

ABSTRACT

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Teachers' Ratings of Importance, Frequency of Use, and Primary Sources
Of Knowledge of Specific Components of Phonological Awareness
(Major Professor: Bob N. Cage, Ph.D.)

The primary purpose of this study was to investigate Pre-K, Kindergarten, and First Grade teachers' ratings of the perceived importance and the frequency of use of phonological awareness instructional activities. Data were collected from a sample of 347 Pre-K, Kindergarten, and First Grade teachers from 14 school systems in Region Eight of northeast Louisiana. *The Phonological Awareness Instructional Activities Survey*, a researcher - constructed instrument, was used to obtain measures of teachers' ratings of importance and frequency of use for phonological awareness instructional activities. The factors whose shared correlations showed the greatest amount of variance were extracted using the Principle Component Analysis and rotated using Varimax with Kaiser Normalization. The unique combinations of variables loaded onto factors for importance and frequency of use. Statistical comparisons of the mean scores for each factor were performed using Analysis of Variance (ANOVA) tests. Scheffé's tests were selected for post hoc comparisons. Null hypotheses were tested at the .05 level of significance. Effect size was calculated using omega squared for all statistically significant differences found.

Results showed significant differences among the means of teachers' ratings of the perceived importance and frequency of use of phonological awareness instructional activities for the various factors of manipulating, sequencing, identifying, and applying across grade levels. Teachers indicated responsibility for particular phonological instruction at their grade level. No significant differences were found among the means of the teachers' ratings across all categories of teaching experience. The length of teaching service did not make a significant difference in teachers' choices of instructional activities.

A second purpose of this study was to determine the primary source of teacher knowledge of phonological teaching activities. Teachers across all grade levels ranked Teaching Experience as the number one source of phonological awareness instructional activities. Teachers across all categories of teaching experience ranked Teaching Experience and Teaching Materials/Manuals as their number one and number two sources of knowledge respectively.