

1990

An evaluation of the Kangaroo Creek Gang drug education package

Andrew Thompson
Edith Cowan University

Follow this and additional works at: https://ro.ecu.edu.au/theses_hons



Part of the [Educational Methods Commons](#)

Recommended Citation

Thompson, A. (1990). *An evaluation of the Kangaroo Creek Gang drug education package*. Edith Cowan University. https://ro.ecu.edu.au/theses_hons/176

This Thesis is posted at Research Online.
https://ro.ecu.edu.au/theses_hons/176

Edith Cowan University

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study.

The University does not authorize you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following:

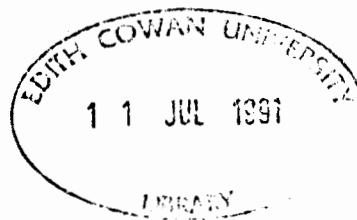
- Copyright owners are entitled to take legal action against persons who infringe their copyright.
- A reproduction of material that is protected by copyright may be a copyright infringement. Where the reproduction of such material is done without attribution of authorship, with false attribution of authorship or the authorship is treated in a derogatory manner, this may be a breach of the author's moral rights contained in Part IX of the Copyright Act 1968 (Cth).
- Courts have the power to impose a wide range of civil and criminal sanctions for infringement of copyright, infringement of moral rights and other offences under the Copyright Act 1968 (Cth). Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

AN EVALUATION OF THE
KANGAROO CREEK GANG DRUG EDUCATION PACKAGE

by
Andrew Thompson



This thesis is presented in partial fulfilment
of the requirements for the degree of
Bachelor of Education with Honours.
Western Australian College of Advanced Education.
School of Education.
February, 1990.

ABSTRACT

The purposes of this study were (a) to analyse the implementation of the Kangaroo Creek Gang Drug Education Package (KCGDEP) (Kangaroo Creek Gang, 1988b), and (b) to evaluate teachers' perceptions of the KCGDEP in terms of its goals, format, processes and outcomes. The KCGDEP was found to have been implemented in 24% of the primary schools surveyed ($N = 100$), with a mean of 5.1% of teachers in these schools using the package. Teachers' perceptions of the KCGDEP were analysed through the administration of a curriculum evaluation questionnaire, adapted from Piper (1976, p. 83-89), and teacher interviews. This process was carried out in six W.A. primary schools. Data collected in this way showed that teachers who had implemented the KCGDEP had favourable perceptions of it. A chi-square test showed that implementation of the KCGDEP was contingent on inservicing. Teachers' use of the KCGDEP, however, was idiosyncratic and did not correspond with the intentions of its developers. Moreover, teachers were not convinced of the efficacy of the KCGDEP as an effective means of drug education. This was highlighted by the fact that teachers were not familiar with the package's rationale or its approach to drug education. As a result of data

interpretation it was recommended that: the statement of the KCGDEP's rationale should be revised so that the theoretical underpinnings of the package's approach to drug education could be more effectively communicated to teachers; a greater number of teachers should be given the opportunity to attend inservice courses on the effective use of the KCGDEP; and long-term assistance should be provided for teachers wishing to implement the KCGDEP.

DECLARATION

I certify that this thesis does not incorporate, without acknowledgement, any material previously submitted for a degree or diploma in any institution of higher education and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

A black rectangular box redacting the signature of the author.

ANDREW THOMPSON

ACKNOWLEDGEMENTS

I would like to thank all of those who made this study possible. Special thanks goes to my supervisor, Mr Lou Thompson, whose assistance at every stage of this study, from its design to its completion, was invaluable. Thanks also to Dr Norm Hyde, whose advice contributed much to the research.

Extra special thanks must also go to my wife Janette, without whom I could never have contemplated this work. Your support and encouragement is always appreciated.

TABLE OF CONTENTS

ABSTRACT.....	i
DECLARATION.....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
CHAPTER.....	Page
1 INTRODUCTION.....	1
Statement of the Problem.....	1
Research Questions.....	2
The Delimitations of the Research.....	4
Definitions of Terms.....	4
Curriculum.....	4
Curriculum evaluation.....	5
Abbreviations Used in the Study.....	5
The Importance of the Study.....	5
Review of the Related Literature.....	7
Concepts Central to the Research.....	7
Curriculum.....	7
Curriculum evaluation.....	9
The Need for Curriculum Evaluation.....	10
The Roles of Curriculum Evaluation.....	12

CHAPTER.....	Page
What Should be Evaluated?.....	13
Dissemination and Implementation of	
Curriculum Innovations.....	14
Evaluation of Curriculum Innovations.....	18
Decision-Making in Curriculum	
Evaluation.....	20
The Process of Curriculum	
Evaluation.....	22
Discussion.....	24
Conceptual Framework for	
Curriculum Evaluation.....	25
2 DEVELOPMENT AND DISSEMINATION	
OF THE KCGDEP.....	29
Development of the KCGDEP.....	29
Theoretical Foundations of	
the KCGDEP.....	33
Drug education.....	34
Self-concept and drug education.....	37
Description of the Curriculum	
Materials Contained in the KCGDEP.....	46
Teachers' notes.....	48
Video related activites.....	49
Extension activites.....	49
Puppet plays and songs & dances.....	50
Resource lists.....	50

CHAPTER.....	Page
Dissemination of the KCGDEP.....	51
3 DATA COLLECTION.....	54
Data Sources and Sampling	
Techniques.....	54
Geographic location of schools.....	54
Socioeconomic status.....	54
School size.....	55
Access to Data.....	56
Instruments and Procedures Used	
in Data Collection.....	60
Curriculum evaluation questionnaire...	60
Teacher interviews.....	65
Telephone survey.....	67
Ethical Considerations.....	68
4 DATA ANALYSIS.....	70
Overview.....	70
Dissemination and Return of	
Questionnaires.....	71
Reliability and Validity of	
the Questionnaire.....	71
Reliability.....	71
Validity.....	73
Implementation of the KCGDEP.....	76

CHAPTER.....	Page
Extent of implementation in	
W.A. primary schools.....	76
Effects of independent variables	
on implementation of the KCGDEP.....	77
Teachers' Perceptions of	
the KCGDEP.....	81
Teacher Interviews.....	84
Factors affecting implementation	
of the KCGDEP.....	84
Teachers' perceptions of	
drug education.....	87
Teachers' use of the KCGDEP.....	89
Summary.....	92
5 DATA INTERPRETATION, CONCLUSIONS	
AND RECOMMENDATIONS.....	94
Reliability and Validity of	
the questionnaire.....	94
Reliability.....	94
Validity.....	95
Factors Affecting Implementation	
of the KCGDEP.....	96
Extent of Implementation of	
the KCGDEP.....	98
Teachers' Use of the KCGDEP.....	99

CHAPTER.....	Page
Teachers' Perceptions of	
the KCGDEP.....	100
Rationale.....	100
General outcomes.....	101
Summary and Conclusions.....	102
Curriculum evaluation	
questionnaire.....	102
Implementation of the	
KCGDEP.....	102
Teachers' perceptions of	
the KCGDEP.....	103
Recommendations.....	104
APPENDIX A.....	106
B.....	107
C.....	118
D.....	120
BIBLIOGRAPHY.....	126

LIST OF TABLES

	Page
TABLE	
1 Description of Schools Involved in the Study.....	57
2 Number of Curriculum Evaluation Questionnaires Disseminated and Returned.....	72
3 Reliability of the Curriculum Evaluation Questionnaire.....	74
4 Chi-Square Test for Effect of Independent Variables on Implementation of the KCGDEP.....	78
5 Mean Ratings and Positive Responses.....	82
6 Teacher Interviews.....	85
D-1 Responses to the Curriculum Evaluation Questionnaire.....	120

LIST OF FIGURES

	Page
FIGURE	
1 Curriculum Evaluation Model.....	26

CHAPTER 1

INTRODUCTION

This introductory chapter states the problem to be examined in the research and outlines research questions which will be answered in relation to the problem. The limits of the study are set, concepts central to the study are defined, and abbreviations used in this report are explained. Following this, the significance of the study is discussed and literature related to the research is reviewed. Finally, a conceptual framework for curriculum evaluation is outlined. This framework represents the stages involved in the evaluation of the Kangaroo Creek Gang Drug Education Package (Kangaroo Creek Gang [KCG], 1988b).

Statement of the Problem

The Kangaroo Creek Gang Drug Education Package (KCGDEP) is a set of multi-media curriculum materials which was developed with the assistance of funding from both the Federal Government and corporate sponsors. This curriculum package is unique in that, during its development, input and approval of the content and format of the materials was sought and given by all of

Australia's State education and health authorities. And, once it was complete, the KCGDEP was disseminated nationally to all State primary schools in Australia free of charge.

In relation to the dissemination of new curricula, Dynan (1983, p. 61), Kennedy (1985) and Watson, Loosley and McKeon (1989) have all found that simply providing such materials to schools does not guarantee their use. Thus, the problem this research was designed to examine centres around an analysis of the implementation of the KCGDEP. In addition to this, teachers who had implemented the KCGDEP were surveyed in order to assess their perceptions and acceptance of the package.

Research Questions

In relation to the problem of assessing teachers' use and acceptance of the KCGDEP, three sub-problems were developed to guide the design of the research and the formulation of research questions. These sub-problems are as follows:

The first sub-problem was to develop and assess the reliability and validity of a questionnaire suitable for use in collecting data on teachers' use

and perceptions of the KCGDEP.

The second sub-problem was to analyse and interpret data from the questionnaire in order to evaluate teachers' use and perceptions of the KCGDEP.

The third sub-problem was to examine the reasons underlying teachers' decisions to implement the KCGDEP.

Thus, in relation to the problem and its sub-problems, research questions are stated as follows:

1. What is the statistical reliability of the questionnaire?
2. Does the questionnaire have content validity in terms of its appropriateness for measuring teachers' use and perceptions of the KCGDEP?
3. What proportion of schools and teachers have actually implemented the KCGDEP?
4. To what extent do those teachers who use the KCGDEP find it acceptable in terms of its goals, format, processes and outcomes?
5. What are the reasons underlying teachers' decisions to implement the KCGDEP?

The Delimitations of the Research

In answering the questions detailed above, the research was designed to make an evaluation of the KCGDEP within the following limits:

The research does not attempt to evaluate the success of the KCGDEP in achieving its educational or social goals.

The research is limited to primary schools in Western Australia which have been provided with the KCGDEP.

The research is limited to evaluation of: teachers' perceptions of the KCGDEP; the extent of teachers' use of the KCGDEP; and analysis of the reasons behind teachers' decisions to use the KCGDEP.

Definitions of Terms

Because this study is concerned with the evaluation of teachers' use and perceptions of a package of curriculum materials, two concepts central to the research are the terms "curriculum" and "curriculum evaluation". These terms are defined as follows:

Curriculum. Curriculum is defined as "all the planned learning opportunities offered by the organisation to learners and the experiences learners encounter.

when the curriculum is implemented" (Print, 1987, p. 188).

Curriculum evaluation. Curriculum evaluation is defined as the collection and provision of evidence on the basis of which decisions can be made about the feasibility, effectiveness and educational value of curricula (Cooper, 1976, p. 10).

Abbreviations Used in the Study

In the body of this research report the following abbreviations are used:

"KCGDEP" or "the package" are abbreviations used to refer to the Kangaroo Creek Gang Drug Education Package (KCG, 1988b).

"The questionnaire" or "the evaluation questionnaire" are abbreviations used to refer to the questionnaire adapted from Piper (1976, p. 83-89) and used in the study to collect data on teachers' use and perceptions of the KCGDEP.

The Importance of the Study

As has been previously stated, the KCGDEP was developed in co-operation with all State education and health authorities, and was provided to all State

primary schools in Australia free of charge. As such, this process has seen the development and dissemination of a nationally endorsed curriculum package. However, several studies (Dynan, 1983; Kennedy, 1985; Watson, Loosley, and McKeon, 1989) have shown that simply disseminating new curricula to schools does not guarantee their use and, furthermore, when teachers implement new curricula, it is likely that the materials as implemented will be significantly changed (Ben-Peretz and Kremer, 1979; Northfield, 1983). For these reasons, the study is significant because it will indicate the degree of success the process of national development and dissemination has achieved in terms of teachers' use and perceptions of the KCGDEP.

In addition to this, the study is significant in that data collected and analysed during the course of the evaluation will be useful in any revisions of the KCGDEP and also in improving methods of dissemination and implementation of the package. This aspect of the study is particularly significant because: (a) a similar drug education package is currently being developed for use in Australian high schools, and (b) the KCGDEP is currently being adapted for use overseas.

Review of the Related Literature

This literature review is undertaken within the context of the required structure of the research. Information is discussed in relation to concepts central to the research, which are the terms "curriculum" and "curriculum evaluation"; the need for curriculum evaluation; the roles of curriculum evaluation; what should be evaluated; the dissemination and implementation of curriculum innovations; the evaluation of curriculum innovations; decision-making in curriculum evaluation; and the process of curriculum evaluation. Finally, a conceptual framework is developed within which the curriculum evaluation detailed in this report was designed to take place.

Concepts Central to the Research

Concepts central to the research are the terms "curriculum" and "curriculum evaluation". The literature in this area evidences a wide range of views on the definition of both of these terms.

Curriculum. Maclure (1972, p. 11) has identified two extremes on the continuum of definitions for the term curriculum:

At one extreme is the concept of the educational process as a totality,

with the school and its teachers charged with responsibility for the development of the whole child, to which the content of instruction and the social relations with the community all contribute. At the opposite extreme is a much more limited notion of the curriculum and the function of the teacher confined more nearly to the giving of instruction in accordance with specified syllabuses and teaching methods.

Further to this, Marsh and Stafford (1984, p. 2-3) have argued that a search for the correct definition of curriculum is an exercise in futility and thus, writers in this area have defined curriculum according to their own individual philosophies and approaches. However, Taba (1962, p. 9-10) has observed that curricula usually contain statements of aims and objectives; indicate selection and organisation of content; imply certain patterns of teaching and learning; and include a programme of evaluation of outcomes. Therefore, curricula differ according to the emphasis placed on each of these elements. For this reason, Tyler, Gagné, and Scriven (1967) identified the same curriculum elements as Taba (1962), and have

described a curriculum as, simply, "an educational program" (1967, p. 4).

In the context of this research, the most useful definition of curriculum has been outlined by Print (1987, p. 188). Here, curriculum has been defined as "all the planned learning opportunities offered by the organisation to learners and all the experiences learners encounter when the curriculum is implemented." This definition is useful because it implies the curriculum components outlined by Taba (1962) and Tyler et al. (1967) and, also, goes further to include the experiences students encounter when the curriculum is implemented.

Curriculum evaluation. On the topic of curriculum evaluation, Bebel (1974, p. 22) has argued that widespread support cannot be claimed for any curriculum until it has been justified through carefully collected data. This argument implies that curriculum evaluation involves the justification of the worth of curricula and, in this, it is supported by Hamilton (1976, p. 4), Hughes, Russell and McConachy (1981, p. 9) and Print (1987, p. 141) who took the view that evaluation is

concerned with making value judgments about the worth of curricula based on the collection and analysis of data. Further to this, Hamilton (1976, p. 4) has referred to curriculum evaluation as a process which can be used to weigh the relative merits of educational alternatives which fall within the domain of curriculum practice. Thus, Cooper (1976, p. 10) has described curriculum evaluation as the collection and provision of evidence on the basis of which decisions can be made about the feasibility, effectiveness and educational value of curricula. This description implies an audience for curriculum evaluation which will be involved in the decision-making process it has outlined and, in doing so highlights the necessity of curriculum evaluation in allowing educators to make informed decisions. It is this definition of curriculum evaluation which is applied in the context of this study.

The Need for Curriculum Evaluation

Having examined the concepts of curriculum and curriculum evaluation and come to satisfactory definitions of these terms within the context of the research, it is now necessary to examine in more detail

the need for curriculum evaluation. McCormic and James (1983, p. 5-65) have identified a number of pressures for curriculum evaluation: accountability of schools for their educational programmes; professional development of teachers and educational improvement; and curriculum review, which is linked to the revision and modification of curricula. In addition to this, Piper (1976, p. 10) has identified two broad purposes of curriculum evaluation: administrative purposes, which encompass accountability to parents, society and the school system; and educational purposes, which are primarily concerned with quality control in relation to teaching, learning and the curriculum itself.

From this, it can be seen that the need for curriculum evaluation is linked to the whole of the educational process, and that the pressures for curriculum evaluation are derived from various sources, which sources will necessarily focus on different aspects of the curriculum.

The Roles of Curriculum Evaluation

As a result of the diversity of pressures for, and purposes of, curriculum evaluation, it is necessary to make distinctions between the different roles of curriculum evaluation. Tyler (1949, p. 105-106) stated that, "the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction." He is supported in this assumption by Wolf (1974, p. 107) who has written that, "the main task in curriculum evaluation is to determine whether a particular program has attained its objectives." However, McCormic and James (1983, p. 1) have distinguished between the terms evaluation and assessment by referring to the evaluation of curricula and the assessment of students. This implies that there are two distinctly different emphases placed on the meaning of curriculum evaluation.

Logically, the assumption can be made that, as education has increased in importance in terms of its role in society, so too have the pressures for evaluation become more complex and widespread. For this reason, it is now necessary to consider the efficacy of curricula themselves, where it was once

only considered necessary to determine students' achievement of educational objectives. This view is supported by Print (1987, p. 142) who has identified two roles of curriculum evaluation: product evaluation, which is the evaluation of student performance as outlined by Tyler (1949) and Wolf (1974); and process evaluation, which examines the overall worth of the curriculum itself. It is this latter role of curriculum evaluation which is concentrated upon in this study.

What Should be Evaluated?

The answer to the question of what should be evaluated is dependent upon the ascribed role of a particular curriculum evaluation. Marsh (1980, p. 85) wrote that it is possible to collect data about all kinds of objects, persons and processes. And Piper (1976, p. 12), in discussing this question, has argued that it should be answered by identifying specific targets for evaluation, depending on the purpose of the evaluation. In addition to this, Lindvall (1974, p. 19), in outlining a rationale for curriculum evaluation, has stated that evaluation should "centre attention on the exact question being asked and should be useful in guiding the thinking of persons responsible for any number of types of evaluation efforts." Therefore,

decisions about what to evaluate should be contingent upon the role the evaluation is intended to fulfil and the question or questions evaluators are attempting to answer.

Dissemination and Implementation of Curriculum Innovations

Because this study is concerned with the evaluation of a curriculum innovation it is necessary to examine the processes of dissemination and implementation of curricula, as these have a significant influence on teachers' use and perceptions of curriculum innovations.

The processes of dissemination and implementation of curriculum innovations are closely linked, and the literature in this area shows that successful implementation is dependent, to a large extent, upon methods of dissemination. Northfield (1983, p. 57) has described the dissemination of new curricula in terms of two levels:

Dissemination of curriculum materials can involve...policies of inservice education, newsletters and consultancy services to support their introduction to the classroom. The implementation phase follows and the materials may

be used in a variety of ways with many variations only vaguely resembling the original ideas of the developers.

This description foreshadows the central role that teachers play in the successful implementation of curriculum innovations and thus, Rudduck (cited in Kennedy, 1985, p. 12) has defined the dissemination process as one of "cultural diffusion in which the individuals affected by the innovation are the 'meaning makers'." In this way, it can be seen that the role of the individual teacher in implementing new curricula should not be underestimated during the dissemination process. This factor has been highlighted in Marsh's (1988a, p. 30) definition of implementation in which he has described this process as putting a new curriculum into practical use and, has also argued, "partly depends upon attitudinal dispositions of teachers...but also upon knowledge and skills of how to use a particular curriculum." In relation to this, Watson, Loosley, and McKeon (1989, p. 42) have observed that studies of curriculum in Australia and abroad show, at best, limited implementation of most innovations disseminated by central authorities. This observation is also supported by Dynan (1983, p. 61), who has written that,

"even in situations where there was no apparent opposition to innovations and where there was clearly overt support from the central education authorities... changes at the school level were not immediately obvious or widespread." These authors (Dynan, 1983; Marsh, 1988a; Watson et al., 1989) highlight the crucial role of the individual teacher in the implementation of new curricula, showing that it is not enough to simply support the development and dissemination of new curricula without continuing this support throughout the process of implementation.

In the light of this discussion, Watson et al. (1989, p. 42) have outlined conditions for the effective dissemination of new curricula as follows: "the information needs to be conveyed by personal interaction, there has to be ongoing support for and interaction between teachers, and the information must appear relevant and useful to the teacher." Further to this, Watson et al. (1989, p. 42) have argued that, "implementation is a very complex matter and...it cannot be expected that teachers will automatically implement a curriculum according to the intentions of the developer." This argument is supported by Northfield (1983, p. 58) who has stated: "it is now

recognised that the curriculum as implemented will always differ from the 'developer's curriculum', even when steps are taken to achieve replication in different settings. Through this, the importance of the role of individual teachers in curriculum implementation is further highlighted, because the integrity of a new curriculum, as viewed by its developers, is likely to be compromised in the classroom setting.

It is evident that successful implementation of new curricula is contingent on a number of factors related to teachers' perceptions and knowledge of such innovations. The most important of these factors are as follows: (a) personal and ongoing interaction with teachers during the dissemination and implementation phases; (b) correspondence between the curriculum materials and teachers' perceptions of their own needs and the needs of their students; (c) teachers' acquisition of knowledge and skills which will allow them to make meaning of the curriculum materials in such a way that their use of the materials will reflect the intentions of the developers. Therefore, Common and Egan (1988, p. 6) have argued that, "a shared theory, with the set of entailed beliefs and

presuppositions, is the soul of curriculum implementation. Without a shared theory, no amount of implementation strategies will bring the machine to life in the instructional arena." In reviewing the literature on curriculum dissemination and implementation, it can be seen that, in order to bring about Common and Egan's (1988) shared theory and, therefore, increase the probability of successfully implementing new curricula, the factors discussed above should play a significant role in the selection of dissemination and implementation strategies. These factors, particularly the central role of the teacher in successful implementation, must also be taken into account when evaluating curriculum innovations.

Evaluation of Curriculum Innovations

In discussing curriculum innovations, Tamir (1985, p. 2) has acknowledged the process of implementing new curriculum ideas as a crucial element in the success of such innovations and has identified implementation evaluation as one of the roles of curriculum evaluation (1985, p. 3). Thus Perrott (1987, p. 55), in outlining the evaluation of the provision of inservice courses when implementing new curricula, has indicated the success of such procedures

in assisting in the implementation of curriculum innovations, but has also pointed out the need for follow-up procedures to ensure satisfactory implementation. Thus, when evaluating curriculum innovations, examination of implementation strategies is imperative.

Elliot (1985, p. 143) discussed the reactions of teachers to curriculum innovations and observed that the term "practical" is frequently used by teachers to label such innovations. Therefore, he has argued that this labelling represents an evaluative process which is the central factor in the initial decisions teachers make regarding their use of curriculum innovations. Further to this, Ben-Peretz and Kremer (1979) have shown that teachers use curriculum innovations in such a way that they will complement their individual teaching styles. In this way, curriculum innovations often undergo significant changes when they are implemented. For these reasons, any evaluation of a curriculum innovation would need to examine teachers' perceptions of the curriculum and take into account the possibility that teachers might modify the curriculum according to their preferred teaching styles.

On the role that evaluation has to play in curriculum innovation, Hastings (1974, p. 30) has identified two areas where such an evaluation would be useful. The first area is the collection of data to be used as feedback to the developers of the innovation. This will allow for decisions to be made on the revision of materials and methods. The second area is the provision of information to be used as input for decision-making by schools about the adoption of innovations. Gough (1983, p. 42) was found to concur with this argument and went further to identify the role such an evaluation can play in providing professional development opportunities for teachers. Through this, it can be seen that evaluation of curriculum innovations can be carried out for a variety of reasons similar to those identified by McCormic and James (1983) and Piper (1976) in their discussions on the need for curriculum evaluation. It should be noted, however, that dissemination and implementation procedures, and teachers' perceptions of the innovation should be examined during the course of the evaluation of a curriculum innovation, because these factors have the potential to influence teachers' use of innovations.

Decision-Making in Curriculum Evaluation

As has been previously discussed, a number of different roles and purposes can be ascribed to the process of curriculum evaluation. Furthermore, Cooper's (1976, p. 10) definition of curriculum evaluation shows that this process has a role in decision-making. In discussing the role of decision-making in curriculum evaluation, the Curriculum Development Centre (1977, p. 16) viewed the evaluation process as providing the kinds of information needed to make rational decisions. In addition to this, Stufflebeam (cited in Curriculum Development Centre, 1982, p. 11) has identified four decision types related to curriculum evaluation. These are: context evaluation, used to assist planning decisions in the determination of curriculum objectives; input evaluation, which relates to decisions concerning the design of curriculum materials and the use of resources to meet goals; process evaluation, which deals with the implementation of curricula, identifying possible sources of failure in this area; and product evaluation, which relates to students' achievement of objectives and decisions on the educational worth of curricula. Similarly, Tamir (1985, p. 5) has identified four stages in the decision-making process which are also related to curriculum evaluation: initiation of curriculum

development; planning of the curriculum; materials development; and implementation. From this, it can be seen that curriculum evaluation has a role to play at every stage of the decision-making process when developing and implementing new curricula.

Further to this, Stake (cited in Marsh, 1980, p. 85) has maintained that the person or persons for whom the evaluation is being carried out should be the ones who make curriculum decisions, whereas Scriven (cited in Marsh, 1980, p. 85) considered that it is the evaluators themselves who are in the best position to make such decisions. Considering these arguments, it would seem logical that evaluators should make recommendations to their audience, based upon the collection and analysis of data, and that the audience should make the final decision of whether or not to act on such recommendations.

The Process of Curriculum Evaluation

Stufflebeam et al. (cited in Curriculum Development Centre, 1977, p. 24) have stated that, "evaluation is the process of delineating, obtaining and providing information useful for making decisions and judgments about educational programs and curricula." In relation

to this, Print (1987, p. 161) has outlined a four stage model of curriculum evaluation:

1. Task specification: delineating the scope of the evaluation (whom is it for, what is involved).
2. Data collection: obtaining data both from existing sources and by using techniques.
3. Data analysis: analysis, synthesis and interpretation of data.
4. Conclusions: prepare conclusions based on results and prepare report. Present conclusions and recommendations to audience.

This model subsumes Piper's (1976, p. 83-89) model of curriculum evaluation, which has been specifically directed at curriculum materials and represents a framework within which the goals, format, processes and outcomes of curricula can be investigated. Thus, these two models suggest that the process of curriculum evaluation should follow a predetermined framework which outlines the steps to be taken in carrying out such an evaluation.

Discussion

The review of literature related to this study has shown that curriculum evaluation is a process used to examine and inform the decisions of educators on any, or all, aspects of the development, implementation, and efficacy of curricula. The focus of curriculum evaluation should, therefore, be determined by the audience for the evaluation and the specific decisions to be made. This, in turn, will assist in the framing of questions and the selection of curriculum components to be examined.

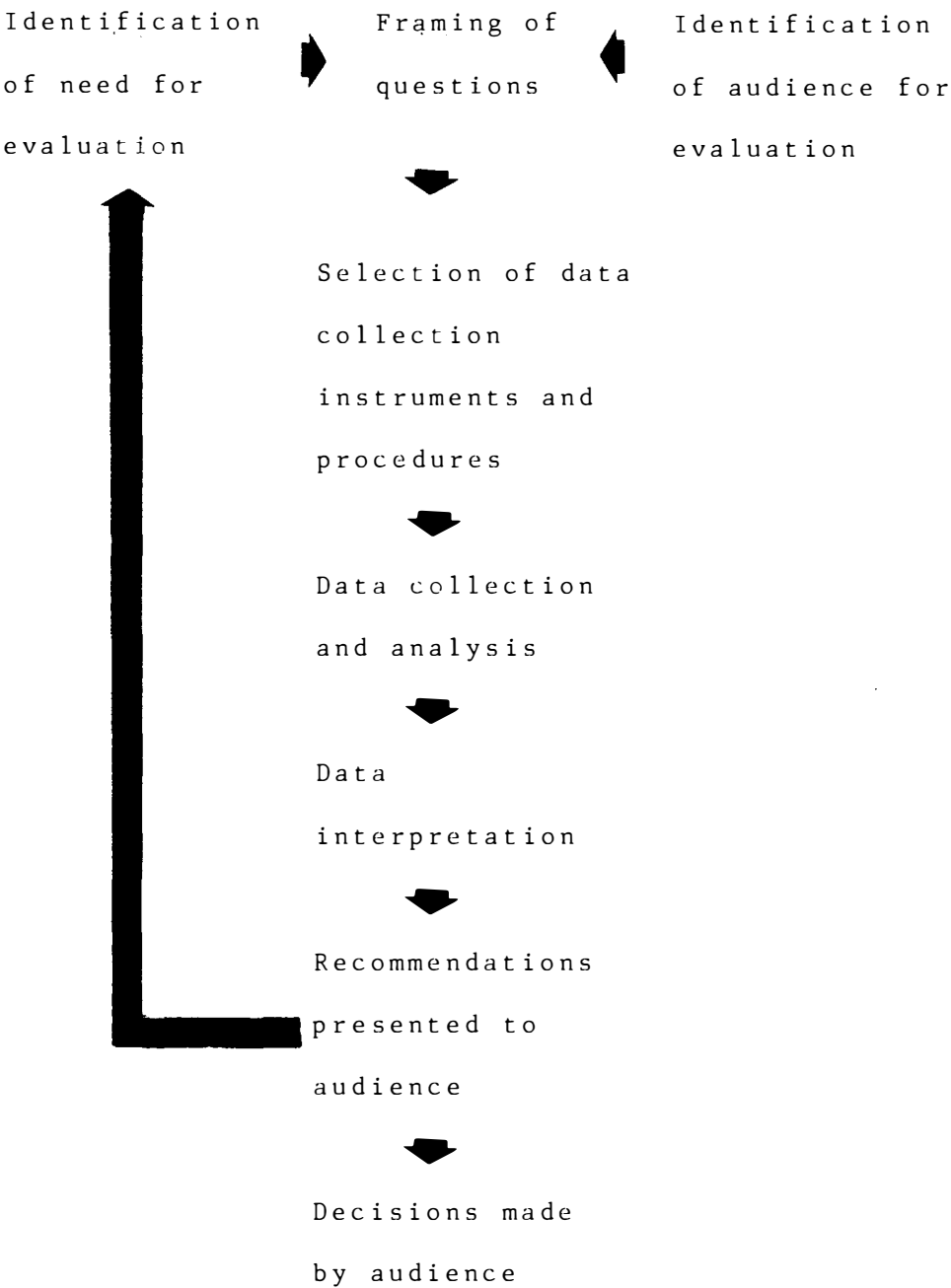
On the evaluation of curriculum innovations, the literature has shown that particular attention should be directed towards strategies of dissemination and implementation, because these processes have a significant effect on the way in which new curricula are perceived and used by teachers. Teachers play a pivotal role in the implementation of new curricula and their interpretations and use of such innovations are often markedly different from the intentions of curriculum developers. Therefore, the role of the teacher should be closely examined when evaluating curriculum innovations.

When designing a curriculum evaluation, the literature has shown that a framework should be developed in order to guide the process of evaluation. This framework should facilitate the evaluation by outlining the steps involved and assisting in: delineation of the scope of the evaluation; identification of curriculum components and processes to be examined; and identification and selection of data sources and data collection procedures. In addition to this, the model should take into account the specific purpose of, and audience for, the evaluation. In this way, recommendations can be made, on the basis of data analysis and interpretation, which will be useful in guiding the decisions of the audience for whom the evaluation is intended.

Conceptual Framework for Curriculum Evaluation

From the review of the literature, a conceptual framework has been developed within which the curriculum evaluation detailed in this study took place. The model (see Figure 1) was developed from the aggregate views of the authors discussed in the literature review and, as such, represents the stages involved in the evaluation of the KCGDEP.

Figure 1. Curriculum evaluation model.



The model outlines a logical sequence of steps for curriculum evaluation which are inter-linked, and which provide a useful guide for the evaluation of curricula. In addition to this, the model allows evaluation design to be tailored to suit specific needs and audiences, and can be readily adapted to examine the specific characteristics of different curricula.

Beginning with the identification of the need and audience for evaluation, the model delineates the scope of the evaluation and informs the evaluator of the specific purpose of the evaluation. Once the purpose has been defined, specific questions can be developed to further refine the scope of the evaluation and to assist in determining which curriculum components and/or processes will need to be examined. From this stage, decisions can be made about the selection of data collection instruments and procedures.

The next stage in the model comprises data collection and analysis. Once this has been completed, data can be interpreted and, on the basis of data interpretation, the evaluator can make recommendations to the audience. These could include identification

of the need for further evaluation. Once recommendations have been made, the audience is in a position to make informed decisions which should lead to the improvement of the curriculum components and/or processes evaluated.

CHAPTER 2

DEVELOPMENT AND DISSEMINATION OF THE KCGDEP

This chapter sets the context for the evaluation of the KCGDEP foreshadowed in Chapter 1 and detailed in subsequent chapters. In doing so, information is discussed in this chapter in relation to the development of the KCGDEP; its theoretical foundations; the curriculum materials contained in the KCGDEP; and the dissemination of the package.

Development of the KCGDEP

Although the KCGDEP was developed in consultation with, and endorsed by, education and health authorities throughout Australia, there is no written record detailing this process. As a result, the following description of the development of the KCGDEP is derived from personal communication with T. Watt (June 26, 1989), who acted as liason between Kangaroo Creek Gang Pty. Ltd. and the various health and education authorities, and is credited as "creative director" of the KCGDEP.

The initial concept for the drug education programme which became the KCGDEP first arose at a meeting, in late 1986, between members of the Western

Australian business community and the Western Australian Minister for Health at that time, the Honourable Mr Ian Taylor. As a result of this meeting, the Western Australian Health Department approached Kangaroo Creek Gang Pty. Ltd. (KCG), because this company was considered well equipped to produce a drug education package of the type discussed at the meeting, due to its success in developing multi-media curriculum materials since 1979.

In the initial stages of the package's development, KCG wrote a script for an animated video and compiled a description of their ideas on what should be involved in the package's development. This prototype was then submitted to the W.A. Health and Education Departments for their scrutiny and approval. When feedback had been received from these authorities, the prototype was modified by KCG, according to advice given, and this revised framework for the package was then transmitted to health and education departments in other States, so that input could be gained from all the relevant authorities in Australia. The end result of this process was the further revision of the proposed format and contents of the package and the approval of this revised version

by all State education and health authorities.

At this stage in the development of the KCGDEP, the W.A. Health Department recommended that KCG submit the revised version of the package to the National Campaign Against Drug Abuse (NCADA) in order that they could consider it for funding and distribution nationally. As a result of this, NCADA agreed to fund the development of the KCGDEP on a dollar-for-dollar basis with a corporate sector sponsor or sponsors. To this end, Mercantile Mutual Insurance (Australia) Ltd. agreed to sponsor the development of the KCGDEP and in W.A. the Town & Country W.A. Building Society provided additional sponsorship for the Western Australian version of the package.

Once sponsorship had been secured, writers from the W.A. Ministry of Education were assigned to write teachers' notes for the package. Ready Ed. Publications worked on the production of black-line master activity sheets, which formed the basis of extension activities related to concepts discussed in the package's animated video. Teachers' programmes, covering the areas of self-awareness, decision-making and communication were developed. In relation to the teachers' programmes,

a conceptual framework for the package was developed. This framework indicates the links between the concepts covered in the package and outlines the progressive development of these concepts from kindergarten to year seven.

The final phase in the development of the KCGDEP involved two specialist drug educators, one from Western Australia and one from New South Wales, both of whom worked on further adaptation of the package in order to produce a final draft. In this way, the materials contained in the package were edited and further adapted according to the recommendations of the two drug educators. M. Eddington (personal communication, September 11, 1989), the W.A. drug education adviser to KCG, stated that the rationale for the package was derived from input provided by her and by drug educators in other States. Consequently, the final revision of the KCGDEP ensured that it remained consistent with this rationale. Before making a more detailed examination of the package's contents and discussing its dissemination, it would be useful to discuss the theoretical assumptions on which the package is based in order to gain a greater understanding of the overall context of drug education in which the KCGDEP was developed.

Theoretical Foundations of the KCGDEP

The KCGDEP relies, for its potential success, on the link between effective drug education and self-concept. For this reason, the package's rationale states:

The relationship between drug education and self-concept is linked to the degree an individual knows, understands, and values self. The more an individual knows and values self, the healthier is their communication of self to others and the more prepared they are to say 'NO!' when confronted with peer-group pressure. The more an individual knows, understands, and values self, the less need he/she has to resort to communication substitutes and the less need there is to take drugs, alcohol, analgesics when communicating self to others. (KCG [Teachers' Manual], 1988b, p. 3)

Thus, the package aims to develop in children a healthy self-concept in order that, in adolescence and adulthood, they will have attained a level of self-sufficiency which will enable them to resist peer-group pressure

and make responsible decisions based on their own value systems.

This approach to drug education evidences a departure from past attempts, which have focused on imparting to students factual information about drugs, while largely neglecting to address the underlying causes of drug abuse. Therefore, it is relevant to discuss past attempts at drug education, so that their relative worth can be examined alongside that of the KCGDEP; and to discuss in more detail the link between drug education and self-concept, in order to gain a clearer picture of the rationale behind the KCGDEP.

Drug education. Drug education has a somewhat chequered history, and many different programmes have been devised with the objective of preventing drug abuse. Traditionally, drug education programmes have been centred around the premise that providing students with knowledge of positive and negative health behaviours will, when combined with the students' self-interest, lead to good health practices (DeJong, 1987, p. 279), thus minimizing the incidence of drug abuse. Such approaches have also included testimonials from ex drug addicts (Randall & Wong, 1976, p. 3) and

"scare tactics" designed to "surround the area of drugs...with an emotional atmosphere emphasizing revulsion and fear" (Randall & Wong, 1976, p. 2). However, "consensus seems to have been reached that scare tactics no longer have a role in the methodology for...drug education" (Milgram, 1987, p. 49) and, in spite of the millions of dollars which have been spent on drug education, it seems that little has been done to prevent drug abuse (Randall & Wong, 1976; Sheppard, Goodstadt, & Williamson, 1985).

Furthermore, questions have been raised as to whether drug education may actually increase the incidence of drug abuse (Randall & Wong, 1976, p. 1; Sheppard, Goodstadt, & Willet, 1987). A link between drug education and drug abuse has not yet been established (Sheppard et al., 1987, p. 200), but nor have adequate time and resources been expended on the evaluation of drug education programmes (Sheppard et al., 1985, p. 5; Milgram, 1987, p. 53).

On this topic, Milgram (1987, p. 53) has observed that drug education programmes are too often expected to produce dramatic results in relatively short periods of time, and has noted that methods used to teach

students about drugs are often educationally unsound (1987, p. 49). Pursuant to this, Milgram (1987, p. 53) has argued that, "prevention is not served in this manner as resources are only available for short time periods and long-range commitment to goals is difficult if not impossible." In addition to this, evaluation of the effects of drug education programmes has been minimal. Randall and Wong (1976, p. 2), in their review of literature on drug education, concluded that only a small part of the literature included evaluative evidence of the effects of drug education. This conclusion is supported by Sheppard et al. (1985, p. 5), who wrote: "There are hundreds (if not thousands) of drug education programs, only a few have ever been evaluated and still fewer over any time period long enough that could even begin to show an effect."

In the light of this, Randall and Wong's (1976, p. 1) observation that, "in spite of considerable time, effort and millions of dollars spent it seems...that much education about drugs has done little to combat the problem of drug abuse and may even have contributed to the problem," is a serious indictment of the failure of past efforts to decrease the incidence of drug abuse. The direct approach of creating among students an

awareness of drugs and their negative effects has not been convincingly shown to have decreased the incidence of drug abuse and, although little has been done to evaluate such programmes, what evidence is available only serves to strengthen the argument that this approach to drug education has been unsuccessful in preventing drug abuse (Royse, Keller & Schwartz, 1982; Sheppard et al., 1985).

Self-concept and drug education. Drug education programmes which have had some success (DeJong, 1987; Kim, McLeod & Palmgren, 1989) have approached the problem of drug abuse from a different perspective. These programmes include in their approaches the enhancement of students' self-concepts (DeJong, 1987, p. 282; Kim et al., 1989, p. 86) and it is this factor which is now viewed as the key to effective drug education. Hence, Sullivan and Guglielmo (1985, p. 273) have observed that "the self-concept is routinely measured and acknowledged in prevention and therapy for drug use." It is in this area that the developers of the KCGDEP have based their efforts and thus, the package is centred around the axiom, "the healthier your self-concept is the less need there is to take drugs" (KCG [Teachers' Manual], 1988b, p. 3). For

this reason, the link between self-concept and drug education needs to be examined.

Marsh, Smith, Barnes and Butler (1983, p. 772) have observed that interest in self-concept stems from researchers' assumptions of its relevance to other constructs. This indirect interest in self-concept means that, although many studies have been undertaken in this area (Wylie, 1979), few researchers have provided any theoretical definition of what they are measuring (Marsh et al., 1983, p. 772). Shavelson, Hubner and Stanton (1976, p. 411) have, however, defined self concept as: "a person's perception of himself....formed through his experiences with his environment...and influenced especially by environmental reinforcements and significant others." This definition was derived from reviews of both theoretical and empirical research in the area of self-concept and, as such, incorporates aspects of most theoretical positions. This construct also shows self-concept to be organised into categories which "represent a way of organizing experiences and giving them meaning" (Shavelson et al., 1976, p. 412) and, "hierarchical... with general self-concept at the apex and situation-

specific self-concepts...at the base" (Shavelson & Bolus, 1982, p. 16). Self-concept has also been divided into academic and non-academic domains (Shavelson et al., 1976, p. 412) and can be viewed as having three distinct aspects: cognitive, affective and behavioural (Lawrence, 1988, p. 1). Therefore, it can be seen that self concept is a significant determinant of the way an individual acts in and views his/her environment.

The behavioural aspect of self-concept has led researchers to seek a positive correlation between academic self-concept and academic achievement (Marsh et al., 1983, p. 774). Having found such a relationship, researchers have attempted to precipitate changes in students' self-concepts in order to bring about improvements in their academic achievement (Marsh et al., 1983, p. 788). Marsh et al. (1983, p. 788), however, have also argued that overall self-concept is relatively stable, even in pre-adolescent children, and thus, although it is possible that specific areas of self-concept may be changed through intervention, general self-concept will usually remain unchanged.

The argument that it is not possible to achieve significant changes in a person's general self-concept creates a paradox for drug educators whose aim it is to create in children a healthy self-concept which will make them resistant to drug abuse in later life. In the case of the KCGDEP, this is a particularly salient point, because the package aims to enhance students' self-concepts and, notwithstanding the fact that the package is designed for use throughout the primary school, if general self-concept is not open to change, the KCGDEP would be ineffectual with children who, even at the age of five, have already developed a poor self-concept.

In another dimension, though, it can be argued that, since general self-concept is learned through interaction with the environment and the evaluations of significant others, it should also be open to change (Gurney, 1987, p. 130-131). To understand this argument, the development of self-concept must be traced and cognitive development must be examined.

The first determinant of self-concept is the child's home environment. It is through interaction with this environment and the child's family (significant

others) that the individual begins to develop an image of himself/herself (Lawrence, 1988, p. 3). At the earliest stage, this interaction is typified by the child's passivity, but the process becomes less passive as the child acquires communication skills and begins to develop personal characteristics (Lawrence, 1988, p. 3). In this way, through prolonged interaction with significant others in the home, the child makes conclusions regarding his/her personal significance which are actively interpreted from repeated personal experience (Guglielmo, Polak & Sullivan, 1985, o. 278). Lawrence (1988, p. 3) uses the image of the child learning that he/she is loved or not loved, clever or stupid; and this brings to light one of the three epistemological factors involved in the acquisition of personal worth (Guglielmo et al., 1985, p. 279). These factors are: the perceptual-cognitive limits of the child: the requirement that experience be constructed, which constructs are generally bi-polar and devised by the individual; and the formation of principles into reality (Guglielmo et al., 1985, p. 279-280).

The first two factors, the perceptual-cognitive limits of the child and the requirement that experience

be constructed, highlight the link between cognitive development and the development of self-concept. The individual's developing self-concept is greatly affected by the level of his/her cognitive abilities. The most crucial period in this development takes place during what Cowan (1978, p. 144) has referred to as the intuitive substage of Piaget's preoperational stage of cognitive development, which occurs between the ages of approximately four and seven years. Cowan has described the intuitive substage as follows:

By the end of the intuitive stage, children have established a sense of self—of personal identity.... This means that for the first time they are able to contemplate themselves as living, thinking, feeling beings, not just as physical objects. At the same time their egocentric view of the universe limits their social interaction and limits their recognition of the multiplicity of points of view. In judgments of good and bad, their cognitive structures dictate a focus on the

judgments of adults and on the adult behavior which follows their actions (consequences). Internal standards of self and judgments do not emerge for quite some time.

(1978, p. 177)

This line of reasoning raises two important points:

(a) a child's sense of self worth would not normally be fully established prior to him/her beginning primary education, and (b) the judgments of adults play a crucial role in shaping the child's self-concept during the intuitive substage. Therefore, because "the course of cognitive development is...coexistent with the early development of the self-concept" (Ausubel, Sullivan & Ives, 1980, p. 375), programmes such as the KCGDEP which are aimed at developing a healthy self-concept in children of primary school age should, in theory, have an effect on general self-concept.

In addition to this, the third epistemological factor involved in the acquisition of personal worth (Guglielmo et al., 1985, p. 279), the formation of principles into reality, highlights the link between self-concept and drug education. This is illustrated by Erikson (1968, p. 165):

An optimal sense of identity...is experienced...as a sense of psychosocial well-being. Its most obvious concomitants are a feeling of being at home in one's body, a sense of "knowing where one is going," and an inner assuredness of recognition from those who count.

This statement forms the basis of the rationale behind the KCGDEP and is echoed in the axiom, "the healthier your self-concept is, the less need there is to take drugs" (KCG [Teachers' Manual], 1988b, p. 3). The package's indirect approach to drug education is aimed specifically at creating in children an optimal sense of identity through the enhancement of self-concept in the early primary years and the reinforcement of students' self-concepts throughout their primary schooling. In this way, as the child's capacity to make self-judgments develops, during Piaget's concrete operational stage (Ginsburg & Oppenheimer, 1969, p. 26), and as he/she becomes able to evaluate the discrepancy between actual and ideal self (Cowan, 1978, p. 237), the child's measure of self-worth will be such that he/she will be able to retain a sense of psychosocial wellbeing. As Lawrence (1988, p. 4) has argued,

discrepancy between self-image and ideal self is inevitable and can be regarded as normal. Thus, the evaluation of this discrepancy in an individual with a healthy self-concept should lead to positive behaviour aimed at closing the gap between self-image and ideal self.

This line of reasoning shows how students' interaction with the KCGDEP should insulate them from drug abuse. The development and maintenance in students of healthy self-concepts teaches them a sense of their own individual worth which, once their general self-concepts are internalized and thus, disinclined to change, will remain with them throughout their lives. Therefore, as Erikson (cited in Cowan, 1978, p. 290) has suggested that "most adolescents... enter a period of 'moratorium' in which they try out many roles and personalities before making hard-and-fast decisions," individuals who have been exposed to the KCGDEP may well experiment with drugs. But the likelihood of them continuing with such experimentation will be minimal, because their healthy self-concepts should remain intact regardless of the different roles they assume. In addition to this, their prevailing sense of self-worth should lead such individuals to

choose the roles with which they feel most comfortable, without outside influence from peers and also, to select behaviours which are least damaging to their health. It is for this reason that individuals who have developed healthy self-concepts through interaction with the KCGDEP will not be inclined to expose themselves to the risks associated with drug abuse.

Description of the Curriculum Materials Contained in the KCGDEP

The KCGDEP suggests that classroom programmes should follow a developmental sequence with each phase building on learning contained in the previous level. The three phases in the developmental sequence are: developing self-awareness; communicating self to others; and risking self and decision-making (KCG [Teachers' Manual], 1988b, p. 4). The development of these three phases is centred around an animated video (KCG, 1988d) which comprises two stories: "Feeling Prickly", aimed at junior primary students and "The Real Kangaroo", aimed at middle and upper primary students.

Concepts examined in the stories on the video have been described by Thompson (1988, p. 8):

Developing Self-Awareness

The more aware one is of self the more likely one is to appreciate and fully utilize self. This includes awareness of physical, emotional, social, moral, school and recreational self.

Communicating Self to Others

The more aware one is of self the more able one is to communicate self to others. The more confidence one has in their [sic] own presence the more prepared an individual is to communicate honestly in "risk" situations. This covers such areas as:

- Effective communication skills.

- Non-verbal communication.

- Co-operating with others.

- Developing sensitivity to the needs of others.

- Communicating with independence.

Risking Self/Making Decisions

The healthier the Self-Concept the more responsible is an individual in risk taking situations. The healthier the Self-Concept the more likely that an individual accepts that it is alright to be different.

Decision making is more responsible and the individual is more prepared to back self in "RISK" situations.

The stories on the video (KCG, 1988d) are complemented by resource materials contained in the "Teachers' Notes" (KCG, 1988b, p. 1-10), "Video Related Activities" (p. 11-36), "Extension Activities" (p. 37-122), "Puppet Plays" (p. 123-138), "Songs & Dances" (p. 139-148), and "Resource Lists" (p. 149-156).

Teachers' Notes. This section contains an introduction to the KCGDEP which includes explanations of the package's rationale and developmental framework. In addition to this, teachers' programmes are provided for each of the three phases in the developmental framework. These programmes include concepts, content, references to the video stories and references to

extension activities. An evaluation column is provided, but is left blank, allowing teachers to use methods of evaluation which complement their individual teaching styles. These programmes are designed to facilitate teachers' use of the KCGDEP within the developmental framework laid down in the package.

Video related activities. This section of the KCGDEP provides summaries of the two video stories and lists issues raised in each story, along with discussion points for each issue. In addition to this, worksheet activities are provided for use in conjunction with students' viewing of each story.

Extension activities. This section of the package provides worksheet activities designed to extend discussion and exploration of issues examined in the video stories. The activities are designed to enable students to relate the video stories to themselves and their own lives. They are divided into three sections for use with junior, middle and upper primary students and can be modified by teachers so that the activities can be used to meet the needs of individual students.

Puppet plays and songs & dances. To further reinforce the concepts developed in the KCGDEP, puppet plays and song lyrics and dance instructions are provided to facilitate student performances based on the characters introduced in the video stories. An audio cassette (KCG, 1988c) is also provided to complement the songs and dances.

Resource lists. Resource lists provided in the KCGDEP give teachers the names and addresses of agencies throughout Australia that can provide resources to complement the package. A brief description is given for each resource listed along with the cost of purchasing the resources.

Thus, the KCGDEP is a comprehensive, multi-media curriculum package which aims to foster positive self-concepts in students from kindergarten through to year seven. The package provides a framework which shows teachers how concepts discussed should be developed incrementally, with learning being progressively dependent on what has been previously taught. It provides teachers with programmes and activity sheets in order to facilitate their use of the package and allow them to derive maximum coverage of the issues

raised in the animated video (KCG, 1988d). And, finally, the package lists for teachers agencies and resources which will facilitate their use of the KCGDEP and supplement their drug education programmes. In these respects, the package's developers have endeavoured to make its use as simple and as productive as possible for teachers.

Dissemination of the KCGDEP

Once the process of development had been completed, the KCGDEP was sent, through Australia Post, to all State primary schools in Australia. This took place during the months of June and July 1988. In Western Australia, the dissemination of the package into schools was accompanied by the initiation of a programme of pilot workshops designed to introduce a family version of the package (KCG, 1988a) and the school version of the package (KCG, 1988b) to teachers and parents alike. A short term evaluation of the effectiveness of the KCGDEP in fostering positive self-concepts in students was also initiated as part of this pilot programme.

The workshops and evaluation project were designed as a forerunner to the "establishment of a National

network of family based Drug Education groups designed to utilise, follow-up and supplement the Kangaroo Creek Gang Family Drug Education Package in co-ordination with the implementation of materials in the Primary School sector" (Thompson, 1988, p.1). To this end, thirty-six parent workshops and twenty teacher workshops were conducted throughout Western Australia during July and December 1988.

Parent workshops were conducted in two stages, with the first stage introducing parents to the specific needs the package is directed at and the key concepts addressed by the package. It was during this stage that teachers were also introduced to the KCGDEP and presented with a workshop on the effective use of the package (Thompson, 1988, p. 3). The second stage of the workshop programme consisted of workshops with parents in which the basic philosophy of the KCGDEP was outlined; feedback was sought from parents who had used the package; parents were instructed in the effective use of the package; and parents were introduced to the evaluation programme (Thompson, 1988, p. 5).

This programme of workshops foreshadows the initiation

of a co-ordinated national approach to the implementation of the KCGDEP, if the necessary funding is provided. Therefore, this project reinforces the need for an evaluation of teachers' use and acceptance of the KCGDEP and, in particular, an examination of the effect the teacher workshops conducted in Western Australian schools had on teachers' decisions to implement the KCGDEP. This is because, although the package's developers envisage a national network of family based drug education groups (Thompson, 1988, p. 1), they also acknowledge the importance of the availability of the KCGDEP in primary schools throughout Australia as a crucial element of the family network (Thompson, 1988, p. 1). Thus, the actual implementation of the KCGDEP in schools must be viewed as being fundamental to the success of the proposed national network.

CHAPTER 3

DATA COLLECTION

Chapter 3 discusses data sources and details sampling techniques used in the study. The process of negotiating access to data is discussed and procedures and instruments used in data collection are outlined. Finally, ethical considerations are discussed in relation to the study and the teachers who took part in the study.

Data Sources and Sampling Techniques

In selecting schools to take part in the study, a number of independent variables were considered so that their effect on teachers' use and perceptions of the KCGDEP could be measured. These variables were:

Geographic location of schools. This was considered in terms of two categories: schools located in the Perth metropolitan area, and schools located outside the Perth metropolitan area (rural).

Socioeconomic status. The socioeconomic status of the areas in which schools were located was determined through use of the Western Australian Ministry of

Education's Index of Disadvantage (1989), which classifies schools as being at a high, medium or low level of disadvantage according to data compiled by the Australian Bureau of Statistics. Socioeconomic status was thus considered in terms of two levels: schools in the Perth metropolitan area located in areas of high socioeconomic status and having a low level of disadvantage; and schools in the Perth metropolitan area located in areas of low socioeconomic status and having a high level of disadvantage.

School size. School size was determined by the Western Australian Ministry of Education's classification of primary schools as being, in descending order of size, class IA, class I, class II, class III, or class IV. For the purpose of the study, class IA and class II schools were sampled.

Taking into account these independent variables, schools were considered as clusters within sampling frames dictated by the variables. The sampling frames from which each school, or cluster, was selected are as follows:

1. Class IA metropolitan primary schools located in areas of high socioeconomic status.

2. Class IA metropolitan primary schools located in areas of low socioeconomic status.
3. Class IA primary schools located outside the Perth metropolitan area.
4. Class II metropolitan primary schools located in areas of high socioeconomic status.
5. Class II metropolitan primary schools located in areas of low socioeconomic status.
6. Class II primary schools located outside the Perth metropolitan area.

Schools were then placed into groups according to the criteria dictated by each of the sampling frames and one school was randomly selected from each of these groups. In this way, six schools were selected to take part in the study (see Table 1).

Access to Data

In the initial stages of the study, permission to conduct research in the six sample schools was sought through a letter (Appendix A) sent to each of the schools' principals by the research supervisor. One week after the letters had been sent, each of the principals was contacted by the researcher on the telephone and, in the case of the metropolitan schools,

Table 1

Description of Schools Involved in the Study

School	Characteristics
School A	Class IA metropolitan primary school located in an area of high socioeconomic status. Approximately 600 students. No significantly high numbers of students from ethnic minority backgrounds.
School B	Class IA metropolitan primary school located in an area of low socioeconomic status. Approximately 550 students. No significantly high numbers of students from ethnic minority backgrounds.
School C	Class IA primary school located outside the Perth metropolitan area. Approximately 570 students. No significantly high numbers of students from ethnic minority backgrounds.
School D	Class II metropolitan primary school located in an area of high socioeconomic status. Approximately 200 students. No significantly high numbers of students from ethnic minority backgrounds.

Table 1 (continued)

School	Characteristics
School E	Class II metropolitan primary school located in an area of low socioeconomic status. Approximately 200 students. No significantly high numbers of students from ethnic minority backgrounds.
School F	Class II metropolitan primary school located outside the Perth metropolitan area. Approximately 200 students. No significantly high numbers of students from ethnic minority backgrounds.

meetings were arranged between the researcher and the respective principals of each school. At each of these initial meetings, the researcher explained the objectives, procedure, and significance of the research to the principals and discussed what would be required of teachers who took part in the study. In the case of the two schools outside the Perth metropolitan area, this procedure was conducted over the telephone. As a result of this process, each of the six principals agreed to consult with their staff and ask whether they would agree to be involved in the research.

After a period of time agreed upon between the researcher and each individual principal, the researcher again contacted each of the six schools in order to ascertain whether staff at each school had agreed to participate in the research. Once approval had been given, curriculum evaluation questionnaires were sent to each school, via school principals, for distribution to the staff. When the questionnaires had been completed, permission to interview individual teachers was negotiated, first with principals, and then with the teachers themselves.

Instruments and Procedures Used in Data Collection

Curriculum evaluation questionnaire. The primary instrument of data collection was a curriculum evaluation questionnaire (Appendix B) adapted from Piper (1976, p. 83-89). This model was chosen for use in the study because it had been designed primarily for classroom use and therefore was simple and not time consuming to complete. In addition to this, Piper (1976, p. 83) stated that the questionnaire had been designed to cover all the important questions which would need to be asked in evaluating a curriculum and was suitable for the evaluation of commercially produced curricula. Before a final decision was made to use the questionnaire, however, items in each section were evaluated for their relevance to the KCGDEP and, as a result of this process, the questionnaire was modified as follows:

A preliminary section was added to the questionnaire. This was designed to collect data on individual teachers and their use of the KCGDEP.

Items were reworded to make them relate specifically to the KCGDEP. The first subsection of the questionnaire was given the title "Developmental Framework and Concepts" instead of "Aims and Objectives" and references to "the unit" were replaced with "the package" in items throughout the questionnaire.

Items which referred to the cost of purchasing materials were omitted because the package had been provided to schools free of charge.

These modifications were not viewed as being likely to adversely affect the reliability and validity of the questionnaire, because they were minor, and because they made the questionnaire relate specifically to the KCGDEP.

The curriculum evaluation questionnaire asks teachers to give "yes" or "no" answers to a series of questions related to each of the following components of the KCGDEP: goals, format, processes and outcomes. Within each of these four sections are several subsections, each of which deals with a specific aspect of the KCGDEP. These subsections are as follows:

Developmental framework and concepts. Addresses teachers' perceptions of the scope, definition, adequacy, and achievability of the package's developmental framework and concepts.

Rationale. Addresses teachers' perceptions of the adequacy and consistency of the package's rationale.

Practicality. Addresses teachers' perceptions of the package's practicality in terms of: costs involved in the use of the package; school facilities and organisation; equipment, skills and personnel required; and extended use of the package.

Design. Addresses teachers' perceptions of the presentation, structure, and adaptability of the materials contained in the package.

Content. Addresses teachers' perceptions of the package's content in terms of: whether content is sufficiently worthwhile to warrant its inclusion in the school curriculum; whether content is acceptable to teachers, students and the community; whether content is relevant to the needs of teachers, students and the community; and whether the content will appeal to teachers and students.

Student activities. Addresses teachers' perceptions of student activities in terms of: whether there is adequate provision for student activities in the package; whether student activities are clearly described in terms of student behaviours; whether alternative activities are suggested; whether all equipment for carrying out activities is included in

the package, or readily available to students; whether activities involve extra cost to students; whether activities contribute significantly to the learning experiences of students; and whether students require special skills to complete activities.

Teacher procedures. Addresses teachers' perceptions of whether the package requires special skills of the teacher; whether the teacher feels competent to handle the materials contained in the package; and whether the materials are appropriate to the teaching strategies and approaches employed by individual teachers.

Student outcomes. Addresses teachers' perceptions of the benefits and gains for students in terms of: knowledge, skills, attitudes, perceptions and interests.

Teacher outcomes. Addresses teachers' perceptions of the package in terms of their: satisfaction, achievement of aims and objectives, improved relations with students, interest and professional development.

General outcomes. Addresses teachers' perceptions of the package in terms of: achievement of aims and objectives, unplanned outcomes, unwanted outcomes

and comparability with alternative procedures and materials.

In addition to this, a five point rating scale is provided at the end of each subsection of the questionnaire to allow teachers to give overall ratings for each aspect of the package. The five points on this scale are intended to represent:

1. Very poor.
2. Poor.
3. Average.
4. Good.
5. Very good.

Further to this, a preliminary section of the questionnaire was used to collect the following data related to individual teachers:

Teachers' names for the purpose of identification at the interview stage of data collection.

The number of years teaching experience accumulated by each teacher.

The year in which teachers commenced teaching at their present school.

Teachers' positions on the school staff (deputy principal, classroom teacher, etc.).

Whether teachers had attended an inservice course on the use of the KCGDEP.

The approximate date teachers attended inservice courses.

Whether teachers use the KCGDEP.

The approximate date teachers last used the KCGDEP.

The number of weeks teachers had used the KCGDEP for.

Year level(s) with which the KCGDEP was used.

Curriculum area(s) in which the KCGDEP was used.

Teacher interviews. As a supplement to the use of the curriculum evaluation questionnaire, a series of structured teacher interviews was conducted. In preparing for these interviews, the researcher consulted the literature on the practice of interviewing and used this to guide his preparation.

Simons (cited in Hyde, 1988, p. 7) has described the practice of interviewing as, "a complex social process in which much more than information is being sought or communicated," highlighting the fact that an interview is much more than just a simple series of questions and answers. Briggs (1986, p. 21) has discussed the "bias" theory in which interviewer

induced bias, based on a variety of different factors (age, gender, political views, personality, etc.), can reduce the validity and reliability of responses to questions. Likewise, Cannell (1985, p. 3) has discussed response bias in terms of incomplete or inaccurate responses. Therefore, it is clear that, in conducting interviews, the interviewer must take all possible action to reduce response bias to a minimum.

Babbie (1973, p. 173-176) has detailed strategies for reducing response bias in interviews. These strategies were adopted by the researcher in preparing for and conducting teacher interviews:

Interview questions should be written in such a way that each item will have, as nearly as possible, the same meaning for each respondent.

The interviewer must remain, as nearly as possible, a neutral medium through which questions and answers are transmitted.

The interviewer must be familiar with interview questions and should be able to read questions without error.

The interviewer should follow question wording exactly in order to maximize the probability that questions will have the same meaning for each respondent.

The interviewer should be prepared to use probes, particularly when eliciting responses to open-ended questions. However, probes should not be worded in such a way that they will influence responses.

Babbie (1973, p. 178-179) has also advocated the use of practice interviews in order to prepare the interviewer for actual field interviews. Thus, in preparation for teacher interviews, and in an attempt to minimize response bias, practice interviews were conducted with three teachers in a primary school outside those selected in the sample group. One of these teachers had used the KCGDEP and two had not. Consequently, the researcher was able to make use of two slightly different interview schedules (Appendix C), one for teachers who had implemented the KCGDEP and one for teachers who had not implemented the KCGDEP.

As a result of the practice interviews, the researcher was able to identify areas of weakness in the wording of several questions on the interview schedules. These questions were modified accordingly.

Telephone survey. In addition to the six schools in which curriculum evaluation questionnaires were

administered and interviews were conducted, a further random sample of 100 W.A. primary schools was selected for participation in a telephone survey. From these schools, the following data was collected:

1. Whether teachers were aware of the KCGDEP.
2. Whether teachers had implemented the KCGDEP.
3. The number of teachers in each school who had implemented the KCGDEP.

This telephone survey was conducted in order to establish the pattern of awareness and implementation of the KCGDEP in a wider sample of W.A. primary schools, so that this data could be compared with similar data collected in the original six schools. In this way, it was possible to ascertain whether the proportion of teachers who had implemented the package in the six schools where teachers had completed the questionnaire was representative of a wider population of W.A. primary schools.

Ethical Considerations

Consent to conduct research was requested from all schools and individual teachers involved in the study, but at no stage was participation regarded as mandatory. Schools and individual teachers were

explicitly informed of their right to withdraw from participation in the research at any time. Furthermore, as part of the process of negotiating access to data, teachers were informed of the purpose, methods, expected benefits and foreseeable effects of the research; and an explanation was given of what was required of schools and teachers during the course of the research.

Participants in the research were informed of the degree of confidentiality that would be maintained throughout the research. Confidentiality for schools was assured through the use of a coding system linking individual schools to the sampling frame from which they were selected (see Table 1), but which did not divulge details which could lead to schools being identified. A similar system was used to ensure the confidentiality of individual teachers involved in the study.

CHAPTER 4

DATA ANALYSIS

This chapter discusses the reliability and validity of the curriculum evaluation questionnaire; the extent of implementation of the KCGDEP in the sample schools; the effect of independent variables on teachers' decisions to implement the package; and teachers' perceptions of the KCGDEP. Data collected in teacher interviews is analysed in relation to factors affecting implementation of the KCGDEP; teachers' perceptions of drug education; and teachers' use of the KCGDEP.

Overview

Analysis of data collected during the course of the study showed that only a small percentage (24%) of schools surveyed actually use the KCGDEP, with the mean percentage of teachers in these schools who had implemented the package being 5.1%. Teachers' implementation of the KCGDEP was most strongly influenced by their attendance at inservice courses on the effective use of the package. Decisions not to implement the KCGDEP were influenced by a variety of factors, among which was the fact that some teachers were unaware of the existence of the KCGDEP. Those

teachers who did use the package showed a high level of approval for it. Actual use of the KCGDEP, however, although influenced by inservicing, was also affected by individual teachers' selection and interpretation of activities. This meant that, in general, the KCGDEP was not used as its developers had intended.

Dissemination and Return of Questionnaires

A total of 98 curriculum evaluation questionnaires was disseminated to teachers in the six sample schools. Of these, 41 questionnaires were returned, constituting an overall return rate of 41.8% (see Table 2). No questionnaires were returned from School F, however, and this was viewed as having a potentially significant effect on data analysis, with particular regard to the influence of independent variables on teachers' implementation of the KCGDEP. The implications of not having been able to retrieve questionnaires from School F will be discussed in Chapter 5.

Reliability and Validity of the Questionnaire

Reliability. The internal consistency reliability of the curriculum evaluation questionnaire was calculated using Cronbach's coefficient alpha. This method of estimating the reliability of the questionnaire

Table 2

Number of Curriculum Evaluation Questionnaires

Disseminated and Returned

	Schools						
	A	B	C	D	E	F	Total
Questionnaires							
disseminated	22	20	20	11	12	13	98
Questionnaires							
returned	16	5	4	7	9	0	41
Percent							
returned	72.7	25.0	20.0	63.6	75.0	0.0	41.8

was used in preference to the retest and alternative form methods because: using the retest method usually means that experience in the first testing will influence responses in the second testing, and the alternative form method poses problems in terms of constructing alternative forms of a test which are parallel (Carmines & Zeller, 1979, p. 50-51).

The questionnaire had a high overall level of reliability with an alpha coefficient of .94. Similar levels of reliability were also recorded for all but four of the questionnaire's subsections (see Table 3). Of the four subsections with low reliability coefficients, the subsection dealing with teacher procedures was found to have a negative coefficient (-.33), which indicates that this subsection had a particularly low level of reliability.

Validity. Data indicating the content validity of the questionnaire were collected in two ways:

1. Items at the end of the subsections of the questionnaire dealing with the goals, format, and processes of the KCGDEP invited teachers to describe limitations and deficiencies of the package which were not adequately covered in their responses.

Table 3

Reliability of the Curriculum Evaluation Questionnaire

Subsection	Reliability	No. of items
Developmental framework		
and concepts	.94	6
Rationale	.92	6
Practicality	.82	8
Design	.59	8
Content	.85	11
Student activities	.42	13
Teacher procedures	-.33	7
Student outcomes	.95	5
Teacher outcomes	.93	5
General outcomes	.41	5
Overall ratings	.82	10
Overall items	.94	84

Note. n = 11.

2. During teacher interviews, teachers who had implemented the KCGDEP and had completed the evaluation questionnaire were asked to comment on the efficacy of the questionnaire as an instrument for collecting data on teachers' perceptions of the package.

Of the 11 teachers who completed the questionnaire, two male year seven teachers described limitations of the package not covered in their responses. These teachers were of the opinion that the package's rationale does not adequately address the particular needs of older students and that student activities provided in the package are too immature for such students. These comments highlighted the need to examine the questionnaire's coverage of the specific concerns of teachers at different year levels, with particular reference to the subsections dealing with the package's rationale and student activities.

Data collected during teacher interviews indicated that teachers found the questionnaire to be acceptable as an instrument for gathering information on their perceptions of the KCGDEP. With the exception of the two teachers previously discussed, none of the teachers who were interviewed found the questionnaire

to be lacking in its coverage of all aspects of the KCGDEP. The two teachers who had made comments regarding limitations of the package on the questionnaire reiterated their concerns when interviewed.

In summary, the questionnaire as a whole was found to have acceptable levels of both internal consistency reliability and content validity. However, these data also indicated a need to examine more closely the subsections of the questionnaire identified as having low levels of reliability and the questionnaire's coverage of the specific concerns of teachers at different year levels. The implications of these factors will be discussed in Chapter 5.

Implementation of the KCGDEP

Extent of implementation in W.A. primary schools.

Data collected in the six sample schools showed that 80% of these schools and a mean percentage of 44.1% of their teachers had implemented the KCGDEP. However, when compared to data collected in a telephone survey of a wider sample (19.1%, $N = 100$) of W.A. primary schools, it can be seen that these figures are not representative of the wider population. In this larger sample, it was found that 24% of schools and a mean

percentage of 5.1% of their teachers had implemented the KCGDEP. A one-way analysis of variance showed that there was a significant difference between these two sample groups, $F(1, 103) = 35.4, p < .001$. Therefore, in terms of the extent of implementation of the KCGDEP in W.A. primary schools, the six sample schools cannot be considered as being representative of the wider population.

Effects of independent variables on implementation of the KCGDEP. A chi-square test was used to determine whether there were significant relationships between independent variables and teachers' implementation of the KCGDEP. Results of this analysis (see Table 4) showed that there were significant relationships between implementation of the KCGDEP and the following independent variables:

1. Year teachers were appointed to schools.

Teachers who had been appointed to schools in the sample group in 1988 were more likely to use the KCGDEP than teachers who had been appointed in 1989 or, prior to 1988. Chi-square ($2, N = 41$) = 12.69, $p < .05$.

2. Inservicing. Teachers who had attended an inservice course on the use of the KCGDEP were more likely to have implemented the package than teachers

Table 4

Chi-Square Test for Effect of Independent Variables
on Implementation of the KCGDEP

Variable	KCGDEP used ^a	KCGDEP not used ^b	df	Chi- square
Sex				
Male	18	20	1	0.02
Female	82	80		
Years teaching experience				
1st year	9	0	4	6.24
1-5 years	9	10		
6-10 years	9	40		
11-15 years	45	37		
16 or more years	27	13		
Year commenced at present school				
1989	18	33	2	12.69*
1988	64	10		
Prior to 1988	18	57		
School size				
Class IA	91	50	1	5.66*
Class II	9	50		

Table 4 (continued)

Variable	KCGDEP used ^a	KCGDEP not used ^b	df	Chi- Square
Year level				
currently teaching				
Junior primary	18	40		
Middle primary	73	43		
Upper primary	9	17	2	2.79
Position on school staff				
Class teacher	100	97		
Senior assistant	0	3	1	0.376
Inservicing				
Attended	73	0		
Did not attend	27	100	1	27.11**
School location				
Metropolitan high SES ^c	18	70		
Metropolitan low SES ^d	45	30		
Rural	36	0	2	15.32**

Note. N = 41.

^a&^bFrequencies shown as percentages.

^c&^d"SES" is the abbreviation for socioeconomic status.

* $p < .05$. ** $p < .01$.

who had not attended such a course. Chi-square $(1, N = 41) = 21.11, p < .01$. The significance of this relationship was supported by data collected in teacher interviews. Interviews showed that, of the eight teachers who had implemented the KCGDEP, seven had begun to use the KCGDEP as a direct result of their attendance at an inservice course.

3. School size. The KCGDEP was more likely to be used in class IA primary schools than in class II primary schools. Chi-square $(1, N = 41) = 5.66, p < .05$.

4. Location and socioeconomic status of areas in which schools were situated. The KCGDEP was less likely to be used in Perth metropolitan schools located in areas of high socioeconomic status than in other schools in the sample group. Chi-square $(2, N = 41) = 15.32, p < .01$.

These data show that there appears to be a significant relationship between the implementation of the KCGDEP and the four independent variables discussed above. However, because data could not be collected from School F, these perceived relationships must be viewed with some caution. The effect of the missing data on the significance of these relationships will be discussed in Chapter 5.

Teachers' Perceptions of the KCGDEP

Teachers' overall ratings of the KCGDEP were favourable, with mean response frequencies (see Table 5) showing that most aspects of the package were rated between "average" and "good" on the five-point scale provided at the end of each subsection of the questionnaire. In addition to this, mean positive response frequencies for each subsection of the questionnaire ranged between 65.4% and 90.9% (see Table 5), evidencing a high level of approval for the KCGDEP.

However, teachers' mean rating of the package's rationale as being between "poor" and "average", coupled with a relatively low mean positive response to the items on the questionnaire dealing with the package's rationale (75.6%), showed that not all teachers had positive perceptions of this component of the KCGDEP. The mean positive response to the section of the questionnaire dealing with the package's general outcomes was also comparatively low at 65.4%. This overall perception of the general outcomes of the KCGDEP was characterised by the fact that only 45.5% of teachers viewed the benefits of using the package as being superior to those obtained from alternative teaching procedures (see Table D-1).

Table 5
Mean Ratings and Positive Responses

Subsection	Rating ^a	Positive response ^b
Developmental framework and concepts		
<u>M</u>	3.4	81.8
<u>SD</u>	1.4	9.9
Rationale		
<u>M</u>	2.7	75.6
<u>SD</u>	1.5	9.4
Practicality		
<u>M</u>	3.7	90.9
<u>SD</u>	0.6	8.4
Design		
<u>M</u>	3.6	87.5
<u>SD</u>	0.8	6.8
Content		
<u>M</u>	3.8	90.9
<u>SD</u>	0.6	4.1
Student activities		
<u>M</u>	3.6	85.9
<u>SD</u>	0.7	17.4

Table 5 (continued)

Subsection	Rating ^a	Positive response ^b
Teacher procedures		
<u>M</u>	3.4	81.8
<u>SD</u>	1.3	15.2
Student outcomes		
<u>M</u>	3.8	87.3
<u>SD</u>	0.9	4.9
Teacher outcomes		
<u>M</u>	3.8	87.3
<u>SD</u>	0.9	4.9
General outcomes		
<u>M</u>	3.4	65.4
<u>SD</u>	0.7	19.7

Note. n = 11.

^aRatings shown as mean score on five-point scale (1 = very poor, 5 = very good).

^bMean positive responses shown as percentages.

In summary, respondents to the questionnaire had positive perceptions of the KCGDEP. However, responses to the subsections of the questionnaire dealing with the package's rationale and general outcomes indicate that teachers' perceptions of these aspects of the of the KCGDEP should be examined more closely. Consequently, the implications of teachers' perceptions of the package as a whole and, in particular, its rationale and general outcomes will be further discussed in Chapter 5.

Teacher Interviews

Teacher interviews were conducted in four of the six sample schools (see Table 6). Teachers in School A chose not to participate in interviews and, because no questionnaires were returned from School F, interviews were not conducted in this school. In total, 14 teachers were interviewed: eight teachers who had implemented the KCGDEP, and six teachers who had not implemented the KCGDEP. Interviews were carried out using interview schedules as shown in Appendix C.

Factors affecting implementation of the KCGDEP.

Of the eight teachers who had implemented the KCGDEP, seven came from Schools B and C. Data collected from

Table 6

Teacher Interviews

School	Teacher	
	Sex ^a	Year level ^b
B	M	7*
	F	4/5*
	F	2/3/4*
	F	1/2*
C	F	2*
	F	3/4*
	F	7*
D	F	5
	F	1*
	M	7
E	F	2
	F	1-7 ^c
	M	4
	F	5

^a"F" is an abbreviation for female; "M" is an abbreviation for male.

^b* denotes teachers who had implemented the KCGDEP.

^cThis teacher taught all primary year levels in a support role.

these teachers showed that two major factors influenced them to implement the KCGDEP: their attendance at inservice courses on the effective use of the KCGDEP, and the formulation in their schools of policies designed to engender positive self-concept in students and raise students' levels of self-esteem. Thus, teachers in these schools were found to have implemented the KCGDEP as a direct result of their attendance at inservice courses, and had chosen to use the package to fulfil the requirements of school policy. As has been previously stated in this chapter, this finding supports the significance of the perceived relationship between teachers' attendance at inservice courses and their implementation of the KCGDEP (see Table 3). In addition to this, these teachers had also chosen to implement the KCGDEP in preference to or, at least, in conjunction with alternative materials provided as part of their schools' self-concept/self-esteem policies.

The teacher in School D who had implemented the KCGDEP had done so as a result of her introduction to the package by another teacher in the school. The teacher who introduced the package in this school had attended an inservice course on its use and had displayed the package to teachers at a staff meeting. Other than

this, no assistance was given to staff at School D to support their implementation of the package.

Of the teachers who had not implemented the KCGDEP, none had attended an inservice course on the use of the package. Neither had their schools developed policies in the areas of self-concept/self-esteem. Two of these teachers had not been aware of the KCGDEP prior to their involvement in the research, which is reflected by the fact that 15% of schools involved in the telephone survey ($N = 100$) were also unaware of the existence of the KCGDEP. The other four teachers who had not implemented the package had simply not considered using it. However, these teachers did acknowledge that their involvement in the research had prompted them to examine the package and consider using it in the future.

Teachers' perceptions of drug education. The literature in the area of drug education evidences conflicting views of what content and methodology should be included in drug education programmes (Milgram, 1987; Randall & Wong, 1976). The KCGDEP makes the child the central focus of drug education, and involves minimal dissemination to students of factual information on the negative effects of drug

abuse. For these reasons, teachers were asked what they perceived drug education to be.

Of the teachers who had not implemented the KCGDEP, not one was familiar with its rationale or its approach to drug education. As a group, these teachers believed that drug education primarily involves the dissemination to students of factual information about the negative effects of drug abuse. One of these teachers also believed that "horror stories" play a significant role in drug education. In relation to this, these teachers expressed the concern that drug education should not fall within the domain of primary school practice, because primary age students are not equipped to deal with the concepts and knowledge involved in drug education.

The teachers who had implemented the KCGDEP were more familiar with the package's rationale and approach to drug education. They believed that drug education does have a place in the primary school, because most children are aware of drugs in society. However, concern was expressed by these teachers that: (a) teachers are not adequately equipped with the knowledge and skills to deal with drug education, and (b) students could be taught unnecessary knowledge

about drugs through drug education programmes. These concerns highlighted the fact that, although these teachers had attended an inservice course on the effective use of the KCGDEP, they still viewed drug education as, at least partially, the dissemination to students of facts about the negative effects of drug abuse.

Teachers' use of the KCGDEP. Teachers who had implemented the KCGDEP invariably began by using the package's animated video. At this point, after having discussed the video with their students, two of the teachers stopped using the KCGDEP. The first of these, a female year one teacher, discontinued use of the package at this point because she was satisfied that her students had grasped the concept of individual uniqueness discussed on the video. In addition to this, the teacher felt that her time would be better spent in concentrating on topics with more immediate significance to the experiences of her students and thus drug education was a fairly low priority. The second, a male year seven teacher, discontinued use of the package because he felt that its student activities were "too immature" for his students.

The remaining teachers continued use of the package through discussion of the video and completion of extension activities. The duration of teachers' use of the extension activities was varied, with periods of utilisation ranging from six weeks in one classroom to the full academic year, with at least one activity being completed each week.

In relation to their use of the package, teachers in this group stated that they found the videocassette and extension activities to be the most useful components of the KCGDEP. Teachers said that their students enjoyed the animated stories and that these provided a good starting point for examination of the issues raised in the KCGDEP. The extension activities were found to be worthwhile because they were easy to use and readily adapted to suit the purposes of individual teachers. However, with the exception of one teacher who made use of the package's video related activities directly after his class had viewed the videocassette, the other components of the KCGDEP were not used by these teachers.

The KCGDEP was predominantly used as part of teachers' Health Education programmes, although use of the package was not limited to this area. Two

teachers used the package in self-esteem sessions conducted in fulfilment of their schools' policies in this area, and one teacher took an eclectic approach to the use of the package, implementing it across the primary curriculum. Teachers who used the package in Health Education treated it as a unit of drug education alongside other Health units to be taught during the academic year. Teachers who had implemented the package in other curriculum areas made use of the KCGDEP throughout the school year.

Overall, use of the KCGDEP was idiosyncratic, with teachers using the package's videocassette as a starting point, and then moving from this point into sporadic use of those extension activities which they, as individuals, felt would best suit the needs of their students. In addition to this, although the majority of the teachers who had implemented the package had done so in fulfilment of school policy, these teachers had not collaborated with each other to co-ordinate their use of the package throughout their respective schools.

Summary

Data analysis showed that, in general, the curriculum evaluation questionnaire has acceptable levels of internal consistency reliability and content validity. The KCGDEP was found to have been implemented in 24% of schools and by only a small percentage of teachers in those schools (5.1%). Chi-square tests showed that implementation of the KCGDEP was influenced by four of the independent variables tested: the year teachers were appointed to their schools; inservicing; school size; and the location and socioeconomic status of areas in which schools were situated. These perceived relationships were viewed with caution, however, because questionnaires were not returned from School F. Teachers' perceptions of the KCGDEP were, on the whole, favourable, but responses regarding the package's rationale and general outcomes indicated a need to examine more closely teachers' perceptions of these aspects of the package.

Teacher interviews supported the significance of the perceived relationship between inservicing and teachers' implementation of the KCGDEP. Teachers' perceptions of drug education, however, showed that they were not fully conversant with the package's

rationale and approach to drug education. This was reflected in teachers' use of the KCGDEP, which did not correspond with the intentions of the package's developers.

CHAPTER 5

DATA INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses and interprets data presented in Chapter 4. In order to provide answers to the research questions incorporated into the design of the study, information is discussed in relation to: the reliability and validity of the curriculum evaluation questionnaire; factors affecting the implementation of the KCGDEP; the extent of implementation of the KCGDEP; and teachers perceptions of the package. Conclusions are drawn from the data interpretation and, on the basis of these, recommendations are made concerning revision of the KCGDEP, implementation procedures and further research.

Reliability and Validity of the Questionnaire

Reliability. The questionnaire's overall internal consistency reliability (.94) means that, in terms of reliability, it should prove to be a useful instrument in any future evaluation of the KCGDEP. Carmines and Zeller (1979, p. 51) have stated that levels of reliability for widely used scales should not be below .80, because at this level correlations are attenuated very little by random measurement error. However,

four subsections of the questionnaire were found to have reliability levels below .80: design (.59), student activities (.42), teacher procedures (-.33) and general outcomes (.41). The items in these subsections would need to be carefully examined and adjusted before using the questionnaire in further research.

Validity. Data collected in the study indicated that the content validity of the questionnaire was at an acceptable level in terms of its efficacy as an instrument for gathering information on teachers' perceptions of the KCGDEP. However, teachers who had implemented the package had not used all of the materials contained in the KCGDEP and, furthermore, the package was not implemented in the way its developers had intended. Because of this, it is suggested that these teachers were not well placed for making informed judgements about the content validity of the questionnaire. On the basis of data collected on the questionnaire and in teacher interviews, consideration must be given to adapting the questionnaire so that it can be used to collect data specific to each year level. But, in actuality, given the limited response to the questionnaire and teachers' restricted use of the package, information collected concerning the content validity of the questionnaire cannot be said, with any

real confidence, to have been either a positive or negative indicator of its suitability for this study.

Factors Affecting Implementation of the KCGDEP

Significant relationships were found between four of the independent variables tested and teachers' implementation of the KCGDEP. Because no data was collected from School F, however, the validity of the perceived relationships between implementation of the KCGDEP and school size, and implementation of the KCGDEP and socioeconomic status and location of schools, must be questioned. It cannot be stated with any degree of confidence that these relationships do exist.

Conversely, a strong relationship was found between implementation of the package and teachers' attendance at inservice courses. The significance of this relationship was supported by data collected at teacher interviews, where seven out of eight teachers who had implemented the KCGDEP stated that they had been prompted to do so as a result inservicing, and by similar findings in other studies (Perrott, 1987; Watson, Loosley & McKeon, 1989). Therefore, inservice courses can be said to have had a significant influence on the decisions of teachers in the sample group to implement the package.

The relationship between inservicing and implementation of the KCGDEP sheds some light on the perceived relationship between the year in which teachers in the sample group were appointed to their schools and their implementation of the KCGDEP. The KCGDEP was disseminated, and inservice courses took place in 1988, and teachers who had been appointed to their schools in 1988 were found to be more likely to have implemented the KCGDEP than teachers appointed in 1989 or prior to 1988. This could have occurred for two reasons:

1. Marsh (1988b, p. 50) has observed that "the curriculum planning undertaken by teachers has to conform to the various rhythms and rituals of daily school life." It is possible that teachers who are new to a school would be less attuned to such rhythms and therefore, would be more receptive to new ideas and curricula.

2. Teachers who had been appointed to schools in the sample group in 1989 may not have had the opportunity to attend inservice courses on the use of the package. This would explain why they were found to be less likely to use the package than teachers who had been appointed in 1988.

To properly address the implications of the relationship between the year teachers were appointed to their schools and this variable's effect on their implementation of the KCGDEP, further research would need to be conducted. Thus, of the independent variables tested, inservicing was found to have the greatest influence on teachers' decisions to implement the KCGDEP.

Extent of Implementation of the KCGDEP

Data collected in the six sample schools and in the 100 schools surveyed over the telephone have shown conflicting results in terms of the extent of the implementation of the KCGDEP. In the six sample schools, the implementation rate was high, with 80% of schools and a mean of 44.1% of teachers in each school having implemented the package. However, data collected in the telephone survey of W.A. primary schools ($N = 100$) showed these figures to be inflated. These data showed that very few schools (24%) had implemented the package, with a mean of only 5.1% of teachers in each school using the package. These data correspond with similar findings in other studies (Dyran, 1983; Kennedy, 1985; Marsh, 1983; Watson, Loosley & McKeon, 1989), and further highlight the effectiveness of

inservicing as an implementation strategy. It is inservicing which explains the high level of implementation of the package in the six sample schools.

Teachers' Use of the KCGDEP

While data collected in this study have shown the success of inservice education in bringing about the implementation of the KCGDEP, it has also shown that teachers do not use the package as was intended by its developers. This corresponds with the the findings of similar studies (Ben-Peretz & Kremer, 1979; Northfield, 1983) and is supported by Marsh (1988b, p. 47), who has observed that there are usually considerable differences between the curriculum as developed and the curriculum as implemented by individual teachers.

The KCGDEP was implemented, by the majority of the teachers, in fulfilment of school policies directed towards enhancing students' self-concept/ self-esteem, and not specifically as a tool for drug education. Furthermore, the package was used by individual teachers independently of their colleagues. This shows that teachers were not following the developmental framework outlined in the package. From this, it is clear that the KCGDEP as implemented was

changed significantly by the teachers who implemented it. This aspect of the package's implementation would need to be further investigated to properly evaluate the consequences of changes made by individual teachers.

Teachers' Perceptions of the KCGDEP

Those teachers who had implemented the KCGDEP were found to have positive perceptions of the package as a whole. Teachers' two main areas of concern were the package's rationale and general outcomes.

Rationale. A relatively high proportion of teachers did not respond to items on the questionnaire dealing with the package's rationale (see table D-1). This, coupled with the fact that even those teachers who had attended inservice courses and had implemented the package were not entirely conversant with its approach to drug education, shows some deficiency in the communication to teachers of the package's rationale. T. Watt (Personal communication, June 26, 1989) has stated that KCG made a deliberate decision not to include too much detail in the package's rationale, reasoning that teachers would not be inclined to read a lengthy explanation of the premises underpinning the package. Instead, the rationale is

explained on the audio cassette contained in the package (KCG, 1988c). However, since this research has shown that none of the teachers who had implemented the package actually made use of this audio cassette, this strategy has been unsuccessful. Moreover, this finding lends further support to the case for saying that teachers in the sample group had not implemented the package as was intended by its developers.

General outcomes. More than 50% of teachers who had implemented the KCGDEP were either unconvinced or uncertain of whether the benefits accrued from their use of the package were superior to those obtained from alternative methods and procedures (see Table D-1). This reflects teachers' uncertainty about the package's approach to drug education and, when viewed alongside their generally high approval rating for the KCGDEP, leads to speculation that, although teachers were satisfied that the package could achieve its aims and objectives, they were not satisfied that these would be effective in decreasing the incidence of drug abuse. Once again, this highlights the fact that teachers had not been properly informed of the package's rationale.

Summary and Conclusions

Curriculum evaluation questionnaire. The questionnaire used in the study was found to have acceptable levels of reliability in all but four of its subsections. Data related to the content validity of the questionnaire added little to the researcher's knowledge of this aspect of the questionnaire. Nevertheless, at the conclusion of this study it can be said that, with appropriate revisions, the questionnaire would be a useful tool for collecting data on teachers' perceptions of the KCGDEP.

Implementation of the KCGDEP. Implementation of the KCGDEP in W.A. primary schools was found to be minimal and, where the package was used, it had not been implemented as its developers had intended. Thus, the implementation of the KCGDEP was found to have been only marginally successful at the time of the study. This small amount of success was shown to be the result of inservice courses, but it is clear that this implementation strategy needs to be maintained on a long-term basis if the package is to be effectively implemented.

The low level of implementation of the KCGDEP also brings into question the efficacy of providing packages of curriculum materials to schools. Previous studies (Dynan, 1983, p. 61; Kennedy, 1985; Marsh, 1983) have found that teachers rarely use curriculum packages. These findings, coupled with similar findings in this study, indicate a need to consider alternative methods of packaging, disseminating and implementing new curricula.

Teachers' perceptions of the KCGDEP. Teachers' perceptions of the package were, on the whole, favourable, but it appeared that those who had implemented the package were not entirely convinced of its efficacy as an effective tool in the prevention of drug abuse. This was shown in teachers' interpretations of drug education; their scant knowledge of the package's rationale; and their doubt that the KCGDEP is a more useful tool for drug education than other methods or procedures. In conclusion, teachers' perceptions of the KCGDEP reflect the level of its implementation. If implementation had been more successful, teachers would be better informed of the package's rationale and, perhaps, more confident of its potential as an effective means of drug education.

Recommendations

As a result of data collected in this study, the following recommendations are put forward:

1. The design of the study and the curriculum evaluation questionnaire constitute a useful model for evaluating teachers' use and perceptions of the KCGDEP. In future evaluations of this kind, the model and questionnaire should be retained, subject to appropriate revision of the questionnaire.

2. Consideration should be given to revising the questionnaire in order to increase the reliability of the subsections dealing with the design, student activities, teacher procedures and general outcomes of the KCGDEP.

3. Consideration should be given to revising the questionnaire so that items dealing with the specific needs of teachers and students at different year levels are included.

4. A clear and convincing statement of the KCGDEP's rationale and the theoretical underpinnings of the package's approach to drug education should be included in the teachers' notes contained in the package.

5. Consideration should be given to providing a greater number of teachers with the opportunity to attend inservice courses on the effective use of the KCGDEP. This would increase awareness of the KCGDEP and motivate more teachers to take the initial steps in implementing the package.

6. Consideration should be given to providing long-term assistance for teachers wishing to implement the KCGDEP. Preferably, this should take the form of repeated personal interaction with teachers.

7. Further research should be conducted to investigate teachers' implementation of the KCGDEP and to evaluate the significance of changes made to the package when it is implemented.

APPENDIX A

Letter of Introduction



**WESTERN AUSTRALIAN COLLEGE
OF ADVANCED EDUCATION**

CHURCHLANDS CAMPUS

Pearson Street
Churchlands
Telephone (09) 383 8333
Facsimile (G2 G3) (09) 387 7095

Postal Address
P.O. Box 21
Doubleview
Western Australia 6018

August 1, 1989

The Principal

Dear

I am currently supervising Andrew Thompson, who is studying for his Bachelor of Education with Honours on the Churchlands Campus of Western Australian College of Advanced Education. The research topic Andrew has had approved for his study is an evaluation of the Kangaroo Creek Gang Drug Education Package.

The research will endeavour to determine whether the curriculum materials contained in the Kangaroo Creek Gang Drug Education Package are acceptable to teachers in terms of goals, format, processes and outcomes. The data needed will be collected via a curriculum evaluation questionnaire to be administered to class teachers.

The purpose of this letter is to enquire whether Andrew would be able to administer his questionnaire to teachers at your school. He will phone you next week to seek permission for a preliminary meeting with you to discuss the possibilities of involving your school in his study. If you have any queries at all that you would like to discuss with me, I can be contacted on 383 8405.

Yours sincerely,

Lou Thompson
Lecturer, Educational Psychology
Churchlands.

APPENDIX B

Curriculum Evaluation Questionnaire

The curriculum evaluation questionnaire used in this study was adapted from Piper (1976, p. 83-89).

CURRICULUM EVALUATION QUESTIONNAIRE

N.B. This questionnaire is confidential and any information you provide will be treated as such. Names are only requested for the purpose of identifying teachers who will be asked to participate in interviews as a follow up to the questionnaire. However, it is NOT obligatory for you to provide your name.

Please complete the following details.

Name: _____

Sex: MALE/FEMALE

Number of years teaching experience: 1st year of teaching
1-5 years
6-10 years
11-15 years
16 or more years

In which year did you commence teaching at
your present school. 1989
1988
Prior to 1988

Position (e.g. deputy principal, classroom teacher): _____

Have you attended an inservice course on the use
of the Kangaroo Creek Gang Drug Education Package?....YES/NO

If yes, when did you attend this course? _____
(State approximate month and year)

Do you use the Kangaroo Creek Gang Drug Education
Package in your teaching? YES/NO

If you have indicated that you DO NOT use the Kangaroo Creek Gang Drug Education Package, it is not necessary for you to complete the next section of this questionnaire. Thankyou for your assistance.

If you have indicated that you DO use the Kangaroo Creek Gang Drug Education Package, please complete the remainder of the questionnaire.

When, approximately, did you last use the Kangaroo Creek Gang
Drug Education Package? Term Year

For how many weeks, approximately, have you used the package? _____

With which year level(s) do you use the package? _____

In which curriculum areas) do you use the package? _____

The questions that follow ask you, the teacher, for your opinion on different aspects of the Kangaroo Creek Gang Drug Education Package.

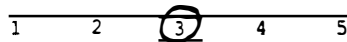
The questions are divided into sections, with each question requiring a YES or NO answer to be recorded by placing a cross (x) in the box provided.

In addition to this, at the end of each section is a five point rating scale which allows you to give your overall impression of each aspect of the package being evaluated. The five points on the scale are intended to represent:

- 1 Very Poor
- 2 Poor
- 3 Average
- 4 Good
- 5 Very Good

Please indicate your response to these items by circling the number on the scale which most closely corresponds with your rating.

Thus, if you rated the developmental framework and concepts of the package as being 'Average', you would indicate your response in the following way:



GOALS

		YES	NO
a. Developmental Framework and Concepts	(1) Are the package's developmental framework and concepts clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Are the package's developmental framework and concepts adequate in scope and definition?	<input type="checkbox"/>	<input type="checkbox"/>
	(3) Are the developmental framework and concepts acceptable in terms of aims and objectives of the package as a whole?	<input type="checkbox"/>	<input type="checkbox"/>
	(4) Are the package's developmental framework and concepts acceptable in terms of the teacher's perceived aims and objectives?	<input type="checkbox"/>	<input type="checkbox"/>
	(5) Are the developmental framework and concepts realistic (i.e. does it seem reasonable to expect they will be achieved by the materials)?	<input type="checkbox"/>	<input type="checkbox"/>
	(6) Are there any limitations/deficiencies in the developmental framework and concepts not covered in your answers to the above questions? If yes, please describe these briefly.	<input type="checkbox"/>	<input type="checkbox"/>

Overall rating for Developmental Framework and Concepts.

1 2 3 4 5

YES NO

b. Rationale

- (1) Is a rationale for the package provided?
- (2) Is the rationale clearly and convincingly argued?
- (3) Is the rationale adequate in explaining:
 (a) the reasons for the choice of content for the package?
 (b) the educational/pedagogical principles underlying the development of the package?
- (4) Is the rationale consistent with the developmental framework and concepts of the package?
- (5) Are there limitations/deficiencies in the rationale not covered in your answers to the above questions?
 If yes, please describe these briefly.

☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐

Overall rating for Rationale

1 2 3 4 5

FORMAT

YES NO

a. Practicality	(1) Are there costs involved in the use of the package (e.g. reproduction of worksheets, purchase of supplementary materials)?	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Are these costs acceptable?	<input type="checkbox"/>	<input type="checkbox"/>
	(3) Is the package acceptable in terms of:		
	(a) school facilities/organisation?	<input type="checkbox"/>	<input type="checkbox"/>
	(b) equipment/skills/personnel required?	<input type="checkbox"/>	<input type="checkbox"/>
	(c) convenience of use and handling?	<input type="checkbox"/>	<input type="checkbox"/>
	(d) class size/age/ability range?	<input type="checkbox"/>	<input type="checkbox"/>
	(4) Does the package have extended use beyond the immediate one (e.g. future years, other subjects)?	<input type="checkbox"/>	<input type="checkbox"/>
	(5) Are there limitations/deficiencies not covered in your answers to the above questions?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes, please describe these briefly.		

Overall rating for Practicality.

1 2 3 4 5

		YES	NO
b. Design	(1) Is the material contained in the package attractively presented?	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Does the material communicate effectively?	<input type="checkbox"/>	<input type="checkbox"/>
	(3) Is the material structured in a manner likely to facilitate teaching/learning?	<input type="checkbox"/>	<input type="checkbox"/>

		YES	NO
b. Design (continued)	(4) Does the material lend itself to a variety of teaching approaches/strategies?	<input type="checkbox"/>	<input type="checkbox"/>
	(5) Is the material appropriate for the students for whom it is intended?	<input type="checkbox"/>	<input type="checkbox"/>
	(6) Is the material adaptable to the individual needs of students?	<input type="checkbox"/>	<input type="checkbox"/>
	(7) Are you aware of alternative designs which would be more effective?	<input type="checkbox"/>	<input type="checkbox"/>
	(8) Are there any limitations/deficiencies not covered in your answers to the above questions? If yes, please describe these briefly.	<input type="checkbox"/>	<input type="checkbox"/>

Overall rating for Design.

1 2 3 4 5

		YES	NO
c. Content	(1) Is the content sufficiently important/valuable/worthwhile to warrant its inclusion in the school curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Is the content acceptable to:		
	(a) teachers?	<input type="checkbox"/>	<input type="checkbox"/>
	(b) students?	<input type="checkbox"/>	<input type="checkbox"/>
	(c) community?	<input type="checkbox"/>	<input type="checkbox"/>
	(3) Is the content relevant to the needs of:		
	(a) teachers?	<input type="checkbox"/>	<input type="checkbox"/>
	(b) students?	<input type="checkbox"/>	<input type="checkbox"/>
	(c) community?	<input type="checkbox"/>	<input type="checkbox"/>
	(4) Is the content likely to appeal to:		
	(a) teachers?	<input type="checkbox"/>	<input type="checkbox"/>
	(b) students?	<input type="checkbox"/>	<input type="checkbox"/>

c. Content
(continued)

YES NO

(5) Are you aware of alternative materials which would be more effective?

☐ ☐

(6) Are there any limitations/deficiencies in the materials not covered in your answers to the above questions?

☐ ☐

If yes, please describe these briefly.

Overall rating for Content.

1 2 3 4 5

PROCESSES

YES NO

a. Student
Activities

(1) Is there adequate provision for student activities in the package?

☐ ☐

(2) Are the activities clearly described in terms of student behaviours?

☐ ☐

(3) Are alternative/additional activities suggested?

☐ ☐

(4) Is all equipment for carrying out these activities included with the package or readily available to students?

☐ ☐

(5) Do these activities involve extra cost to:
(a) the school?
(b) the students?

☐ ☐
☐ ☐

(6) Are these activities practical in terms of school organisation/facilities/equipment?

☐ ☐

(7) Do the activities contribute significantly to the learning experiences of students?

☐ ☐

a. Student
Activities
(continued)

YES NO

- (8) Are there special skills/demands required of students? ☐ ☐
- (9) Do students possess these skills/ can they respond to these demands? ☐ ☐
- (10) If not, do the materials provide for training in these special skills/ demands? ☐ ☐
- (11) Are the activities likely to interest students? ☐ ☐
- (12) Are there limitations/ deficiencies in the student activities not covered in your answers to the above questions? ☐ ☐
- If yes, please describe these briefly.
- _____
- _____
- _____
- _____

Overall rating for Student Activities.

1 2 3 4 5

b. Teacher
Procedures

YES NO

- (1) Are there special skills required of the teacher? ☐ ☐
- (2) If so, do you, the teacher, possess these special skills? ☐ ☐
- (3) Does the package make unreasonable demands on the teacher? ☐ ☐
- (4) Does the teacher feel competent to handle the materials? ☐ ☐
- (5) Are the materials appropriate to the teaching strategies/approach employed by the teacher? ☐ ☐
- (6) Are there special requirements which would limit the usefulness package or render it impractical? ☐ ☐

b. Teacher
Procedures
(continued)

YES NO

- (7) Are there limitations/
deficiencies in the package in
terms of teacher procedures not
covered in your answers to the
above questions? ☐ ☐
If yes, please describe these
briefly.

Overall rating for Teacher Procedures.

1 2 3 4 5

OUTCOMES

YES NO

a. Student
Outcomes

- Are there benefits/gains for students
in terms of:
(1) knowledge/understanding?
(2) skills?
(3) attitudes/values?
(4) perceptions?
(5) interests?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Overall rating for Student Outcomes.

1 2 3 4 5

		YES	NO
b. Teacher Outcomes	Are there benefits/gains for the teacher in terms of:		
	(1) satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>
	(2) achievement of aims and objectives?	<input type="checkbox"/>	<input type="checkbox"/>
	(3) better relations with class/students?	<input type="checkbox"/>	<input type="checkbox"/>
	(4) interest?	<input type="checkbox"/>	<input type="checkbox"/>
	(5) professional development?	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for Teacher Outcomes.			
<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>			

		YES	NO
c. General Outcomes	(1) Does the package achieve its aims and objectives?	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Are there unplanned/unexpected outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
	(3) If so, are these acceptable?	<input type="checkbox"/>	<input type="checkbox"/>
	(4) Are there unwanted outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
	(5) Are the benefits/gains superior to those obtained from alternative teaching procedures/alternative methods?	<input type="checkbox"/>	<input type="checkbox"/>
	Overall rating for General Outcomes.		
<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>			

THANKYOU FOR YOUR COOPERATION AND ASSISTANCE IN COMPLETING
THIS QUESTIONNAIRE

APPENDIX C

Interview SchedulesTeachers Who Have Implemented the KCGDEP

1. How did you become aware of the Kangaroo Creek Gang Drug Education Package?
2. For what reason(s) did you decide to use the package?
3. How often do you use the package?
4. Can you describe the way in which you use the package?
5. The package has a number of components. Which of the following do you make use of?

Animated video.

Video related activities.

Extension activities.

Audio cassette.

Programmes on self-awareness, decision-making and communication.

Puppet plays.

Resource lists.
6. Which of the components of the package do you find most useful?
7. Why do you find these components useful?

8. What do you think is appropriate content for drug education?
9. How do you think drug education should be taught?
10. Do you make use of any approaches to drug education other than the Kangaroo Creek Gang Drug Education Package?

Teachers Who Have Not Implemented the KCGDEP

1. Were you aware of the existence of the Kangaroo Creek Gang Drug Education Package before becoming involved in this research?
2. If NO, has this research motivated you to consider use of the package?
3. If YES, have you considered using the package and, for what reason(s) did you decide not to use the package?
4. What do you think is appropriate content for drug education?
5. How do you think drug education should be taught?
6. Do you make use of any approaches to drug education other than the Kangaroo Creek Gang Drug Education Package?

APPENDIX D

Table D-1

Responses to the Curriculum Evaluation Questionnaire

Item number ^a	Positive response	Negative response	No response
Developmental Framework and Concepts			
1	81.8	9.1	9.1
2	81.8	9.1	9.1
3	90.9	0.0	9.1
4	81.8	9.1	9.1
5	63.6	18.2	18.2
6	0.0	90.9	9.1
Rationale			
1	90.9	0.0	9.1
2	72.2	9.1	18.2
3	63.6	9.1	27.3
4	81.8	0.0	18.2
5	9.1	72.7	18.2

Table D-1 (continued)

Item number ^a	Positive response	Negative response	No response
Practicality			
1	100.0	0.0	0.0
2	90.9	9.1	0.0
3a	90.9	9.1	0.0
3b	90.9	9.1	0.0
3c	90.9	9.1	0.0
3d	72.7	27.3	0.0
4	90.9	9.1	0.0
5	0.0	100.0	0.0
Design			
1	100.0	0.0	0.0
2	81.1	18.2	0.0
3	81.8	9.1	9.1
4	90.9	9.1	0.0
5	81.8	18.2	0.0
6	90.9	9.1	0.0
7	18.2	81.8	0.0
8	9.1	90.9	0.0

Table D-1 (continued)

Item number ^a	Positive response	Negative response	No response
Content			
1	90.9	9.1	0.0
2 a	90.9	9.1	0.0
2 b	100.0	0.0	0.0
2 c	90.9	9.1	0.0
3 a	90.9	9.1	0.0
3 b	90.9	9.1	0.0
3 c	90.9	9.1	0.0
4 a	90.9	9.1	0.0
4 b	90.9	9.1	0.0
5	9.1	81.8	9.1
6	0.0	90.9	9.1
Student Activities			
1	90.9	9.1	0.0
2	100.0	0.0	0.0
3	81.8	9.1	9.1
4	90.9	9.1	0.0
5 a	63.6	36.4	0.0
5 b	0.0	100.0	0.0

Table D-1 (continued)

Item number ^a	Positive response	Negative response	No response
Student Activities (continued)			
6	90.9	9.1	0.0
7	90.9	9.1	0.0
8	54.5	45.5	0.0
9	90.9	9.1	0.0
10	54.5	36.4	9.1
11	90.9	9.1	0.0
12	18.2	81.8	0.0
Teacher Procedures			
1	36.4	63.6	0.0
2	54.5	27.3	18.2
3	18.2	81.8	0.0
4	90.9	9.1	0.0
5	90.9	9.1	0.0
6	27.3	63.6	9.1
7	0.0	100.0	0.0

Table D-1 (continued)

Item number ^a	Positive response	Negative response	No response
Student Outcomes			
1	90.9	9.1	0.0
2	90.9	9.1	0.0
3	90.9	9.1	0.0
4	81.8	9.1	9.1
5	81.8	9.1	9.1
Teacher Outcomes			
1	90.9	9.1	0.0
2	90.9	9.1	0.0
3	81.8	9.1	9.1
4	90.9	9.1	0.0
5	81.8	18.2	0.0

Table D-1 (continued)

Item number ^a	Positive response	Negative response	No response
General Outcomes			
1	72.7	9.1	18.2
2	54.5	45.5	0.0
3	72.7	0.0	27.3
4	9.1	90.9	0.0
5	45.5	27.3	27.3

Note. n = 11. Response frequencies shown as percentages.

^aItem numbers correspond with those shown on the questionnaire (see Appendix B).

BIBLIOGRAPHY

Ausubel, D. P., Sullivan, E. V., & Ives, S. W. (1980).
Theory and problems of child development (3rd ed.).
New York: Grune & Stratton.

Bebell, C. (1974). Evaluation and curriculum development.
In D. A. Payne (Ed.), Curriculum evaluation: Commentaries
on purpose, process, product (pp. 22-25). Massachusetts:
D. C. Heath & Company.

Ben-Peretz, M., & Kremer, L. (1979). Curriculum
implementation and the nature of curriculum materials.
Journal of Curriculum Studies, 11, 247-255.

Briggs, C. L. (1986). Learning how to ask. Cambridge:
Cambridge University Press.

Cannell, C. F. (1985). Overview: Response bias and
interviewer variability in surveys. In T. W. Beed &
R. J. stimson (Eds.), Survey interviewing: Theory and
techniques (pp. 1-23). Sydney: Allen & Unwin.

Carmines, E. G., & Zeller, R. A. (1979). Reliability and validity assessment. Beverly Hills: Sage Publications Inc.

Common, D. L., & Egan, K. (1988). The missing soul of models of curriculum implementation—Educational theory. Curriculum Perspectives, 8(1), 1-10.

Cooper, K. (1976). Curriculum evaluation—Definition and boundaries. In D. Tawney (Ed.), Curriculum evaluation today: Trends and implications (pp. 1-10). London: Macmillan Education Ltd.

Cowan, P. A. (1978). Piaget: With feeling cognitive, social, and emotional dimensions. New York: Holt, Rinehart and Winston.

Curriculum Development Centre. (1977). Curriculum evaluation—A CDC study group report. Canberra: Author.

Curriculum Development Centre. (1982). Curriculum evaluation: How it can be done. Tasmania: A. B. Caudell, Government Printer.

DeJong, W. (1987). A short-term evaluation of project DARE (drug abuse resistance education): Preliminary indications of effectiveness. Journal of Drug Education, 17, 279-294.

Dynan, M. B. (1983). Dissemination of curriculum innovations: Where are we heading? Curriculum Perspectives, 3(2), 60-65.

Erikson, E. H. (1968). Identity youth and crisis. New York: W. W. Norton & Co.

Ginsburg, H., & Opper, S. (1969). Piaget's theory of intellectual development. Englewood Cliffs: Prentice-Hall.

Gough, N. (1983). Curriculum development and teacher development in a materials evaluation project. Curriculum Perspectives, 3(1), 37-42.

Guglielmo, R., Polak, R., & Sullivan, A. P. (1985). Development of self esteem as a function of familial reception. Journal of Drug Education, 15, 277-283.

Gurney, P. (1987). Self-esteem enhancement in children: A review of research findings. Educational Research, 29, 130-136.

Hamilton, D. (1976). Curriculum evaluation. London: Open Books.

Hastings, T. J. (1974). Curriculum evaluation: The why of the outcomes. In D. A. Payne (Ed.), Curriculum evaluation: Commentaries on purpose, process, product (pp. 29-33). Massachusetts: D. C. Heath & Company.

Hughes, P., Russell, N., & McConachy, D. (1979). Teachers as evaluators project discussion paper curriculum evaluation in Australia: A new challenge for teachers. Canberra: Curriculum Development Centre.

Hyde, N. H. (1988). Notes from: A paper on the practice of interviewing in case study research by Helen Simons (1978) Ford Safari Project. Unpublished manuscript, Western Australian College of Advanced Education, School of Education, Perth, WA.

Kangaroo Creek Gang. (1988a). Family drug education package. Perth, WA: Author.

Kangaroo Creek Gang. (1988b). The Kangaroo Creek Gang drug education package [Teachers' Manual]. Perth, WA: Author.

Kangaroo Creek Gang (Producer). (1988c). The most important person [Audiotape]. Perth, WA: Author.

Kangaroo Creek Gang (Producer). (1988d). The most important person [Videotape]. Perth, WA: Author.

Kennedy, K. (1975, June). Providing materials does not guarantee their use. Curriculum Development in Australian Schools, pp. 11-13.

Kim, S., McLeod, J., & Palmgren, C. L. (1989). The impact of the "I'm Special" program on student substance abuse and other related student problem behavior. Journal of Drug Education, 19, 83-85.

Lawrence, D. (1988). Enhancing self-esteem in the classroom. London: Paul Chapman Publishing Ltd.

Lindvall, C. M. (1974). The task of evaluation in curriculum development. In D. A. Payne (Ed.), Curriculum evaluation: Commentaries on purpose, process, product (pp. 17-21). Massachusetts: D. C. Heath & Company.

MacLure, S. (1972). Styles of curriculum development: Conference held at Allerton Park, Monticello, Illinois, USA, 19-23 September, 1971. Paris: Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation.

Marsh, C. J. (1980). Curriculum process in the primary school. Sydney: Ian Novak Publishing Co.

Marsh, C. J. (1983). Teachers' use of the Social Education Materials Project (SEMP). The Australian Journal of Education, 27, 249-259.

Marsh, C. J. (1988a). Curriculum implementation: An analysis of the use of the concerns-based adoption model (CBAM) in Australia, 1981-87. Curriculum Perspectives, 8(2), 30-42.

Marsh, C. J. (1988b). Spotlight on school improvement.
Sydney: Allen & Unwin.

Marsh, C. J., & Stafford, K. (1984). Curriculum:
Australian practices and issues. Sydney: McGraw-
Hill Book Co.

Marsh, H. W., Smith, I. D., Barnes, J., & Butler, S.
(1983). Self-concept: Reliability, stability,
dimensionality, validity, and the measurement of
change. Journal of Educational Psychology, 75,
772-790.

McCormic, R., & James, M. (1983). Curriculum evaluation
in schools. London: Croom Helm.

Milgram, G. G. (1987). Alcohol and drug education
programs. Journal of Drug Education, 17, 43-57.

Northfield, J. (1983). Curriculum dissemination:
Learning from experience. Curriculum Perspectives,
3(2), 56-60.

Perrott, C. (1987). Dissemination and implementation of new curriculum guidelines—An evaluation.

Curriculum Perspectives, 7(1), 53-56.

Piper, K. (1976). Evaluation in the social sciences for secondary schools: Teachers' handbook. Canberra: Australian Council for Educational Research, Australian Government Publishing Service.

Print, M. (1987). Curriculum development and design. Sydney: Allen & Unwin.

Randall, D., & Wong, M. R. (1976). Drug education to date: A review. Journal of Drug Education, 6, 1-21.

Royse, D., Keller, S., & Schwartz, J. L. (1982). Lessons learned: The evaluation of a drug education program. Journal of Drug Education, 12, 181-190.

Shavelson, R. J., & Bolus, R. (1982). Self-concept: The interplay of theory and methods. Journal of Educational Psychology, 74, 3-17.

Shavelson, R. J., Hubner, J. J., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. Review of Educational Research, 46, 407-441.

Sheppard, M. A., Goodstadt, M. S., & Willett, M. M. (1987). The drug education-drug use dilemma. Journal of Drug Education, 17, 197-200.

Sheppard, M. A., Goodstadt, M. S., & Williamson, B. (1985). Drug education: Why we have so little impact. Journal of Drug Education, 15, 1-5.

Sullivan, A. P., & Guglielmo, R. (1985). Self-concept and drug use: Thirteen propositions. Journal of Drug Education, 15, 273-275.

Taba, H. (1962). Curriculum development: Theory and practice. New York: Harcourt, Brace & World Inc.

Tamir, P. (1985). The potential and actual roles of evaluators in curriculum development. In P. Tamir (Ed.), The role of evaluators in curriculum development (pp. 1-22). London: Croom Helm.

Thompson, L. (1988). The family role fostering positive self-awareness in primary school age children.

Unpublished manuscript, Western Australian College of Advanced Education, School of Education, Perth, WA.

Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.

Tyler, R. W., Gagné, R. M., & Scriven, M. (1967). Perspectives of curriculum evaluation. Chicago: Rand McNally & Company.

Watson, I., Loosley, S., & McKeon, C. (1989). How not to disseminate curriculum guidelines: A study of the dissemination of the curriculum frameworks introduction in Victoria. Curriculum Perspectives, 9(1), 42-48.

Western Australian Ministry for Education (1989, July). Index of Disadvantage. (Available from: WA Ministry for Education, 151 Royal Street, East Perth, WA, 6004.)

Wolf, R. (1974). A model for curriculum evaluation. In D. A. Payne (Ed.), Curriculum evaluation: Commentaries on purpose, process, product (pp. 107-108). . . . Massachusetts: D. C. Heath & Company.

Wylie, R. C. (1979). The self-concept: Theory and research on selected topics (rev. ed.). Lincoln: University of Nebraska press.