying knowledge, understanding, and skills from the Texas Driver and Traffic Safety Education Program including traffic laws with right-of-way laws and occupant restraints, driver preparation, vehicle movements, driver readiness, risk reduction including a space management system, environmental factors, distractions, alcohol and other drugs, adverse conditions, vehicle requirements, consumer responsibilities, and driver responsibilities to drive legally and responsibly without incident, crash, or collision (TEA, 2008b).

### **Assumptions**

The following assumptions were made:

1. It is assumed that the participants reside in the Education Service Center, Region 4 and 10 areas.
2. It is assumed that participants in this study responded honestly during the survey.
3. It is assumed that during the completion of the survey that the instructors participating in this study followed the established guidelines.

### **Limitations**

The following limitations were made:

1. The participants in this study were limited to instructors in Texas.
2. The sample size may not truly be representative of the population.

### **Organization of the Study**

The study is divided into five major chapters. Chapter I provided an introduction, statement of the problem, significance of the study, purpose for study, research questions, definition of terms, assumptions and limitations, and organization of the study. Chapter II consists of the review of related literature. Chapter III explains the research methodology followed in the study. Chapter IV analyzes the data and provides the findings. Chapter V contains a summary, conclusions, discussion, and recommendations.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **Need for Culturally Responsive Practices in Driver Education**

In this chapter, the need for culturally responsive practices in driver education will be reviewed. The review will cover the need in six sections: (1) national driver education directives, (2) one state's position on culturally responsive practices in driver education standards and curriculum, (3) teacher/instructor certification, (4) theoretical base/conceptual framework – multicultural education, and (5) defining culturally responsive practices.

#### **National Driver Education Directives**

The National Highway Traffic Safety Administration recognized that the United States is composed of people from “different ethnic, cultural, and religious backgrounds” (NHTSA, 2009b). To provide the best practices whereby all can benefit from our “lifesaving” efforts, NHTSA acknowledges the necessity for a wide scope of traffic safety programs that mirror America's diversity. This is especially important as data indicate, “traffic safety problems disproportionately affect some communities” (NHTSA, 2009b). In its efforts to decrease the death rate, reduce injuries, and lower economic costs, NHTSA's efforts are directed to four diverse groups which include African Americans, Asian/Pacific Islanders, Hispanics, and American Indian/Alaska Natives (NHTSA, 2009b).

In addition, in its mission to reduce the number of traffic collisions, the National Highway Traffic Safety Administration's (NHTSA) *2020 Report: People Saving People*

*On the Road to a Healthier Future*, provides national guidelines encouraging states to support and employ useful educational programs in an effort to end avoidable tragedy and reduce economic costs associated with vehicle crashes (NHTSA, 1997). This report states that there should be an overview of the practices that are necessary to make the instruction culturally responsive. The report indicates that changes in state demographics, which create language barriers and a variety of cultural behaviors, combined with young driver high-risk behaviors could affect traffic safety. The report's position is that unless equitable pedagogical practices are employed to address the changes in demographics and young driver behaviors, a far worse safety impasse than occurring today will occur in 2020 (NHTSA, 1997).

To achieve a reduction in traffic crashes, fatalities and injuries, the National Highway Traffic Safety Administration's *Uniform Guidelines for State Highway Safety Programs*, specifies that states should create and employ a "culturally competent highway safety program" that is mindful of State demographics (NHTSA, 2009a). The U. S. Department of Transportation's publication, *Novice Teen Driver Education and Training Standards*," is a recent document that presents the best practices for States to follow for the standardization of driver education programs across the Nation which includes the best practices of ensuring that driver education and traffic safety "programs reflect multicultural education principles and are free of bias" (U. S. Department of Transportation, 2009).

The American Driver and Traffic Safety Education Association stresses that driving is a multifaceted undertaking that takes experience over time to learn in which

the experience should address young driver high-risk behaviors (American Driver and Traffic Safety Education Association, 2006). The high-risk behaviors include failure to wear safety belts, speeding, driving while impaired (by alcohol or other drugs), failure to recognize hazards, and drowsy or distracted driving (Goodwin, Foss, Sohn, & Mayhew, 2007). These high-risk behaviors included with young drivers' immaturity and driving inexperience coupled together with overconfidence lead to young driver traffic crashes (Goodwin, Foss, Sohn, & Mayhew, 2007). This age group is particularly susceptible to distractions caused by other passengers in the vehicle and electronic devices (Goodwin, Foss, Sohn, & Mayhew, 2007). In light of these facts, the National Transportation Safety Board encourages developers of driver education and traffic safety curriculum to incorporate into the curriculum "how teenagers learn" to enable instructors to teach teens to drive safely (National Transportation Safety Board (NTSB), 2005).

To accomplish this, the National Transportation Safety Board encourages driver education programs to incorporate teenage learning styles and risk behaviors along with classroom and in-car pedagogical strategies, instructional resources, and sequencing to determine best practices to offer teenagers the knowledge and skills necessary to drive safely (NTSB, 2005; Mayhew, Simpson, Singhal, Desmond, 2006). Educationally teenagers need to be "visually, mentally, and physically stimulated and challenged" (NTSB, 2005). As teenagers have various learning styles, learning abilities, maturity levels, and levels of risk-taking behaviors, classroom and in-car driver education curriculum and instruction should encompass all the learning styles of teenagers, which include visual, listening, and doing. A 2000 study of policies and practices in driver

education stated, “it will be important for future initiatives to ground efforts in the overall cognitive, emotional, and physical developmental processes of youth” (NTSB, 2005).

### **Position of One State**

In Texas, teenagers are permitted to obtain a driver’s license before the age of eighteen if they have completed a driver education program taught by a public school, driver training school, or a parent. Each of these driver education programs follow the same set of driver education standards developed and adopted by the state. Looking at Texas public school student demographics provided Texas with impetus to address the needs for equitable pedagogical practices in driver education and traffic safety. As seen in Figure 2.1, according to the Texas Education Agency’s Public Education Information Management System, the student demographics for 2009-2010 school years in Texas schools are as follows: Hispanic 48.6%; African American 14%; White 33.3%; Native American, Alaskan Native, Asian, Pacific Islander 4.1%; economically disadvantaged 58.9% (Texas Education Agency (TEA), 2010a). The 2008 – 2009 student bilingual/English Second Language and limited English proficient are as follows: bilingual/ English Second Language 16%; and limited English proficient 16.9% (Texas Education Agency (TEA), 2010a).

In addition, Figure 2.1 compares the population demographic and the public school student demographic data for Texas and the United States from the U. S. Census Bureau State and County QuickFacts Texas 2007 population estimates, National Center for Education Statistics, and the Texas Education Agency’s Public Education



Management System. It can be seen in Figure 2.1 that Texas has a 27% higher demographics of Hispanic students, a 21.9% lower demographics of White students, and 13.3% higher demographics of a language other than English being spoken in the home (TEA, 2010a; US Census Bureau, 2007; U. S. Department of Education Sciences, 2010).

Student Demographic	United States Population Demographic	Texas Population Demographic	United States Public School Demographic	Texas Public School Demographic	Difference in TX to US Public School Demographic
African American	12.8%	12.0%	17%	14%	- 3%
White	66.0%	47.9%	55.2%	33.3%	- 21.9%
Hispanic	15.1%	36.0%	21.6%	48.6%	+ 27%
Native American/ Alaska Native/ Asian/Pacific Islander	5.6%	4.2%	6.2%	4.1%	- 2.1%
Persons reporting two or more races	1.6%	1.2%			
Other Than English Spoken at Home (2000)	17.9%	31.2%			

**Figure 2.1. United States population and public school demographics compared to Texas population and public school racial and ethnic demographics.**

In response to these statistics and what the current and future demographics of Texas' young teen drivers, Texas began an evaluation of its driver education and traffic safety standards and model driver education program. Included in this evaluation was a review for culturally responsive practices in the driver education standards and model. The results of the evaluation lead to incorporation of multicultural and multi-various approach to teaching and learning into Texas' standards and model curriculum to reach

the greatest number of students providing them the proper education in an effort to encourage them to drive safely.

### **Driver Education Instructor Certification**

Certification courses for in-school and driver training school instructors do not guarantee that these instructors have a knowledge base to work effectively with changing demographics nor can these courses guarantee that these instructors have knowledge in culturally responsive teaching. Certification requirements for professional in-school instructors (public school, Education Service Center, or College/University instructor) are a driver education endorsement on their teaching certificate, requiring nine semester hours of driver education instruction from a college/university or alternative certification program. These instructors are able to teach all phases of driver education instruction including the classroom phase and all phases of in-car instruction. The differences for a professional driver training school instructor is that this driver education teacher (DET) can complete training in an approved licensed driver education school teacher preparation program and that the training will not appear on the teaching certificate (Texas Education Agency (TEA), 2009).

Certification requirements for the teaching assistant are a high school diploma or equivalent, hold a drivers license for five years, no felony convictions, and either six-semester hours for teaching assistant certification (TA) or nine semester hours for teaching assistant – full certification (TA-F). The teaching assistant is certified to teach only the behind-the-wheel and in-car observation of the in-car instruction phase. The teaching assistant – full is certified to teach all phases of in-car instruction, twenty-five

percent of classroom instruction for in-school programs and all or part of classroom instruction for licensed driver education schools (TEA, 2009).

### **Theoretical Base/Conceptual Framework – Multicultural Education**

Today's curriculum should be built around multicultural education as it first foundational level. The National Association for Multicultural Education (2003) definition for Multicultural Education is "Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity" and to "prepare students for their responsibilities in an interdependent world" (National Association for Multicultural Education, (NAME), 2003). One of the most recent frameworks for institutional practices is culturally responsive teaching. It is those frameworks that this study is based. Gloria Ladson-Billings (1994) defines culturally responsive practices as "an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes" (Ladson-Billings, 1994).

Along these same lines, Nieto (1992) presents seven essential elements of multicultural education. The seven elements presented are that multicultural education is "antiracist education," "basic education", "important for all students," "pervasive," "education for social justice," "a process," and "critical pedagogy" (Nieto, 1992). Multicultural education is "antiracist" when stereotypes and preferential treatment are identified and eliminated. Eliminating prejudice and discrimination is important however difficult (Pang, 2001). Stereotypes and preferential treatment of students may be seen in instructional materials or in communication and exchanges between

instructors and students (Nieto, 1992). Multicultural education is “basic education” when students are provided with societal expertise to appreciate the diversity of others. Students should be challenged to converse in another language than their own, be conscious of writing and artifacts of others, and be familiar with history and characteristics of countries other than the United States (Nieto, 1992). If only one ethnicity or only the English language is the accepted standard, multicultural equality is restricted (Leistyna, 2006).

Multicultural education is “important for all students” when there is an understanding that multicultural education is not narrowed just to students of color or disadvantaged students. All students can profit from multicultural education alterations of curriculum, school buildings, atmosphere, and pedagogy (Nieto, 1992). Multicultural education is “pervasive” when planned out to be all encompassing and not haphazard. Poster boards on the classroom walls, the instructional materials, and instructor-student interactions all must be inundated with multicultural education (Nieto, 1992). All aspects of learning must include multicultural education (Nieto, 1992).

Multicultural education is “education for social justice” when students are empowered to initiate and cause change. This is “learning in action” (Nieto, 1992). Multicultural education is “a process” when it is unending, constant, and active (Nieto, 1992). Finally, multicultural education is “critical pedagogy” when students are encouraged to question mainstream ideas looking under the surface for opposing viewpoints which allows them to comprehend the truth in greater depth (Nieto, 1992).

A viable educational curriculum should center on providing academic success for all students and allowing students to develop into critical and functional people in the world (Nieto, 1992). Learning environments should be structured in relationship to the diversity of the student clientele which encompasses more than just skills as it should include “attitudes and critical skills that have the potential to empower students for productive and meaningful lives within our democratic institutions” (Nieto, 1992). These “attitudes and critical skills” include language, ethnicity, and student’s life lessons (Nieto, 1992). However, there is a prejudice in schools today concerning language where students are not allowed to communicate in their home language (Pang, 2001). Even though, to be viable participants in our global society where a vital part of the economy is trading with other countries, students need to be familiar with languages other than English (Pang, 2001).

Students’ language, ethnicity, and background need to be valued and included into the learning environment and not excluded or ignored. However, there is a prejudice in schools today concerning language, which may be an effort to protect western world values, where students are not allowed to communicate in their home language, ethnicity where students are conditioned to act only in European American manner, backgrounds where students are not allowed to portray their heritage when in the school environment (Nieto, 1992; Banks, 1996; Pang, 2001). Having students ignore their own language, ethnicity, and background sends negative messages to students that these aspects are not valued within society; then, students transfer this negative message to them and feel they are not valued within society (Nieto, 1992; Pang, 2001). This

devaluing message makes students feel inferior, which is a view of students from a deficit paradigm. The deficit paradigm means that students because of ethnicity, language, or background are “inferior” or lower class people because these factors are viewed as “deficits” as lower value is placed on them (Nieto, 1992).

Banks (1999) multicultural education elements that included “content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and empowering school climate and social structure” show how to integrate student language, ethnicity, and background into education (Banks, 1999). “Content integration” includes using various cultures to show “key concepts, principles, generalizations, and theories” (Banks, 1999). “Equity pedagogy” includes modifying instruction to promote academic success for students with ethnic backgrounds. “Empowering school culture” includes interaction within different cultures. “Prejudice reduction” includes modification of instruction to remove bias to assist students. The “knowledge construction process” includes enabling students to determine how theories, perceptions, and prejudices shape how education is created (Banks, 1999).

Banks (2004) supports Nieto’s (1992) emphasis in multicultural education by showing how diversity must be recognized in educational curriculum. To see the depth of diversity in curriculum, Banks (2004) presents four levels of how diversity is incorporated into curriculum (Banks, 2004). The first level is the “contributions level,” in which “heroes, dress, holidays, and cultural elements” are what is spotlighted. The second is the “additive level” in which diverse views, ideas, and perceptions are included into the curriculum but the fundamental composition is not altered. The third level is the

“transformative level” in which the fundamental composition of the curriculum is altered to permit students to perceive diverse ideas, views, and perceptions. The fourth level is the “social action level” in which students are empowered to think critically and solve problems about global concerns (Banks, 2004).

### **Culturally Responsive Practices**

To incorporate culturally responsive practices, a foundation must be built on the tenets of multicultural education that utilizes multicultural course/curriculum transformation and culturally responsive practices. Geneva Gay (2010) and Gloria Ladson-Billings (1994) define culturally responsive practices as "an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes" (Gay, 2010; Ladson-Billings, 1994). Gay and Ladson-Billings believe that using the students' cultural characteristics, experiences, and diverse ethnically perspectives as learning conduits provide more effective teaching. Culturally responsive practices are based on the assumption that when academic knowledge and skills are situated within students' lived experiences and frames of reference, they are more personally meaningful, have higher interest appeal, and are learned more easily. As a result, the academic achievement of ethnically diverse students will improve when taught through their own cultural and experimental filters. To endorse culturally responsive practices, teachers must develop a cultural diversity knowledge base, design culturally relevant curricula, demonstrate cultural caring while building learning communities, develop cross-cultural communication skills, and

develop cultural congruity in classroom instruction. These components are not optional, nor can they be done in isolation (Gay, 2010; Ladson-Billings, 1994).

The course/curriculum transformation is built around the research of Morey and Kitano (Morey & Kitano, 1997). Table 2.1 describes how Morey and Kitano examines how to transform a course including content, instructional strategies, activities, assessment of student knowledge

*Table 2.1*  
**A Paradigm for Multicultural Course Change: Examining Course Components and Levels of Change (Morey & Kitano, 1997; p. 24)**

	Course Components		
	Exclusive	Inclusive	Transformed
Content	Gives traditional mainstream experiences and perspectives; adds authors from different backgrounds who confirm traditional perspectives or support stereotypes	Adds alternative perspectives through materials, readings, speakers; analyzes historical exclusion of alternative perspectives	Reconceptualizes the content through a shift in paradigm or standard; presents content through non-dominant perspective
Instructional strategies and Activities	Mainly lecture and other didactic methods; question and answer discussions; instructor as purveyor of knowledge	Instructor as purveyor of knowledge but uses a variety of methods to: relate new knowledge to previous experience; engage students in constructing knowledge; build critical thinking skills; encourage peer learning	Change in power structure so that students and instructor learn from each other; methods center on student experience and knowledge such as: analyzing concepts against personal experience; issues-oriented approaches; critical pedagogy
Assessment of student knowledge	Primarily examinations and papers	Multiple methods and alternatives to standard exams and papers; student choice	Alternatives that focus on student growth: action oriented projects; self-assessment; reflection on the course
Classroom dynamics	Focus exclusively on content; avoidance of social issues in classroom; no attempt to monitor student participation	Acknowledgement and processing of social issues in classroom; monitoring and ensuring equity in student participation	Challenging of biased views and sharing of diverse perspectives while respecting rules established for group process; equity in participation



and classroom dynamics. In a transformed multicultural course, the content is provided through non-dominant perspective and instructional strategies. Activities are provided with a change in power structure so that students and instructor learn from each other and concepts are weighed against personal experiences. Classroom dynamics challenge the biased views by allowing students to share diverse perspectives while respecting rules established for group processes to embrace equity in participation (Morey & Kitano, 1997). In reviewing curriculum, a curriculum assessment instrument must be developed and used in the process of evaluating curriculum as this ensures conformity, accountability, and communication which Larke and Mayo (2007) described in One University Response to Assisting Faculty to Infuse Multicultural Education Tenets in their Courses (Larke & Mayo, 2007).

Larke (2007) used the integration of these tenets of multicultural education, multicultural course/curriculum transformation, and the components of culturally responsive practices to develop a guideline for examining culturally responsive practices in driver education and traffic safety curriculum (Larke, 2007). Table 2.2 shows the culturally responsive practice examples for curriculum modification, which includes using various means of communication, showing problem situations without passive or active passive or active resistance attributed to any specific culture, the culturally diverse customs and traditions, portraying controversial information in a realistic manner, including realistic photographs that represent a culturally diverse student clientele, presenting men and women in equitable roles, presenting equitable

relationships between people without any specific culture shown in a position of power, and including images of teenage drivers.

*Table 2.2*  
**Multicultural Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety – Curriculum (Larke, 2007)**

<b>Curriculum Areas</b>	
	<b>Practice Examples</b>
Invisibility	Invisibility occurs in the written curriculum when the subject matter disproportionately represents people in the curriculum, especially when some students are not represented at all in the written curriculum. If students do not see themselves within the curriculum, the students feel less valued and that the curriculum does not apply to them.
Stereotyping	Stereotyping occurs in the written curriculum when the subject matter makes disparaging or discriminating statements about a certain race, sex, or groups. Descriptive words that describe people, especially people who have “differently-abled conditions” must be reviewed for stereotyping undertones. If words are found that have stereotyping undertones, then these words must be removed or replaced with an acceptable language.
Selectivity	Selectivity and imbalance occurs in the written curriculum when subject matter and circumstances are only viewed from one culture’s viewpoint. If only a description of luxury vehicles is used in the curriculum, students who cannot afford such vehicles may not relate to the information or luxury vehicles become the norm because of social positionality.
Unreality	Unreality occurs in the written curriculum when the subject matter represents an unrealistic depiction of a theme or touchy topics are brushed over. If only a description of suburbs is used to illustrate the driving environment in the curriculum, students who live in the rural or the inner city may not relate to the information.
Fragmentation	Fragmentation and isolation occurs in the written curriculum when the subject matter segregates information from certain diverse or religious groups from other materials. If only a description of one culture or one religious group is used to illustrate individuals in the curriculum, any student from another culture or religious group may not relate to the information or feel that his or her culture or religion is not valued.
Improper Linguistic	Improper linguistic occurs in the written curriculum when the subject matter contains sexist or bias words. Remove any language in the curriculum that demeans, humiliates, or degrades any individuals no matter the ethnicity, gender, physical abilities, beliefs, sexual orientation, social status, etc.
Loaded Words	Loaded words occur in the written curriculum when the subject matter contains words that have repugnant implications. The word policeman should be changed to police officer, mailman to mail carrier, etc. Any racist or sexist connotations should be removed, such as sluggish, lazy, etc.
Activity Bias	Activity bias occurs in the curriculum portrays only one group of people in position of authority and another in position of desolation. Activity bias may occur in the portrayal of relationships within the curriculum, such as two ethnic groups portrayed as antagonist indicates activity bias.

Table 2.3 shows the culturally responsive practices for teachers/instructors, which includes teachers/instructors having knowledge of culturally responsive teaching practices, demonstrating culturally responsive teaching practices, using curriculum materials that contain information about culturally responsive teaching practices, representing state demographics, having taken a multicultural education course or diversity equivalent, and having pedagogical skills to deliver course content (Larke, 2007).

*Table 2.3*  
**Multicultural Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety – Instructors (Larke, 2007)**

Instructors	
	Practice Examples
Knowledge	Do teachers/instructors have knowledge of culturally responsive teaching practices?
Skills	Do teachers/instructors have teaching skills that demonstrate culturally responsive teaching practices?
Curriculum	Do curriculum guides include activities that inform the teacher/instructor about culturally responsive teaching practices?
Representative	Are teachers/instructors representative of the state demographics?
Multicultural Education	Do teachers/instructors take a multicultural education course or diversity course equivalent?
Pedagogical Skills	Do teachers/instructors have pedagogical skills to deliver course content?

Table 2.4 shows the culturally responsive practice examples for visual representation, which includes meeting the needs of a culturally diverse student clientele, showing authentic images of culturally diverse student clientele, showing neighborhoods of middle, low, and high incomes, presenting backgrounds from diverse cultures including Asian, Native American, Hispanic/Latino and/or African American, using

gender specific words, translating curriculum into other languages, representing all geographical areas including suburban, urban, and rural, showing images that represent different body sizes, and reducing communication problems among a culturally diverse student clientele (Larke, 2007).

*Table 2.4*  
**Multicultural Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety – Visual Representation (Larke, 2007)**

Visual Representation	
Practice Examples	
Tokenism	Tokenism occurs in the curriculum when visual images attempting to show diverse populations are not accurate. When using visual images for diverse populations, the pictures must accurately portray that culture and not just be a retouched picture of “Europeans” with added color or tint.
Activity Bias	Activity bias occurs in the curriculum when visual images portray only one group of people in position of authority or in position of desolation. Activity bias may occur in the portrayal of relationships within the curriculum, such as two ethnic groups portrayed as antagonist indicates activity bias.
Role of Women	The inaccurate portrayal of the role of women occurs in the curriculum when visual images portray the women in menial or unskilled roles. Illustrate women in roles of doctors, lawyers, or business people.
Problem-Solving	Problem-solving bias occurs in the curriculum when visual images when the resolution to problems are portrayed with one ethnic group being passive or active in the resistance. Illustrate each ethnic group utilizing appropriate and positive problem-solving skills.
Body Size	Body size bias occurs in the curriculum when visual images portray only the model image, such as skinny, fair skinned and blonde. Illustrate all body sizes in positive situations.
Authentic Images	Authentic images of people in accurate environment areas must be portrayed in the curriculum. Illustrate people in genuine situations accurate to the environment.

In addition, Webb-Johnson and Carter (2005) designed a Cultural Awareness and Beliefs Inventory to measure “the perceptions and attitudes teachers’ cultural awareness and beliefs” (Webb-Johnson & Carter, 2005; Roberts-Walter, 2007). The inventory was based on “seven factors: (1) school climate, (2) home and community, (3) teacher

efficacy, (4) curriculum and instructional strategies, (5) teacher beliefs, (6) cultural awareness, and (7) behavior management” (Roberts-Walter, 2007) .

Culturally responsive practices are supported by research to make a difference in student outcomes and to increase academic achievement (Gay, 2010). In Intermediate Algebra, a study was performed comparing student academic performance between students who were taught using ethnomathematics pedagogy and those who were not. Ethnomathematics pedagogy is learning the subject matter from the cultural perspective (Arismendi-Pardi, 2001). The findings of the research showed that students performed better academically when taught using the use of ethnomathematics pedagogy compared to students who were not taught in this manner (Arismendi-Pardi, 2001).

While there is little cultural sensitivity research in driver education, there is research that shows that education can unquestionably have an effect on a student’s future life decisions. A study was conducted of the Texas Drug and Alcohol Driving Awareness Program (TDADAP) to examine the “effectiveness of the voluntary, prevention-based alcohol and drug education program” (Darnell & Dennis, 2008). The program is a “course of instruction intended to prevent or deter misuse and abuse of controlled substances as they apply to the task of driving (TEA, 2009). The finding showed that “participation did in fact positively influence subsequent alcohol related convictions” as “participants who did not receive TDADAP instruction had 53% more convictions than the TDADAP participants” (Darnell & Dennis, 2008).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **Introduction**

The purpose of the study was two-fold: a) have driver education instructors share what items should be included in a cultural awareness survey instrument to assess the preparedness of driver education instructors to teach a culturally diverse student clientele; and b) have driver education instructors share how to administer a cultural awareness survey instrument.

#### *Research Questions*

The six research questions that guided the study were:

1. What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele?
2. What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' gender?
3. What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' certification?
4. What ways do driver education instructors feel a cultural awareness survey should be administered?

5. What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors' gender?
6. What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors' certification?

This research study used a quantitative method for collecting and analyzing data to answer the two research questions. The researcher used survey research, which included an instructor survey that obtained data from a set of individuals chosen to represent a particular population of interest (Carmines & Zeller, 1979).

Quantitative research gives meaning to numbers calculated using data responses obtained through surveys. Statistics, tables, or graphs are used to report the quantitative finding (Gall, Gall, & Borg, 2007). Quantitative research method uses sampling techniques, such as surveys. The findings from the sampling techniques can be stated numerically and provide statistical data that the researcher is able to use estimate (Patten, 2005).

This chapter includes a discussion of the survey instrument, participants, procedures - data collection and data analysis. The chapter is divided into four sections with each section elaborating on one of these methodological aspects.

### **Survey Instrument**

The survey instrument used in the study was a Driver Education Cultural Awareness (DECA) Survey (Appendix A) developed by Saint and Larke (2010) that contained 14 items (Saint & Larke, 2010). The survey was used to collect data from a representative sample population in the Education Service Center, Regions 4 and 10

areas and “generalize” the data to a larger group (Patten, 2005; Carmines & Zeller, 1979). Information for the design and development of the survey was collected from analysis other survey instruments and the review of literature.

The researcher analyzed four other instruments before the Driver Education Cultural Awareness (DECA) survey was developed. The other instruments analyzed were: (a) Cultural Awareness and Inventory (Webb-Johnson & Carter, 2005); (b) A Paradigm for Multicultural Course Change: Examining Course Components and Levels of Change (Morey & Kitano, 1997); (c) One University Response to Assisting Faculty to Infuse Multicultural Education Tenets in their Courses (Larke & Mayo, 2007); and (d) Larke’s (2007) Multicultural Education Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety Curriculum (Webb-Johnson & Carter, 2005; Morey & Kitano, 1997; Larke & Mayo, 2007; & Larke, 2007). In addition, the researcher reviewed the literature concerning teenagers’ high-risk behaviors, which included Teen Unsafe Driving Behaviors (U. S. Department of Transportation, 2006), A Guide for Reducing Collisions Involving Young Drivers (Goodwin, Foss, Sohn, and Mayhew, 2007), Traffic Safety Education Lifelong Learning Process Driver Education Standards (ADTSEA, 2006), and Teen Crashes – Everyone is at Risk (American Automobile Association, 2006). As there was not a model for evaluation that specifically focused on the level of preparedness, instructional modification, or risk reduction efforts for driver education, the DECA survey was developed.

In the DECA survey, Items 1 through 10 gathered the participant’s demographic information. Items 11 – 13 pertained to the research questions and were itemized into



three categories: level of preparedness, instructional modifications, and risk reduction efforts. The last item, Item 14, pertained to how to administer a cultural awareness survey to driver education instructors.

In Items 11 – 13 categories, subcategories were developed from the level of preparedness, instructional modifications, and risk reduction efforts. The categories and subcategories for preparedness and instructional modifications were compiled from the Cultural Awareness and Inventory (Webb-Johnson & Carter, 2005), A Paradigm for Multicultural Course Change: Examining Course Components and Levels of Change (Morey & Kitano, 1997), One University Response to Assisting Faculty to Infuse Multicultural Education Tenets in their Courses (Larke & Mayo, 2007), and Larke's (2007) Multicultural Education Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety Curriculum (Webb-Johnson & Carter, 2005; Morey & Kitano, 1997; Larke & Mayo, 2007; & Larke, 2007). The six subcategories for risk reduction were developed from the review of literature concerning young driver high-risk behaviors.

The category, level of preparedness, included eleven subcategories. These subcategories included: preparedness to teach a culturally diverse student clientele; communicating in the English language only; problem situations without passive or active resistance attributed to any specific culture; customs and traditions of a culturally diverse clientele; controversial information in a realistic manner; realistic photographs that represent a culturally diverse student clientele; men and women in equitable roles; equitable relationships between people without any specific culture shown in a position

of power; images of teenage drivers; the instructor preferring to teach student clientele who have a culture similar to mine; and defining phrase "meeting the needs of a culturally diverse student clientele."

The nine subcategories for instructional modification included: have been developed or modified to meet the needs of a culturally diverse student clientele; authentic images of culturally diverse student clientele; neighborhoods of middle, low, and high incomes; background from diverse cultures including Asian, Native American, Hispanic/Latino and/or African American; using gender specific words; other languages; all geographical areas including suburban, urban, and rural; images that represent different body sizes; and reducing communication problems among a culturally diverse student clientele. The subcategories for risk reduction efforts included: potential to impact risk reduction, potential to increase seatbelt use, increase the recognition of hazardous situations, reduce distracted driving, reduce motor vehicle crashes, and reduce high-risk behavior of speeding.

The three subcategories for how to administer the survey included hardcopy (paper) survey, online survey, and interview (face to face). In addition, Items 11, 12, and 13 each included an open-ended subcategory, "Other," so that a participant would have the opportunity to offer his/her own idea concerning a subcategory.

Items 12 and 13 were not used in the study. After examining the items, the researcher felt that the wording of the each item, instead of presenting a singular question to the participants, presented two-pronged questions that may have confused

the participants. Therefore, the data obtained from these items were not reported in this study.

Table 3.1 shows survey Item 11 including the 11 subcategories in relationship to research question one, two, and three concerning the level of preparedness: overall, by gender, and by instructor certification. Table 3.2 shows survey Item 14 including the 3 subcategories in relationship to research question four, five, and six that concern instructional modifications: overall, by gender, and by instructor certification.

*Table 3.1*

**Survey Item 11 in Relationship to Research Questions One, Two, and Three**

Survey Item
<p>11. Check the survey items you think should be included in a survey instrument to evaluate driver education instructors' perceptions of their ability to teach a culturally diverse student clientele?</p> <ul style="list-style-type: none"> <li>• Preparedness to teach a culturally diverse student clientele.</li> <li>• Communication in the English language only.</li> <li>• Problem situations shown without passive or active resistance attributed to any specific culture.</li> <li>• Customs and traditions of a culturally diverse clientele included.</li> <li>• Controversial information portrayed in a realistic manner.</li> <li>• Realistic photographs that represent a culturally diverse student clientele used.</li> <li>• Men and women presented in equitable roles.</li> <li>• Equitable relationships between people presented without any specific culture shown in a position of power.</li> <li>• Images of teenage drivers included.</li> <li>• Only student clientele taught who have a culture similar to mine.</li> <li>• Defining the phrase "meeting the needs of a culturally diverse student clientele"</li> <li>• Other _____</li> </ul>

*Table 3.2*  
**Survey Item 14 in Relationship to Research Questions Four, Five, and Six.**

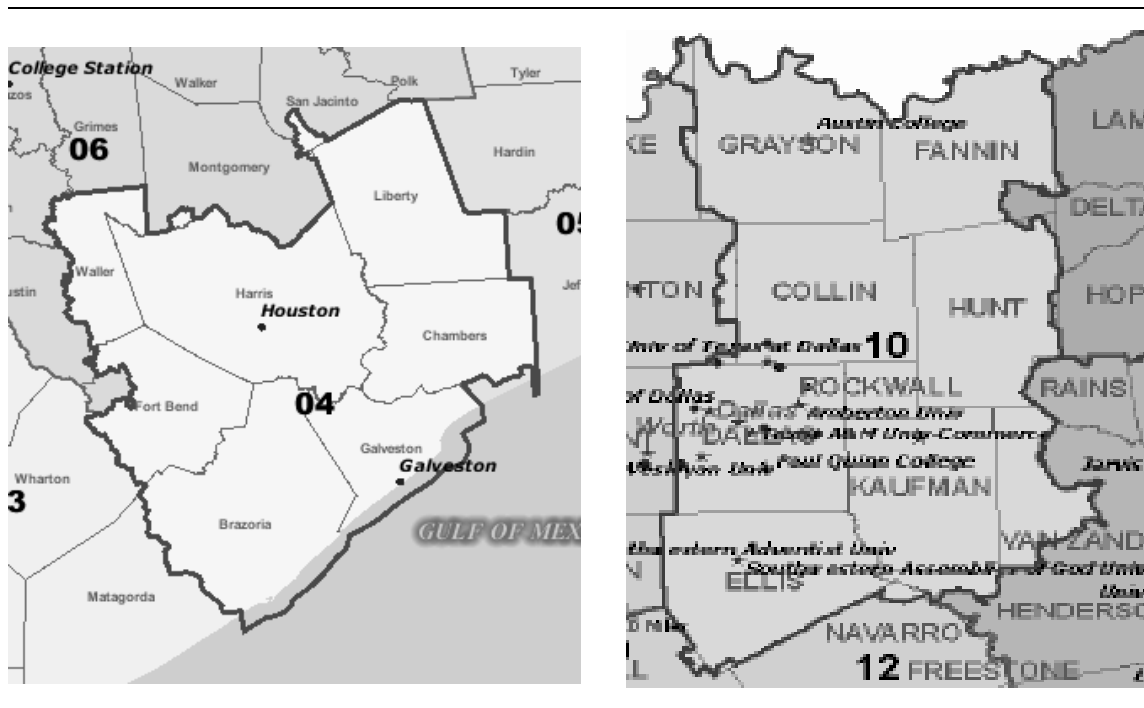
Survey Item
14. What do you think is the best way to administer a cultural sensitivity survey to driver education instructors? <ul style="list-style-type: none"> <li>• hardcopy (paper) survey</li> <li>• online survey</li> <li>• interview (face to face)</li> </ul>

Face validity was secured for the study. Face validity is examining an instrument to see if it is measuring what it meant to measure, to see if "on its face" it appears to be an accurate tool (Sprinthal, Schmutte, & Sirois, 1991). Face validity was established as three state and national driver education professionals reviewed the survey. Their recommendations were included in the instrument before it was sent to participants.

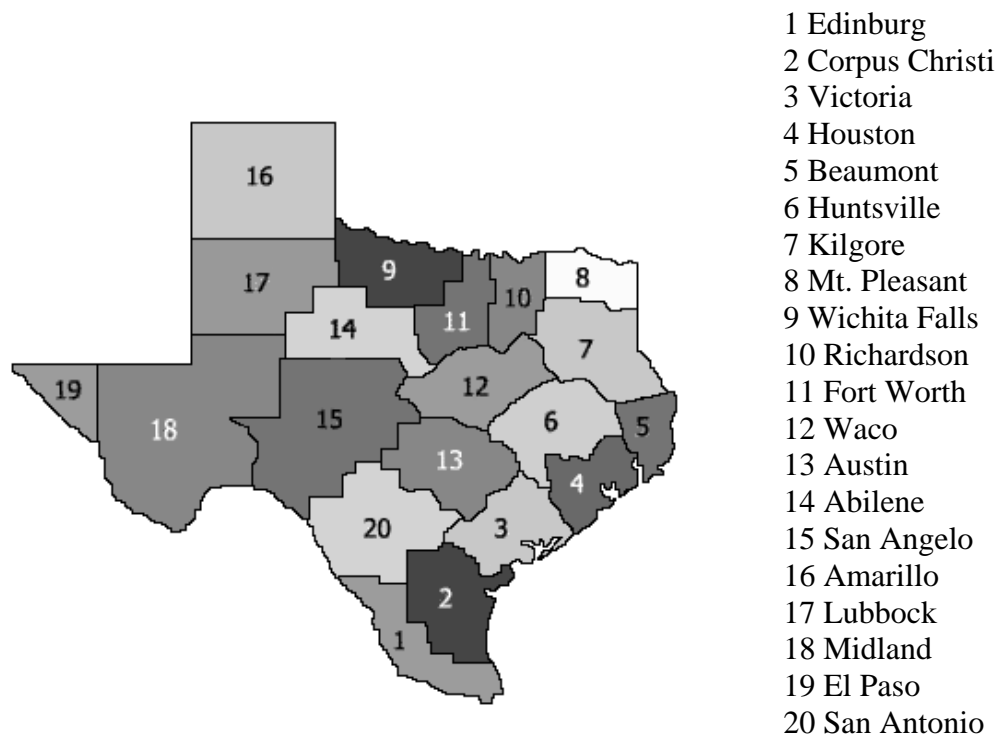
### **Participants**

The volunteer participants were drawn from attendees in two different Texas driver education continuing education workshops, one held in Education Service Center, Region 4 area and the other held in Education Service Center, Region 10 area. There were fifty-four (N = 54) attendees at the Education Service Center, Region 4 area workshop and forty-six (N = 46) attendees at the Education Service Center, Region 10 area workshop. The population sample for this study was eighty-one (N = 81) volunteer licensed or certified driver education instructors with forty-six (N = 46) from the Education Service Center, Region 4 area and thirty-five (N=35) from the Education Service Center, Region 10 area. The researcher obtained Texas A & M University's Institutional Review Board approval to conduct the study.

Figure 3.1 shows that ESC, Region 4 is in the southeast part of Texas and ESC 10 is in the northeast part of Texas. Figure 3.2 shows Texas is divided into 20 Regional Education Service Centers (ESCs). The purpose of each regional ESC is to provide leadership, training, and technical assistance to area school districts (TEA, 2010b).



**Figure 3.1 Regional Education Service Centers, region 4 and 10 areas (Texas Education Agency (TEA), 2010b).**



*Figure 3.2. Texas Education Agency, Regional Education Service Centers (ESCs) (TEA, 2010b).*

The driver education workshops in the Region 4 and Region 10 areas were selected as each area closely represented the school age demographic population of Texas for the 2009 – 2010 school years. As shown in Table 3.3, for the 2009 – 2010 school year, the Texas school age student population included 14% African American, 48.6% Hispanic, 33.3% White, 4.1% Asian American/Pacific Islander/Native American, and 58.9% economically disadvantaged. For the 2009 – 2010 school year, the ESC, Region 4 school age student population included 20.9% African American, 46% Hispanic, 26.5% White, 6.5% Asian American/Pacific Islander/Native American, and 57.9% economically disadvantaged (TEA, 2010a). For the 2009 – 2010 school year, the

ESC, Region 10 school age student population included 20% African American, 40% Hispanic, 33.8% White, 6.2% Asian American/Pacific Islander/Native American, and 55.2% economically disadvantaged (TEA, 2010a).

*Table 3.3*  
**School Age Demographic Population for Region 4 and 10 Areas**

	<u>Student Demographic</u>		
	Texas	Region 4 Area	Region 10 Area
African American	14.0%	20.9%	20.0%
Hispanic	48.6%	46.0%	40.0%
White	33.3%	26.5%	33.8%
Asian American/Pacific Islander/Native American	4.1%	6.5%	6.2%
Economically Disadvantaged	58.9%	57.9%	55.2%

In addition, Regions 4 and 10 were selected as they provided a representation of the states licensed and certified driver education instructors. Texas' licensed and certified instructor data were solicited from Texas Education Agency via a Public Information Request (TEA, 2008a). According to the available instructor data obtained from the Texas Education Agency, there are a total of 3,064 licensed or certified driver education instructors in the state. Of those instructors, 68% (N = 2,069) of the licensed and certified instructors are driver education teachers, 16% (N = 503) are teaching assistant – full, and 16% (N = 492) are teaching assistants (TEA, 2008a).

According to the Texas Education Agency in the Region 4 area there are a total of 573 licensed or certified driver education instructors. Of these instructors, 40% (N = 231) are driver education teachers, 28% (N = 160) teaching assistant – full, and 32% (N = 182) teaching assistants (TEA, 2008a). In the Region 10 area, there are 328 licensed or certified driver education instructors. Of those instructors, 47% (N = 153) are driver education teachers, 29% (N = 95) teaching assistant – full, and 24% (N = 80) teaching assistants. Table 3.4 shows the total number of licensed or certified instructors, instructor certification, and instructors by gender for the state, Region 4 area, and Region 10 area (TEA, 2008a).

*Table 3.4*  
**Licensed or Certified Driver Education Instructors in Region 4 and 10 Areas**

	<u>Instructor Demographics</u>		
	Texas	Region 4 & 10 Areas	Workshops
Total Number Instructors	2,523	901	81
Instructor Certification			
Professional			
Driver Education Teacher	68% (N = 1,528)	43% (N = 384)	53% (N = 43)
Paraprofessional			
Teaching Assistant – Full	16% (N = 503)	28% (N = 255)	33% (N = 27)
Teaching Assistant	16% (N = 492)	29% (N = 262)	14% (N = 11)
Gender			
Female	30% (N = 757)	36% (N = 327)	46% (N = 37)
Male	70% (N = 1,766)	64% (N = 574)	54% (N = 44)

Table 3.4 also shows the instructor demographics for the Region 4 and 10 area workshops. Of the 46 participants from the Region 4 workshop, 60% (N = 48) were driver education teachers, 35% (N = 16) were teaching assistant – full, and 17% (N = 8)



teaching assistants. Of the 35 participants from the Region 10 workshop, 60% (N = 21) were driver education teachers, 31% (N = 11) were teaching assistant – full, and 9% (N = 3) teaching assistants.

### *Survey Participant Demographics*

The ethnicity of the survey participants from the Region 4 Area workshop included 44% (N = 20) African American, 26% White (N = 12), 15% (N = 7) Hispanic or Latino, 4% (N = 2) Asian or Pacific Islander, 4% (N = 2) Native American, and 7% (N = 3) Other: Indian/Asian, Hispanic/White, and African American/Asian. The ethnicity of the survey participants in the Region 10 area workshop included 63% (N = 22) White, 29% (N = 10) African American, 6% (N = 2) Hispanic or Latino, 3% (N = 1) Asian or Pacific Islander. Table 3.5 shows the Region 4 and Region 10 area workshop survey participants ethnicity.

*Table 3.5*  
**Region 4 and 10 Areas Survey Participants Ethnic Demographics**

<u>Ethnic Demographics</u>		
Ethnicity	Region 4 Area	Region 10 Area
African American	44% (N = 20)	29% (N = 10)
White	26% (N = 12)	63% (N = 22)
Hispanic or Latino	15% (N = 7)	6% (N = 2)
Asian or Pacific Islander	4% (N = 2)	3% (N = 1)
Native American	4% (N = 2)	
Other	7% (N = 3)	
Indian/Asian		
Hispanic/White		
African American/Asian		

As shown in Table 3.6, the types of schools at which the survey participant teach in the Region 4 area are 70% (N = 32) teach a driver training school (commercial school) and 24% (N = 11) teaches at a public school. The percent of survey participants' who develop their own driver education instructional materials was 33% (N = 15). In addition, for the 63% (N = 29) who did not develop their own driver education instructional materials, their materials were developed 45% (N = 13) by school/school owner, 7% (N = 2) by the Texas Education Agency (TEA), 7% (N = 2) by the school and TEA, 3% (N = 1) by the textbook, 3% (N = 1) by the in-car instructor, 3% (N = 1) by the Department of Public Safety and TEA, and 31% (N = 9) no response to item.

*Table 3.6*

**Region 4 and 10 Areas Type of School and Development of Instructional Materials**

Demographics		Region 4	Region 10
Type of School	Driver Training School	70% (N = 32)	77% (N = 27)
	Public School	24% (N = 11)	14% (N = 5)
	College/University		3% (N = 1)
Develop Own Driver Education Instructional Materials	Yes	33% (N = 15)	31% (N = 11)
	No	63% (N = 29)	57% (N = 20)
If No, Who Develops the Instructional Materials	School/School Owner	45% (N = 13)	25% (N = 5)
	Texas Education Agency (TEA)	7% (N = 2)	30% (N = 6)
	School and TEA	7% (N = 2)	15% (N = 3)
	Textbook	3% (N = 1)	
	In-Car Instructor	3% (N = 1)	
	Department of Public Safety and TEA	3% (N = 1)	
	No Response	31% (N = 9)	30% (N = 6)

As shown in Table 3.7, the types of schools at which the survey participant teach in the Region 10 area are 77% (N = 27) teach a driver training school (commercial school), 14% (N = 5) teaches at a public school, and 3% (N = 1) teaches at a college/university. The percent of survey participants' who develop their own driver education instructional materials was 31% (N = 11). In addition, for the 57% (N = 20) who did not develop their own driver education instructional materials, their materials were developed 25% (N = 5) by school owner, 30% (N = 6) by the Texas Education Agency (TEA), 15% (N = 3) by the textbook, and 30% (N = 6) no response to item.

As shown in Table 3.7, Region 4 area instructor demographics 28% (N = 13) of the survey participants received their driver education training at a driver training school (commercial school), 41% (N = 19) at a college/university, 26% (N = 12) at an alternative delivery program and 2% (N = 1) other: HISD. The survey participants' type of instruction provided included 35% (N = 16) teach in-car instruction; 19% (N = 9) teach classroom instruction; 22% (N = 10) teach both classroom and in-car instruction; 13% (N = 6) teach classroom, in-car instruction, and simulation instruction; and 4% (N = 2) teach classroom instruction, in-car instruction, simulation instruction, and multi-car range.

In addition, as shown in Table 3.7, Region 10 area instructor demographics 19% (N = 54) received their driver education training at a driver training school (commercial school), 40% (N = 14) at a college/university, and 6% (N = 2) at an alternative delivery program. The survey participants' type of instruction included 23% (N = 8) teach in-car instruction, 11% (N = 4) teach classroom instruction, 43% (N = 15) teach both

classroom and in-car instruction, 11% (N = 4) teach classroom, in-car instruction, and simulation instruction, 3% (N = 1) teach classroom instruction, in-car instruction, simulation instruction, and multi-car range, and 3% (N = 1) teach in-car instruction and simulation instruction.

*Table 3.7*

**Region 4 and 10 Areas Instructor Certification, Training, and Type of Instruction**

Demographic	Participants	Region 4 Workshop	Region 10 Workshop
Received Driver Education Training	College/University Alternative Delivery Program	41% (N = 19)	40% (N = 14)
	Driver Training School (Commercial)	26% (N = 12)	6% (N = 2)
	Other: HISD	28% (N = 13)	54% (N = 19)
		2% (N = 1)	
Type of Instruction	In-Car Instruction	35% (N = 16)	23% (N = 8)
	Classroom Instruction	19% (N = 9)	11% (N = 4)
	Classroom & In-Car Instruction	22% (N = 10)	43% (N = 15)
	Classroom, In-Car, & Simulation Instruction	13% (N = 6)	11% (N = 4)
	Classroom, In-Car, Simulation, & Multi-Car	4% (N = 2)	3% (N = 1)
	In-Car &, Simulation		3% (N = 1)

As shown in Table 3.8, Region 4 area survey participants' years of experience as a driver education teacher includes 26% (N = 12) from 0 – 5 years, 28% (N = 13) from 6 – 10 years, 13% (N = 6) from 11 – 15 years, 15% (N = 7) from 16 – 20 years, 4% (N = 2) from 21 – 25 years, and 13% (N = 6) with 26 plus years of experience. In addition, as shown in Table 3.6, Region 10 survey participants' years of experience as a driver

education teacher includes 29% (N = 10) from 0 – 5 years, 11% (N = 4) from 6 – 10 years, 6% (N = 2) from 11 – 15 years, 17% (N = 6) from 16 – 20 years, 6% (N = 2) from 21 – 25 years, and 29% (N = 10) with 26 plus years of experience.

*Table 3.8*  
**Region 4 and 10 Areas Years as a Driver Education Instructor**

Demographic	Region 4	Region 10
<b>Years as Driver Education Instructor</b>		
0 – 5	26% (N = 12)	29% (N = 10)
6 – 10	28% (N = 13)	11% (N = 4)
11 – 15	13% (N = 6)	6% (N = 2)
16 – 20	15% (N = 7)	17% (N = 6)
21 – 25	4% (N = 2)	6% (N = 2)
26 +	13% (N = 6)	29% (N = 10)

As shown in Table 3.9, Region 4 area survey participants' years teaching a culturally diverse student clientele includes 28% (N = 13) from 0 – 5 years, 30% (N = 14) from 6 – 10 years, 15% (N = 7) from 11 – 15 years, 13% (N = 6) from 16 – 20 years, 2% (N = 1) from 21 – 25 years, and 11% (N = 5) with 26 plus years of experience. In addition, 41% (N = 19) of the survey participants indicated that they had training to work with a culturally diverse student clientele and 57% (N = 26) indicated that they did not have training.

In addition, as shown in Table 3.9, Region 10 survey participants' years teaching a culturally diverse student clientele includes 34% (N = 12) from 0 – 5 years, 11% (N = 4) from 6 – 10 years, 11% (N = 4) from 11 – 15 years, 9% (N = 3) from 16 – 20 years, 9% (N = 3) from 21 – 25 years, and 23% (N = 8) with 26 plus years of experience. In

addition, 37% (N = 13) of the survey participants indicated that they had training to work with a culturally diverse student clientele and 63% (N = 22) indicated that they did not have training.

*Table 3.9*  
**Region 4 and 10 Areas Years Teaching a Culturally Diverse Student Clientele**

Demographic	Region 4	Region 10
<b>Experience Teaching a Culturally Diverse Student Clientele</b>		
0 – 5	28% (N = 13)	34% (N = 12)
6 – 10	30% (N = 14)	11% (N = 4)
11 – 15	15% (N = 7)	11% (N = 4)
16 – 20	13% (N = 6)	9% (N = 3)
21 – 25	2% (N = 1)	9% (N = 3)
26 +	11% (N = 5)	23% (N = 8)
<b>Training to Work with a Culturally Diverse Student Clientele</b>		
Yes	41% (N = 19)	37% (N = 13)
No	57% (N = 26)	63% (N = 22)

### **Procedures – Data Collection**

In the summer of 2010, driver education licensed or certified instructors attending driver education continuing education workshops from Education Service Center Region 4 (N = 54) and Region 10 (N = 46) areas were asked to complete hardcopy (paper) survey (Appendix C). The survey contained the IRB information, a description of the survey, an invitation to participate, and directions on how to participate in the survey. The survey yielded 85% instructor participation (N=46) to the

survey from the Region 4 area and 76% instructor participation (N = 35) from the Region 10 area.

### **Data Analysis**

The quantitative data were analyzed using an Excel spreadsheet calculating the frequency counts and percentages. In addition, the quantitative data were analyzed using the Creative Research Systems Confidence Interval Calculator (Creative Research Systems, 2010). The analysis using the Confidence Interval determined a level of accuracy that the data collected from the Region 4 and 10 areas driver education continuing education workshops volunteer participants could be generalized to the entire regions' population of licensed and certified instructors. The confidence interval is the "margin of error" expressed in "plus-or-minus" terms indicating a range of the relevant population that would have picked the answer (Creative Research Systems, 2010). Three factors that establish the amount of the confidence interval for specified confidence level are "sample size, percentage, and population size" (Creative Research Systems, 2010).

The confidence level chosen for this study is 95%. The 95% confidence level is that with 95% certainty the entire population would choose an answer inside the range of the confidence interval (Creative Research Systems, 2010). For this study, for the subcategory to be included in the survey, the number of instructors responding "yes" to the subcategory must be equal to or above the number resulting from adding 50.01% (ensure above 50%) and the confidence interval for each group (overall, female, male, professional, or paraprofessional). This number is called the decision rule. In addition,

a subcategory will be included in the survey instrument if it meets or exceeds the decision rule in any group: overall, gender, or instructor certification.

The female driver education instructor population size for the Region 4 and Region 10 areas was determined from data obtained from the Texas Education Agency via an open records request (TEA, 2008a). The female driver education population size for the Region 4 (N = 221) and Region 10 (N = 106) areas is three hundred twenty-seven (N = 327). The sample size for the Region 4 (N = 25) and Region 10 (N = 12) workshops is thirty-seven (N = 37).

Using the Confidence Interval Calculator, the confidence interval calculated for the female instructors was 15.2. Adding 15.2 plus 50.01% equals 65.21%. The 65.21% multiplied times the Region 4 and Region 10 female workshops survey participants (N = 37) equals 24.1. As a result for the Region 4 and Region 10 female instructors, the decision rule for the female participants' "yes" responses is 25 or more.

The male driver education instructor population size for the Region 4 and Region 10 areas was determined from data obtained from the Texas Education Agency via an open records request (TEA, 2008a). The male driver education instructor population size for the Region 4 (N = 341) and Region 10 (N = 233) areas is five hundred seventy-four (N = 574). The sample size for the Region 4 (N = 21) and Region 10 (N = 23) workshops is forty-four (N = 44).

Using the Confidence Interval Calculator, the confidence interval calculated for the workshops was 14.21. The 14.21 plus 50.1% equals 64.22%. The 64.22% multiplied times the Region 4 and Region 10 workshops male survey participants (N =



44) equals 28.3. As a result for the Region 4 and Region 10 male instructors, the decision rule for male participants' "yes" responses is 29 or more. Table 3.10 provides a sample of the decision rule.

*Table 3.10*  
**Decision Rule Example – Research Question Two: Preparedness to Teach CDC by Gender**

Subcategories "Yes" Include Item	Female (N=37) (DR = 25+)	Male (N=44) (DR = 29+)	Met Decision Rule (DR)
<b>Preparedness to teach CDC</b>	<b>27</b>	<b>33</b>	<b>Yes</b>
Communicate in the English language only	10	23	No
Problem situations without passive or active resistance attributed to any specific culture	20	24	No
Customs and traditions of CDC	13	19	No
Controversial information in a realistic manner	15	20	No
Realistic photographs that represent CDC	9	17	No
<b>Men and women in equitable roles</b>	<b>15</b>	<b>31</b>	<b>Yes</b>
Equitable relationships between people without any specific culture shown in a position of power	11	23	No
<b>Images of teenage drivers</b>	<b>19</b>	<b>29</b>	<b>Yes</b>
Only student clientele who have a culture similar to mine	2	6	No
Defining the phrase 'meeting the needs of a culturally diverse student clientele	20	22	No
Other			
2010 we all need it - we must	1		No
Cultural Norms - Acceptable Behavior	1		No
Deaf Culture , Handicap		1	No
IDC programs		1	No
Adult	1		No
Need to both speak English and understand it!		1	No

*Note.* CDC – A Culturally Diverse Student Clientele. DR – Decision Rule.

The driver education instructor population size for the Region 4 and Region 10 areas was determined from data obtained from the Texas Education Agency via an open records request (TEA, 2008a). The driver education instructor population size for the Region 4 (N = 574) and 10 (N = 327) areas is nine hundred one (N = 901). The sample size for the Region 4 (N = 46) and 10 (N = 35) workshops is eighty-one (N = 81).

Using the Confidence Interval Calculator, the confidence interval calculated for the Region 4 area was 10.39. Adding 10.39 and 50.01% equals 60.4%. The 60.4% multiplied times the Region 4 and 10 workshops overall survey participants (N = 81) equals 48.9. Therefore, for the Region 4 and 10 overall instructor group, the decision rule for the “yes” responses is 49 or more.

The professional (driver education teacher) driver education instructor population size for the Region 4 and Region 10 areas was determined from data obtained from the Texas Education Agency via an open records request (TEA, 2008a). The professional driver education population size for the Region 4 (N = 231) and Region 10 (N = 153) areas is three hundred eighty-four (N = 384). The sample size for the Region 4 (N = 26) and Region 10 (N = 17) workshops is forty-three (N = 43).

Using the Confidence Interval Calculator, the confidence interval calculated for the workshops was 14.1. The 14.1 plus 50.01% equals 64.11%. The 64.11% multiplied times the Region 4 and Region 10 workshops professional survey participants (N = 43) equals 27.6. As a result for the Region 4 and Region 10 professional instructors, the decision rule for the “yes” responses is 28 or more.

The paraprofessional (teaching assistant-full and teaching assistant) driver education instructor population size for the Region 4 and Region 10 areas was determined from data obtained from the Texas Education Agency via an open records request (TEA, 2008a). The paraprofessional driver education population size for the Region 4 (N = 342) and Region 10 (N = 175) areas is five hundred seventeen (N = 517). The sample size for the Region 4 (N = 24) and Region 10 (N = 14) workshops is thirty-eight (N = 38).

Using the Confidence Interval Calculator, the confidence interval calculated for the workshops was 15.32. The 15.32 plus 50.01% equals 65.33%. The 65.33% multiplied times the Region 4 and Region 10 workshops paraprofessional survey participants (N = 38) equals 24.8. As a result for the Region 4 and Region 10 paraprofessional instructors, the decision rule for the “yes” responses is 25 or more. The results for all groups are reported in Chapter IV.

## **CHAPTER IV**

### **FINDINGS**

#### **Introduction**

The quantitative data were analyzed using an Excel spreadsheet calculating the frequency counts and percentages. The Sample Size Calculator was used to determine the Confidence Interval (error of margin) that is expressed in a plus or minus figure (Creative Research Systems, 2010).

The purpose of the study was to have driver education share what items should be included in a cultural awareness survey instrument to assess the preparedness of driver education instructors to teach a culturally diverse student clientele. This study was to have driver education instructors share what ways to administer the cultural awareness survey instrument.

#### **Quantitative Findings**

##### *Research Question One*

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele?

As shown in Table 4.1, viewing the data by all the driver education instructors, only one subcategory met the decision rule of 49 or more "yes" responses rule for research question one. The subcategory was "preparedness to teach a culturally diverse student clientele."

*Table 4.1*  
**Region 4 and 10 Area Workshops – Research Question One:  
 Preparedness to Teach CDC**

Subcategories	“Yes” Responses (DR = 49+)
<b>Preparedness to teach CDC</b>	<b>60*</b>
Communicate in the English language only	33
Problem situations without passive or active resistance attributed to any specific culture	44
Customs and traditions of CDC	32
Controversial information in a realistic manner	35
Realistic photographs that represent CDC	26
Men and women in equitable roles	46
Equitable relationships between people without any specific culture shown in a position of power	34
Images of teenage drivers	48
Only student clientele who have a culture similar to mine	8
Defining the phrase ‘meeting the needs of a culturally diverse student clientele’	42
Other	
2010 we all need it - we must	1
Cultural Norms - Acceptable Behavior	1
Deaf Culture , Handicap	1
IDC programs	1
Adult	1
Need to both speak English and understand it!	1

*Note.* CDC – A Culturally Diverse Student Clientele. DR – Decision Rule. \*Meets decision rule.

### *Research Question Two*

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors’ preparedness to teach a culturally diverse student clientele analyzed by instructors’ gender?

As shown in Table 4.2, viewing the data by gender, three subcategories met the decision rule for females of 25 or more and males of 29 or more “yes” responses for research question two. These subcategories are “to teach a culturally diverse student clientele,” “men and women presented in equitable roles,” and “images of teenager drivers.”

*Table 4.2*  
**Region 4 and 10 Area Workshops – Research Question Two:  
 Preparedness to Teach CDC by Gender**

Subcategories	Female (N=37) (DR = 25+)	Male (N=44) (DR = 29+)
<b>Preparedness to teach CDC</b>	<b>27*</b>	<b>33*</b>
Communicate in the English language only	10	23
Problem situations without passive or active resistance attributed to any specific culture	20	24
Customs and traditions of CDC	13	19
Controversial information in a realistic manner	15	20
Realistic photographs that represent CDC	9	17
<b>Men and women in equitable roles</b>	15	<b>31*</b>
Equitable relationships between people without any specific culture shown in a position of power	11	23
<b>Images of teenage drivers</b>	19	<b>29*</b>
Only student clientele who have a culture similar to mine	2	6
Defining the phrase ‘meeting the needs of a culturally diverse student clientele	20	22
Other		
2010 we all need it - we must	1	
Cultural Norms - Acceptable Behavior	1	
Deaf Culture , Handicap		1
IDC programs		1
Adult	1	
Need to both speak English and understand it!		1

*Note.* CDC – A Culturally Diverse Student Clientele. DR – Decision Rule. \*Meets decision rule.

### *Research Question Three*

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors’ preparedness to teach a culturally diverse student clientele analyzed by instructors’ certification?

As shown in Table 4.3, viewing the data by instructor certification, three subcategories met the decision rule for professional instructors of 28 or more and paraprofessional instructors of 25 or more “yes” responses for research question three. These subcategories are “to teach a culturally diverse student clientele,” “men and women presented in equitable roles,” and “images of teenager drivers.”

*Table 4.3*  
**Region 4 and 10 Area Workshops – Research Question Three: Preparedness to Teach CDC by Instructor Certification**

Subcategories	Professional (N=43) (DR = 28+)	Paraprofessional (N=38) (DR = 25+)
<b>Preparedness to teach CDC</b>	<b>31*</b>	<b>29*</b>
Communicate in the English language only	31	17
Problem situations without passive or active resistance attributed to any specific culture	23	21
Customs and traditions of CDC	15	17
Controversial information in a realistic manner	20	15
Realistic photographs that represent CDC	12	14
<b>Men and women in equitable roles</b>	<b>18</b>	<b>28*</b>
Equitable relationships between people without any specific culture shown in a position of power	13	21
<b>Images of teenage drivers</b>	<b>23</b>	<b>25*</b>
Only student clientele who have a culture similar to mine	41	32
Defining the phrase ‘meeting the needs of a culturally diverse student clientele	22	20
Other		
2010 we all need it - we must		1
Cultural Norms - Acceptable Behavior		1
Deaf Culture , Handicap	1	
IDC programs	1	
Adult		1
Need to both speak English and understand it!		1

*Note.* CDC – A Culturally Diverse Student Clientele. DR – Decision Rule. \*Meets decision rule.

#### *Research Question Four*

What ways do driver education instructors feel a cultural awareness survey should be administered?

As shown in Table 4.4, viewing the data by all the driver education instructors, there was not a subcategory that met the decision rule of 49 or more “yes” responses rule for research question four. However, the “hardcopy (paper) survey showed a higher frequency count.

*Table 4.4*  
**Region 4 and 10 Area Workshops – Research Question Four: Administering Survey Instrument**

“Yes” to Include	Overall (DR = 49+)
Hardcopy (paper) survey	35
Online	21
Interview (face to face)	21

DR – Decision Rule. \*Meets decision rule.

#### *Research Question Five*

What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors’ gender?

As shown in Table 4.5, viewing the data by gender, there was not a subcategory that met the decision rule for females of 25 or more and males of 29 or more “yes” responses for research question five. The decision rule was not met; however, the “hardcopy (paper) survey showed a higher frequency count.

*Table 4.5*  
**Region 4 and 10 Area Workshops – Research Question Five: Administering Survey Instrument by Gender**

“Yes” to Include	Female (DR = 25+)	Male (DR = 29+)
Hardcopy (paper) survey	15	20
Online	6	15
Interview (face to face)	13	8

DR – Decision Rule. \*Meets decision rule.

#### *Research Question Six*

What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors’ certification?



As shown in Table 4.6, viewing the data by instructor certification, there was not a subcategory that met the decision rule for professional instructors of 28 or more and paraprofessional instructors of 25 or more “yes” responses for research question six. However, the “hardcopy (paper) survey showed a higher frequency count in each group; however, the number did not meet the decision rule for any group.

*Table 4.6*  
**Region 4 and 10 Area Workshops – Research Question Six: Administering Survey Instrument by Instructor Certification**

“Yes” to Include	Professional (DR = 28+)	Paraprofessional (DR = 25+)
Hardcopy (paper) survey	17	18
Online	9	12
Interview (face to face)	13	8

DR – Decision Rule. \*Meets decision rule.

## CHAPTER V

### SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

The final chapter of this study provides a description of all processes completed in this study. The chapter is divided into three sections. Section one reviews the summary of the purpose and research design. Section two provides a summary of the results for the quantitative method used in this study. Section three includes the particulars, the conclusions, and recommendations for future research.

#### **Purpose and Research Design**

The purpose of the study was to have driver education share what items should be included in a cultural awareness survey instrument to assess the preparedness of driver education instructors to teach a culturally diverse student clientele. This study gathered information about how driver education instructors feel about how a cultural awareness survey instrument should be administered.

#### *Participants*

The participants for this study were eighty-one (N=81) volunteer licensed or certified driver education instructors that included forty-six (N = 46) from the Education Service Center, Region 4 area and thirty-five (N=35) volunteer licensed or certified driver education instructors from the Education Service Center, Region 10 area. The volunteer participants were drawn from attendees in two different driver education continuing education workshops, one held in Texas' Education Service Center, Region 4 area and the other held in Education Service Center, Region 10 area. There were fifty-

four (N = 54) attendees at the Education Service Center, Region 4 area workshop and forty-six (N = 46) attendees at the Education Service Center, Region 10 area workshop.

### *DECA Survey*

The survey instrument used in the study was a Driver Education Cultural Awareness (DECA) Survey (Appendix A) developed by Saint and Larke (2010) that contained 14 items. The survey was used to collect data from a representative sample population in the Education Service Center, Regions 4 and 10 areas and “generalize” the data to a larger group (Patten, 2005; Carmines & Zeller, 1979). Information for the design and development of the survey was collected from analysis of other survey instruments and the review of literature.

### **Summary**

When analyzing the survey data by overall by all instructors, only one subcategory that met the decision rule which was “to teach a culturally diverse student clientele.” However, when analyzing the data by gender and instructor certification three sub-categories meet the decision rule which were “to teach a culturally diverse student clientele,” “men and women presented in equitable roles,” and “images of teenager drivers.”

When analyzing the data on how to administer the survey, no group met the decision rule. However, the “hardcopy (paper) survey showed a higher frequency count in each of the three groups (overall, gender, instructor certification).

## **Conclusions**

### *Research Question One*

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele?

For research question one, only subcategory "preparedness to teach a culturally diverse student clientele" met the decision rule. There appears to be an inconsistency between inconsistent among the subcategories that met the decision rule and the ones that did not meet the decision rule.

### *Research Question Two*

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' gender?

For research question two, analyzing the survey data by gender, the three subcategories that met the decision rule were "preparedness to teach a culturally diverse student clientele," "men and women presented in equitable roles," and "images of teenager drivers." When analyzing the data by gender, more subcategories met the decision rule than by the overall group. In addition, although research has shown that female instructors are typically more culturally sensitive, in this study more male instructors had more subcategories meet decision rule than the female instructors.

### *Research Question Three*

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' certification?

For research question three, analyzing the survey data by instructor certification, the three subcategories that met the decision rule were "preparedness to teach a culturally diverse student clientele," "men and women presented in equitable roles," and "images of teenager drivers." Again just as analyzing the data by gender, when analyzing the data by instructor certification, more subcategories met the decision rule than by the overall group. In addition, although research has shown that professional instructors are typically more culturally sensitive, in this study more paraprofessional instructors had more subcategories meet decision rule than the professional instructors.

### **Discussion**

When drawing conclusions from the data for research questions one, two, and three, it is commendable that the instructors in all groups (overall, female, male, professional, and paraprofessional) felt that the subcategory "preparedness to teach a culturally diverse student clientele" should be included in a cultural sensitivity survey instrument for driver education instructors. Additionally, it is commendable that male and paraprofessional instructors felt that "men and women presented in equitable roles" and "images of teenager drivers" should be included in the survey instrument.

However, there appears to be an inconsistency among the subcategories that met the decision rule to be included in the survey instrument and the ones that did not meet

the decision rule. The inconsistency may be due to that the instructors' lack of understanding of depth of what it means to be prepared to teach a culturally diverse student clientele. The subcategories that did not meet the decision rule included important multicultural tenets concerning students' language, ethnicity, and background (Nieto, 1992; Banks, 1996, & Pang, 2001). These excluded subcategories according to Nieto (1992) Banks (1996) and Pang (2001) are "attitudes and skills" that should be valued in cultural sensitivity and included into the learning environment (Nieto, 1992; Banks, 1996, & Pang, 2001). The exclusion of these "attitudes and skills" devalues the student and may be viewed as a deficit paradigm (Nieto, 1992; Banks, 1996, & Pang, 2001).

The inconsistency may also be associated with the instructors' lack of understanding cultural responsive teaching practices. The subcategories that did not meet the decision rule were curriculum modification and visual representation culturally responsive practices from Larke's (2007) Guidelines for Examining Culturally Responsive Practices in Driver Education and Traffic Safety Curriculum (Larke, 2007). The subcategories that met the decision rule appear to be at Banks' "contributions level" of culturally responsive teaching practices and not at the "social action level" (Banks, 2004). It is the journey that instructors purposely design, modify, and transform in the learning environment to meet the needs of diverse students that will move driver education from the "contributions level" to the "social action level" (Banks, 2004).

Furthermore, the inconsistency may also be connected to the instructors' belief that they are doing the 'right thing' by not recognizing students as diverse. However, the

resistance to or avoidance of cultural sensitivity issues represents a color blind approach to education that skirts that issue of recognizing that stereotypes and preferential treatment of students does exist in education (Nieto, 1992). Cultural sensitivity is limited by recognizing only one ethnicity or that the English language is the only accepted language (Leistyna, 2006).

#### *Research Question Four*

What ways do driver education instructors feel a cultural awareness survey should be administered?

For research question four, no subcategory met the decision rule for the inclusion in the survey instrument. There was no clear majority in this area. However, the “hardcopy (paper) survey showed a higher frequency count.

#### *Research Question Five*

What ways do driver education instructors feel a cultural awareness survey should be administered analyzed instructors’ gender?

For research question five, no subcategory met the decision rule for the inclusion in the survey instrument. There was no clear majority in this area. However, the “hardcopy (paper) survey showed a higher frequency count.

#### *Research Question Six*

What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors’ certification?

For research question six, no subcategory met the decision rule for the inclusion in the survey instrument. There was no clear majority in this area. However, the “hardcopy (paper) survey” showed a higher frequency count.

#### *Discussion*

The conclusion drawn from the data for research questions four, five, and six is that there was no clear majority for any group concerning how to administer the survey instrument although the “hardcopy (paper) survey” did show a higher frequency count. While there was not a clear majority, a previous survey administered online to driver education instructors did not generate ample return surveys for any type of statistical analysis. Therefore, it may not be an appropriate choice to use an online survey with this population due to their limited technology skills.

#### *Implications*

This study provides implications for driver education curriculum and instructors on both the national and state level. On the national level, with 44.8% of public school students being students of color, driver education curriculum should be designed and instructors should be prepared to teach culturally diverse student clientele (U. S. Department of Education Sciences, 2010). In addition, NHTSA is initiating a process to conduct an assessment of each state’s driver education program based on the document, *Novice Teen Driver Education and Training Administrative Standards* (U. S. Department of Transportation, 2009). Currently, NHTSA is establishing written guidelines entailing the assessment process that will be provided to each state. Ultimately, each state maintains the option to have assessment conducted in its state.



The document includes administrative standards (best practices) for driver education and traffic safety programs covering administration, education/training, instructor qualifications, parent involvement, and coordination with driver licensing. One of the best practices within the administrative standard is that “programs reflect multicultural education principles and are free of bias” (U. S. Department of Transportation, 2009). With this in mind, each state that opts to have its driver education and traffic safety program assessed by an NHTSA assessment team would be responsible for meeting this standard that states, “programs reflect multicultural education principles and are free of bias” (U. S. Department of Transportation, 2009).

Each state would need “multicultural education principles review guidelines” to ensure its driver education and traffic safety program reflects multicultural education principles and is free of bias. The results from this study may provide impetus for future studies in other states. In addition, the results from this study may lead to the development of the “review guidelines” that would provide directions to states on how to review its program to ensure it reflects multicultural education principles. Also, other states may benefit from providing driver education instructor professional development training that includes topics covering how to meet the needs of a culturally diverse student clientele and cultural sensitivity.

On the state level, sixty-seven (67%) of Texas’ public schools students are students of color (TEA, 2010a). With this percentage in mind and the NHTSA’s assessment possibly in the near future, Texas must review its own driver education and traffic safety program to ensure it reflects multicultural education principles and is free

of bias. Additionally, with Texas' diverse student population, it is important for driver education instructors to increase their understanding of what it means to be prepared to meet the needs of this diverse student clientele. The results from this study may provide momentum for future studies in other education service center region of the state.

Furthermore, this type of research may benefit the state to design and delivery driver education instructor professional development training that includes topics covering how to meet the needs of a culturally diverse student clientele and cultural sensitivity.

Both on the national and state levels, the desired outcome from ensuring driver education programs reflect multicultural principles and are free of bias is to reduce young driver crashes which in turn will lower the death and injury rates. There is a need to examine if a casual relationship may exists between culturally responsive practices and managing young driver high-risk behaviors. These high risk behaviors include failure to wear safety belts, speeding, and driving while impaired (by alcohol or other drugs), failure to recognize hazards, and drowsy or distracted driving (Goodwin, Foss, Sohn, & Mayhew, 2007). However, the thought is that increasing instructors' cultural sensitivity and that ensuring programs reflects multicultural tenets will provide a more effective education to all student, especially diverse students, which in turn will increase the safe driving practices of all young drivers.

### **Recommendations**

The following are recommendation for future studies. Recommendations are as follows:

1. Revise the DECA Survey based on the fact that data from two of the questions were not usable for this study.
2. Conduct a study using the three ways to administer the survey instrument to examine if there are differences among the three ways.
3. Conduct a study in other education service center regions, statewide, and in other states to see if there are similar findings.
4. Conduct a study to investigate if age, ethnicity, or completion of cultural sensitivity training will impact the findings of the study.

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**APPENDIX A**

**DRIVER EDUCATION CULTURAL AWARENESS (DECA) SURVEY**

**A few questions about you:****1. Your Gender:**Female  Male **2. Your Ethnicity:**African American  Asian or Pacific Islander  Hispanic or Latino  Native American  White   
Other  \_\_\_\_\_**3. Your Type of School (Check all that apply):**Public School  Driver Training School (Commercial School)  Education Service Center (ESC)   
College/University **4. Your Instructor Qualifications/Status:**Driver Education Teacher  Teaching Assistant – Full  Teaching Assistant **5. Where did you receive your driver education teacher/instructor training?**Alternative Certification Program  Driver Training School (Commercial School)  College/University   
Other  \_\_\_\_\_**6. Your Driver Education Teaching Experience:**Classroom Instruction  In-Car Instruction (BTW & Obs)  Simulation Instruction  Multi-Range Instruction **7. Your number of years as a driver education teacher/instructor:**0 – 5 years   
6 – 10 years   
11 – 15 years   
16 – 20 years   
21 – 25 years   
26 + **8. Your experience teaching culturally diverse student clientele in driver education**0 – 5 years   
6 – 10 years   
11 – 15 years   
16 – 20 years   
21 – 25 years   
26 + **9. Have you had any training to work with culturally diverse student clientele?**Yes  No  If yes, describe training:  
\_\_\_\_\_**10. Do you develop your own Driver Education instructional materials? Yes  No** If no, who develops the instructional materials?  
\_\_\_\_\_

**A few questions concerning how to develop a survey instrument to collect data about instructors' perceptions of their ability to teach a culturally diverse student clientele:**

11. Check the survey items you think should be included in a survey instrument to evaluate driver education instructors' perceptions of their ability to teach a culturally diverse student clientele?

- Preparedness to teach a culturally diverse student clientele.
  - Communication in the English language only.
  - Problem situations shown without passive or active resistance attributed to any specific culture.
  - Customs and traditions of a culturally diverse clientele included..
  - Controversial information portrayed in a realistic manner.
  - Realistic photographs that represent a culturally diverse student clientele used.
  - Men and women presented in equitable roles.
  - Equitable relationships between people presented without any specific culture shown in a position of power.
  - Images of teenage drivers included.
  - Only student clientele taught who have a culture similar to mine.
  - Defining the phrase "meeting the needs of a culturally diverse student clientele"?
  - Other
- 
- 

12. Check the survey items that you think should be included in a survey instrument to evaluate driver education instructors' feelings about how the curriculum meets the needs or should be changed to meet the needs of a culturally diverse student clientele?

- Instructional materials have been developed or modified to meet the needs of a culturally diverse student clientele.
  - Instructional materials have been developed or modified to include authentic images of culturally diverse student clientele.
  - Instructional materials have been developed or modified to include neighborhoods of middle, low, and high incomes.
  - Instructional materials have been developed or modified to include background from diverse cultures including Asian, Native American, Hispanic/Latino and/or African American.
  - Instructional materials have been developed or modified using gender specific words.
  - Instructional materials have been developed or modified into other languages.
  - Instructional materials have been developed or modified to represent all geographical areas including suburban, urban, and rural.
  - Instructional materials have been developed or modified to include images that represent different body sizes.
  - Instructional materials have been developed or modified to reduce communication problems among a culturally diverse student clientele.
  - Other
- 
- 
-

13. Check the survey items that you think should be included in a survey instrument to evaluate driver education instructors' feelings about culturally responsive teaching practices impact on the risk reduction efforts for a culturally diverse teenage student clientele?

- Culturally responsive teaching practices have the potential to impact risk reduction efforts for a culturally diverse student clientele.
- Culturally responsive teaching practices have the potential to increase seatbelt use among a culturally diverse student clientele.
- Culturally responsive teaching practices have the potential to increase the probability that a culturally diverse student clientele recognizes hazardous situations.
- Culturally responsive teaching has the potential to reduce distracted driving by a culturally diverse student clientele.
- Culturally responsive teaching practices have a potential to reduce motor vehicle crashes for a culturally diverse student clientele.
- Culturally responsive teaching practices have the potential to reduce the high-risk behavior of speeding among a culturally diverse student clientele.
- Other

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14. What do you think is the best way to administer a cultural sensitivity survey to driver education instructors

- hardcopy (paper) survey                       online survey                       interview (face to face)

**APPENDIX B**  
**RELATIONSHIP BETWEEN RESEARCH QUESTIONS AND**  
**DECA SURVEY ITEMS**

## Research Questions/DECA Survey Questions

### Research Question One

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele?

11. Check the survey items you think should be included in a survey instrument to evaluate driver education instructors' perceptions of their ability to teach a culturally diverse student clientele?

- Preparedness to teach a culturally diverse student clientele.
- Communication in the English language only.
- Problem situations shown without passive or active resistance attributed to any specific culture.
- Customs and traditions of a culturally diverse clientele included..
- Controversial information portrayed in a realistic manner.
- Realistic photographs that represent a culturally diverse student clientele used.
- Men and women presented in equitable roles.
- Equitable relationships between people presented without any specific culture shown in a position of power.
- Images of teenage drivers included.
- Only student clientele taught who have a culture similar to mine.
- Defining the phrase "meeting the needs of a culturally diverse student clientele"?
- Other \_\_\_\_\_

## Research Question Two

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' gender?

11. Check the survey items you think should be included in a survey instrument to evaluate driver education instructors' perceptions of their ability to teach a culturally diverse student clientele?

- Preparedness to teach a culturally diverse student clientele.
- Communication in the English language only.
- Problem situations shown without passive or active resistance attributed to any specific culture.
- Customs and traditions of a culturally diverse clientele included.
- Controversial information portrayed in a realistic manner.
- Realistic photographs that represent a culturally diverse student clientele used.
- Men and women presented in equitable roles.
- Equitable relationships between people presented without any specific culture shown in a position of power.
- Images of teenage drivers included.
- Only student clientele taught who have a culture similar to mine.
- Defining the phrase "meeting the needs of a culturally diverse student clientele"?
- Other \_\_\_\_\_



### Research Question Three

What items do driver education instructors feel should be included in a cultural awareness survey to assess instructors' preparedness to teach a culturally diverse student clientele analyzed by instructors' certification?

11. Check the survey items you think should be included in a survey instrument to evaluate driver education instructors' perceptions of their ability to teach a culturally diverse student clientele?

- Preparedness to teach a culturally diverse student clientele.
- Communication in the English language only.
- Problem situations shown without passive or active resistance attributed to any specific culture.
- Customs and traditions of a culturally diverse clientele included..
- Controversial information portrayed in a realistic manner.
- Realistic photographs that represent a culturally diverse student clientele used.
- Men and women presented in equitable roles.
- Equitable relationships between people presented without any specific culture shown in a position of power.
- Images of teenage drivers included.
- Only student clientele taught who have a culture similar to mine.
- Defining the phrase "meeting the needs of a culturally diverse student clientele"?
- Other \_\_\_\_\_

#### Research Question Four

What ways do driver education instructors feel a cultural awareness survey should be administered?

14. What do you think is the best way to administer a cultural sensitivity survey to driver education instructors

- hardcopy (paper) survey
- online survey
- interview (face to face)

#### Research Question Five

What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors' gender?

14. What do you think is the best way to administer a cultural sensitivity survey to driver education instructors

- hardcopy (paper) survey
- online survey
- interview (face to face)

#### Research Question Six

What ways do driver education instructors feel a cultural awareness survey should be administered analyzed by instructors' certification?

15. What do you think is the best way to administer a cultural sensitivity survey to driver education instructors

- hardcopy (paper) survey
- online survey
- interview (face to face)

**APPENDIX C**  
**IRB CONSENT FORM**

## IRB Consent Form

### This is an invitation for you to participate in a research study. INFORMATION SHEET – CONSENT FORM

#### Preparedness of Driver Education Instructors to Teach a Culturally Diverse Student Clientele: Model for Evaluation

**Introduction.** The purpose of this letter is to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research.

You have been asked to participate in a research study that is develop ways to evaluate how driver education instructors feel about their preparedness to teach a culturally diverse student clientele. The guiding research question is to determine a model way to evaluate driver education instructors' perceptions of their ability to teach a culturally diverse student clientele. More specifically the research questions are: (1) What should be included in a survey instrument to evaluate driver education instructors' perceptions of their ability to teach a culturally diverse student clientele? (2) What should be included in a survey instrument to evaluate if driver education instructors feel that the curriculum meets the needs or should be changed to meet the needs of a culturally diverse student clientele? (3) If culturally responsive teaching practices impact risk reduction effort for culturally diverse teenage drivers? (4) How should this survey instrument be best administered to driver education instructors via hardcopy survey, online survey, or interview? You were selected to be a possible participant because you are a certified or licensed driver education instructor in Texas.

**What will I be asked to do?** If you agree to participate in this study, you will be asked to complete a survey about how you feel would be the best way to collect information from driver education instructors concerning teaching a culturally diverse student clientele. This survey will take approximately 5 - 8 minutes and will consist of 14 questions.

**What are the risks involved in this study?** The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

**What are the possible benefits of this study?** You will receive no direct benefit from participating in this study; however, the study should yield valuable information that can be used to assist in the development, implementation, and modification of driver and traffic safety education instruction for a culturally diverse student clientele.

**Do I have to participate?** No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University or the Texas Education Agency being affected.

**Who will know about my participation in this research study?** This study is confidential, a code will be assigned to your name to identity you, and only the researchers will know the code. The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Patricia J. Larke will have access to the records.

**Whom do I contact with questions about the research?** If you have questions regarding this study, you may contact Dr. Patricia J. Larke at (979) 845-2171 or [plarke@tamu.edu](mailto:plarke@tamu.edu).

**Whom do I contact about my rights as a research participant?** This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or [irb@tamu.edu](mailto:irb@tamu.edu).

**Participation.** Please be sure you have read the above information, asked questions, and received answers to your satisfaction. If you have read and understand the explanation provided and all your questions have been answered to your satisfaction, then you voluntarily agree to participate in this study.

**Signature of Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_

**Signature of Person Obtaining Consent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_

**APPENDIX D**  
**QUANTITATIVE SURVEY RESPONSES**

<b>Houston &amp; Richardson Driver Education Teacher Workshops (N = 81)</b>	
Item Included	N
Evaluate driver education instructors' perception of their ability to teach a culturally diverse student clientele	
Preparedness to teach a culturally diverse student clientele	60
Communication in the English language only	33
Problem situations shown without passive or active resistance attributed to any specific culture	44
Customs and traditions of a culturally diverse clientele included	32
Controversial information portrayed in a realistic manner	35
Realistic photographs that represent a culturally diverse student clientele	26
Men and women presented in equitable roles	46
Equitable relationships between people presented without any specific culture shown in a position of power	34
Images of teenage drivers included	48
Only student clientele taught who have a culture similar to mine	8
Defining the phrase "meeting the needs of a culturally diverse student clientele"	42
Other: 2010 we all need it - we must	1
Cultural Norms - Acceptable Behavior	1
Deaf Culture , Handicap	1
IDC programs	1
Adult	
Need to both speak English and understand it!	1
Evaluate driver education instructors' feelings about how the curriculum meets the needs or should be change to meet the needs of a culturally diverse student clientele – Instructional materials have been devolved or modified to:	
Meet the needs of a culturally diverse student clientele	52
Include authentic images of culturally diverse student clientele	34
Include neighborhoods of middle, low, and high incomes	30
Include backgrounds form diverse cultures include Asian, Native American, Hispanic/Latino, and/or African American	30
Using gender specific words	19
Into other languages	23
Represent all geographical areas including suburban, urban, and rural	45
Include images that represent different body sizes	26
Reduce communication problems among a culturally diverse student clientele	33
Other	
Use same materials for all students. Do not change anything.	1
Hindrances to "Effective Communication" based on cultural differences	1
Evaluate driver education instructors' feelings about culturally responsive teaching practices impact the risk reduction efforts for a culturally diverse teenage student clientele – Culturally responsive teaching::	
Practices have the potential to impact risk reduction efforts for a culturally diverse student clientele	46
Practices have the potential to increase seatbelt use among a culturally diverse student clientele	45
Practices have the potential to increase the probability that a culturally diverse student clientele recognizes hazardous situations	46
Have the potential to reduce distracted driving by a culturally diverse student clientele	41
Practices have the potential to reduce motor vehicle crashes for a culturally diverse student clientele	41
Practices have the potential to reduce the high-risk behavior of speeding among a culturally diverse student clientele	43
Other	
Administer a culturally sensitivity survey to driver education instructors	
Hardcopy (paper) survey	35
Online	21
Interview (face to face)	21
No Response	4

<b>Gender – Region 4 &amp; 10 Areas Driver Education Teacher Workshops (N = 81)</b>		
Item Included	Female	Male
	N = 37	N = 44
Evaluate driver education instructors' perception of their ability to teach a culturally diverse student clientele		
Preparedness to teach a culturally diverse student clientele	27	33
Communication in the English language only	10	23
Problem situations shown without passive or active resistance attributed to any specific culture	20	24
Customs and traditions of a culturally diverse clientele included	13	19
Controversial information portrayed in a realistic manner	15	20
Realistic photographs that represent a culturally diverse student clientele	9	17
Men and women presented in equitable roles	15	31
Equitable relationships between people presented without any specific culture shown in a position of power	11	23
Images of teenage drivers included	19	29
Only student clientele taught who have a culture similar to mine	2	6
Defining the phrase "meeting the needs of a culturally diverse student clientele"	20	22
Other: 2010 we all need it - we must	1	
Cultural Norms - Acceptable Behavior	1	
Deaf Culture , Handicap		1
IDC programs		1
Adult	1	
Need to both speak English and understand it!		1
Administer a culturally sensitivity survey to driver education instructors		
Hardcopy (paper) survey	15	20
Online	6	15
Interview (face to face)	13	8

<b>Instructor Certification – Region 4 &amp; 10 Areas Driver Education Teacher Workshops (N = 81)</b>		
Item Included	Professional N = 43	Paraprofessional N = 28
Evaluate driver education instructors' perception of their ability to teach a culturally diverse student clientele		
Preparedness to teach a culturally diverse student clientele	31	29
Communication in the English language only	12	21
Problem situations shown without passive or active resistance attributed to any specific culture	23	21
Customs and traditions of a culturally diverse clientele included	15	17
Controversial information portrayed in a realistic manner	20	15
Realistic photographs that represent a culturally diverse student clientele	12	14
Men and women presented in equitable roles	18	28
Equitable relationships between people presented without any specific culture shown in a position of power	13	21
Images of teenage drivers included	23	25
Only student clientele taught who have a culture similar to mine	2	6
Defining the phrase "meeting the needs of a culturally diverse student clientele"	22	20
Other: 2010 we all need it - we must		1
Cultural Norms - Acceptable Behavior		1
Deaf Culture , Handicap	1	
IDC programs	1	
Adult		1
Need to both speak English and understand it!		1
Administer a culturally sensitivity survey to driver education instructors		
Hardcopy (paper) survey	17	18
Online	9	12
Interview (face to face)	13	8



<b>Region 4 &amp; 10 Areas Driver Education Teacher Workshops</b>		
Question	N = 81	Percentage
<b>Gender</b>		
Female	37	46%
Male	44	54%
<b>Ethnicity</b>		
African American	31	39%
Asian/Pacific Islander	3	4%
Hispanic/Latino	9	11%
Native American	2	2%
White	34	42%
<b>Other</b>		
Indian/Asian	1	1%
Mexican/White	1	1%
<b>Type of School</b>		
Public School	16	20%
Driver Training School (Commercial)	58	72%
Education Service Center (ESC)	0	0%
College/University	1	1%
No Response	6	7%
<b>Instructor Qualifications</b>		
Driver Education Teacher	44	54%
Teaching Assistant – Full	26	32%
Teaching Assistant	11	14%
<b>Teacher/Instructor Training</b>		
Alternative Certification Program	14	18%
Driver Training School (Commercial)	31	38%
College/University	35	43%
No Response	1	1%
<b>Teaching Experience</b>		
Classroom Instruction	14	18%
Classroom & In-Car Instruction (BTW & OBS)	24	30%
Classroom, In-Car Instruction(BTW & OBS), & Simulation	9	11%
Classroom, In-Car Instruction (BTW & OBS), Simulation, & Multi-Range Instruction	2	2%
Classroom, In-Car Instruction (BTW & OBS), & Multi-Range Instruction	1	1%
In-Car Instruction (BTW & OBS)	24	30%
In-Car Instruction (BTW & OBS) & Simulation	2	2%
In-Car Instruction (BTW & OBS), Simulation, & Multi-Range Instruction	1	1%
No Response	4	5%

<b>Region 4 &amp; 10 Areas Driver Education Teacher Workshops</b>		
Question	N = 81	Percentage
<b>Years Driver Education Teacher/Instructor</b>		
0 – 5	23	29%
6 – 10	19	24%
11 - 15	10	12%
16 - 20	10	12%
21 - 25	5	6%
26+	14	17%
<b>Years Teaching Culturally Diverse Student Clientele</b>		
0 – 5	24	30%
6 – 10	19	24%
11 - 15	9	11%
16 - 20	10	12%
21 - 25	5	6%
26+	13	16%
No Response	1	1%
<b>Training to Work with Culturally Diverse Clientele</b>		
Yes	32	40%
No	48	59%
No Response	1	1%
<b>Develop Driver Education Instructional Materials</b>		
Yes	33	41%
No	48	59%

## VITA

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### PROFESSIONAL PREPARATION

<b>Degree</b>	<b>Content</b>	<b>Institution</b>	<b>Date</b>
M.S.	Curriculum and Instruction	Texas A&M University College Station, Texas	2011
B.E.	Physical Education	North Texas State University Denton, Texas	1997

### RESEARCH INTEREST

Curriculum & Instruction                      Driver Education                      Multicultural Education

### HONORS & AWARDS

The Honor Society of Phi Kappa Phi  
Kappa Delta Phi, International Honor Society in Education, Mu Chi Chapter  
Driving School Association of Americas, H.B. Vinson Award, 2010  
Texas Driver and Traffic Safety Education Association, Honor Award, 2008

### PUBLICATIONS

Saint, N. J., & Larke, P. J. (2009). Color Blind: Cultural responsive understanding in safety education. *Mensa Bulletin*, 527, 24-27.  
Larke, P. J., & Saint, N. J. (2008). Curriculum to prepare instructors to serve diverse populations. *The Dual News*, 36(3), 12-13.

### PRESENTATIONS

Larke, P. J., & Saint, N. J. (2008). Preparing a traffic safety workforce to embrace diversity: It is not by accident but by traffic safety culture research. Paper presented at the Save a Life Summit Texas Department of Transportation, Fort Worth, TX.  
Larke, P. J., & Saint, N. J. (2008). Ten driver education instructors' perceptions of culturally responsive practices in driver education and traffic safety curriculum and its impact on risk reduction efforts for teenagers. Paper presented at Impact of Changing Demographics on the Transportation System Conference, Transportation Research Board, Washington, DC.  
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### PROFESSIONAL AFFILIATIONS

American Driver and Traffic Safety Education Association  
Driver Education and Training Administrators  
Texas Driver and Traffic Safety Education Association  
Transportation Research Board - Operator Education and Regulation Committee