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Flaws in the Education System

There are many flaws within the education system. Education is a field that has been on the rise as early as the 1820s. Just like almost everything in life, there have been new discoveries, adjustments made due to these discoveries, and people with different opinions. In many regions of life people will not agree but to be able to compromise on these issues should be the main objective. Two major issues within the education system are teacher salary and student mental health. Teacher salary has been and continues to be an obstacle that reduces growth in this field and student mental health is a growing complication that no longer can be ignored. Throughout this paper I will not only get more in depth about these articles but also discuss the specifics of each.

The first article I will review, *The Chicago Teachers Strike and Its Public*, shows a lack of literature review. There are only subtitles throughout the article but I believe this is due to the style of the paper. I would conclude that *The Chicago Teachers Strike and Its Public* is more of an opinion-based essay. The author focuses mainly on proving a point as well as telling a story than being formatted identical to a research-based paper. There are references and footnotes which suggests that much of the information can be proven. *Reliability and Validity of the Youth Empowerment Scale--Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings*, the second article I will review, shows extensive literature review. This article displays numerous references throughout the paper, subtitles, and tables.

These tables provide numerical evidence that exhibit the findings during their experiment.

Reliability and Validity of the Youth Empowerment Scale--Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings is more of a evidence-based essay due to its expansive amount of outside source support. This proves that reading can be diverse. Both of these works are peer-reviewed, scholarly articles but were conducted and written in two different styles.

In *Reliability and Validity of the Youth Empowerment Scale--Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings*, the thesis was clearly stated in the abstract. "The purpose of this study was to examine the reliability and validity of this measure of empowerment in a sample of youth departing therapeutic residential care (N = 138) and to examine whether or not specific factors contribute to varied levels of empowerment" (Huscroft-D'Angelo, Trout, Lambert, & Thompson, 2017). The feature that attracted me to this statement is the way the sentence is formulated. It blatantly says "The purpose of this study was," and practically summarizes the paper into one sentence. In *The Chicago Teachers Strike and Its Public*, the thesis is located at the beginning of the third paragraph. "The direct impetus for the strike was Chicago Mayor Rahm Emanuel's decision to lengthen the school day and year without a proportional rise in teacher pay, but the strike tapped deeper concerns" (Shuffelton, 2014). This statement details the cause of the strike and briefs its effects. Though this does not entail much it is the main purpose of the article.

As stated earlier, there are many problems within the education system and teacher salary is one of them. The immediate driving force for the strike was Chicago Mayor Rahm Emanuel's choice to protract the school day and year without a relative increase in educator pay, however the strike tapped further concerns. Guardians and educators supported the strike in vast part since they saw "master" counsels and the government officials they encouraged to change schools in

manners that ran counter to guardians' and instructors' beliefs in terms of education. For as long as twenty years, Chicago has been a bellwether of the instruction change development, which has evacuated control of state funded schools from the hands of residents and expert teachers and put it in the hands of master controllers. Chicago's Board of Education and the government officials who put them there now contain control and discuss schools in terms of quasi-mathematical knowledge. The guardians and educators of Chicago's children rather put their trust in their progressing encounters with the kids they live with. Policy-makers reveal to us that guardians and instructors are misinformed; that confidence in experience-based learning of children and schools renders us idiotic and fixed, binded to obsolete traditions, resolved to bring up our children on legends since we can't confront the light of truth.

Another flaw in the education system is student mental health. Strengthening has been established as an essential factor in versatility in puberty. It has additionally been deemed critical for youth with emotional and conduct issues to accomplish tasks over scholarly, social, and social areas. There is as of now, one measure used to assess strengthening in youth with mental wellbeing challenges, yet it is vague if this is a dependable measure for youth in therapeutic residential care. Therapeutic residential care is where at-risk youth live in a family style setting with a Family Teaching couple and few peers. While in therapeutic care, youth participate in intensive intervention receive help in areas pertaining to education, conduct, connections, wellbeing, and social skills. Discoveries demonstrate that the strengthening measure is solid and legitimate for use with youth departing therapeutic care. Generally speaking, youth reported abnormal amounts of strengthening after release from care.

It is slightly difficult to compare these two articles because they are quite different.

Reliability and Validity of the Youth Empowerment Scale--Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings is held to a higher standard due to its literature review. With this article including so many sources and showing numerical findings it holds much authority. It is a highly respected piece of work with it following all of the guidelines you expect professional work to hold. There is no sign of bias, only a thesis, information, and results. *The Chicago Teachers Strike and Its Public* on the other hand lacks this authority due to its lacking structure and bias. During this article, the word "I" is used and the author's opinions are stated along with a constant mention of an author, John Dewey, who the author repeatedly agrees with and seems to have adopted their thinking.

The articles included slight jargon but not to the extent a work was vital enough to the content that it called for further research. Unlike their use of jargon, their citations systems differ. *Reliability and Validity of the Youth Empowerment Scale--Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings* utilized APA style formatting, evident by the in-text citations. *The Chicago Teachers Strike and Its Public* used what I believe to be Chicago style. There are no in-text citations within the article but it contains a bibliography and footnotes. Within the conclusions of both these articles, they pose further research. At the end of *The Chicago Teachers Strike and Its Public* the author asks, "Who is to be included among those who experience the effects?... And what if those affected fail to perceive the relevance of the problem to them" (Shuffelton, 2014). These questions should also arise to the audience after reading this article. At the end of *Reliability and Validity of the Youth Empowerment Scale--Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings* the author says, "Furthermore, although closely aligned, empowerment is unique in that it is often the precursor or facilitator to similar constructs such as

self-determination... and self-efficacy... Therefore, evaluation of these other affective constructs may further our understanding of the affective state of youth at departure and better inform program planning” (Huscroft-D’Angelo, Trout, Lambert, & Thompson, 2017). This is expected because this essay was formulated similar to the scientific method and science experiments must be repeated to be proven. All in all, these articles had their similarities and their differences. They were written almost completely different but are held at the same standard. It has been quite interesting to realize these differences on my own and make conclusions on them.

References

Huscroft-D'Angelo, J., Trout, A. L., Lambert, M. C., & Thompson, R. (2017). Reliability and Validity of the Youth Empowerment Scale--Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings. *Education & Treatment of Children*, 40(4), 547–570. Retrieved from <http://proxy.lib.odu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=125698905&site=ehost-live&scope=site>

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