A STUDY OF THE EFFECTIVENESS OF TEACHING
AS MEASURED BY STUDENT RATINGS

A THESIS

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

BY
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SCHOOL OF EDUCATION
ATLANTA UNIVERSITY

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DEDICATION

TO

My mother, Mrs. V. L. Seniors

A.L.S.
ACKNOWLEDGEMENT

An expression of sincere thanks and appreciation is extended to my advisor, Dr. R.L. Smothers and to Mrs. V. Henderson, principal of the school in which this research was conducted.
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CHAPTER I

INTRODUCTION

Rationale. -- All of us are aware of the multiplicity of data written on teacher effectiveness. Almost any issue of any educational journal contains pertinent information on requisites to effective teaching. Educational radio and television are constantly informing teachers of new methods of imparting educational knowledge. The teachers in today's world are surrounded with a wealth of materials to assist them in their task. This information, for the grade school teacher, comes from practically all persons and/or agencies related to education, except the students.

It is felt that elementary students, especially those on the intermediate levels, are quite capable of assessing the worth of the instruction. As a grade school teacher, the researcher has often received unsolicited comments on instruction from students. Further, it is felt that some of the students have something of value to say about the quality, amount, and type of instruction received. Yet, they seldom get the opportunity to voice their opinions. Thus, the researcher feels that no matter how unacceptable the idea may seem, they should be heard. In the long run, they are the ones benefited by instruction.
D.M. Smith, of the University of Georgia, has stated that students see school as a mental challenge.1 If this challenge is not met adequately, according to the student's need, what happens to his perceptions of school? Of course the teacher tries to gear instruction, in part at least, to meet the needs of students. The determination of how well he or she does this can most assuredly come from student reactions to the task.

This kind of sharing between teacher and pupil should be an important part of the classroom program. This is extremely important in a democracy such as ours, where the individual, through his vote, helps to determine the course of government. We need to have a voting public in which the individual is not apprehensive about criticism. The school, as the guiding light of responsible citizenship, should start in the lower grades preparing for such interaction.

Pupil-teacher interaction should provide the teacher with an index to the appropriateness and effectiveness of learning activities. A teacher, who has knowledge of the impact of present learning activities on the aims of education as they relate to student progress, can gear the activities toward effective learning. Student reactions also may be helpful in determining the depth and extent of student perception. Whether the perceptions are adequate or inadequate,

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they are tools used by the pupils. As such, they reflect the 
teacher and may confirm in her a healthy sense of the im-
portance of her mission, and to feel the dependency upon her 
present teachings, in the way of imparting conceptions, the 
students' future life is probably bound to be.

Those of us who are teachers should welcome appraisals 
of our work from those whom we serve. For these reasons, this 
study was undertaken.

Evolution of the problem — As a grade school teach-
er, the researcher is concerned with all facets of teacher 
effectiveness. The researcher is not only concerned with in-
formation received from educational journals, communication 
media, and resource personnel, but also with information re-
ceived from those who are benefited by the instruction. The 
true measure of the effectiveness of instruction is the de-
gree to which students are able to improve their ability to 
perceive and to behave and interact responsibly after in-
struction.

The unsolicited comments on the effectiveness of in-
struction, given by the students, can indicate areas of stu-
dent interest that should be considered for maximum usage 
and development. Most instructors, at some time in their 
teaching careers, have had the feeling of not reaching the 
students. Perhaps this was due to many different factors. 
It is felt that student comments on instruction may prove 
helpful in determining the causes of these responses and sug-
gest areas of improvement. Because of such a concern, the researcher became interested in student opinions as an essential part of striving toward excellence in teaching.

_**Contribution to educational knowledge**_ -- It is expected that, through this study, teachers and those concerned with teacher preparations will be provided with an index to what students think of the quality, amount, and type of instruction received. The data derived from this study should reveal the degree to which they are aware of appropriate and effective teaching activities and experiences. These data may further suggest increased concern for student opinions in terms of what is being done and the degree of efficiency with which it is being done as with what can be done.

_**Statement of the problem**_ -- The problem with which this study was concerned was that of determining the effectiveness of teaching in a local elementary school as measured by the ratings of intermediate and junior high school students.

_**Purposes of the study**_ --

1. To determine the appropriateness and effectiveness of learning activities and experiences of students in grades fifth, sixth, and seventh at a local elementary school.

2. To derive from the responses information which may prove helpful in aiding teachers in their efforts to gain deeper and more accurate perceptions of students' perceptual abilities.
Definition of terms. -- For the purpose of clarity, the following terms are defined:

1. Learning activity - Any instructional activity that is expected to bring about a change in student performance and progress.

2. Intermediate grade level - Students in the upper elementary grades of fifth and sixth.

3. Junior high grade level - Students in the seventh grade.

Locale of the study. -- The locale of this study was Atlanta, Georgia.

Limitations of the study. -- This study was limited in scope to students enrolled in the fifth, sixth, and seventh grades of Walter White Elementary School. This study was further limited to the use of the opinionnaire as an instrument for gathering information. Appropriate efforts were made to validate this instrument as well as possible.

Description of subjects. -- The subjects involved in this study were 186 intermediate and junior high school students in grades fifth, sixth, and seventh of Walter White Elementary School in Area IV of the Atlanta Public Schools. The chronological ages of the students ranged from 9-12 years. The mental ages were approximately from 8-12 years with an approximate intelligence quotient ranging from 80-
Method of research.-- The method of research used in this study was the descriptive survey. An opinionnaire was used to obtain the information needed for the study.

Procedural steps.-- The procedural steps followed in this study were as outlined:

1. Permission was sought from the Atlanta Board of Education to conduct the study.
2. An introductory letter was sent to the principal and teachers of the selected school. Consultations were held with those persons involved in the study.
3. A pilot study was conducted on twenty-six students.
4. The opinionnaire was developed and distributed to the students.
5. A presentation of the findings, interpretations, and implications were made.
6. An examination of the related literature and summarization of findings were made.

Survey of related literature.-- Many educational institutions and agencies have devoted immeasurable time and effort to the question of teacher effectiveness. The effective teacher is often thought of as one who strives towards excellence; excellence not only in method, but in teacher-pupil interaction. Here, as with the definition of teaching, there are many different concepts of efficiency. The opinions are so varied among teacher educators, administrators,
and teachers that each person can be said to have a more or less private system of evaluation all his own. Since this study is concerned with the effectiveness of teaching, it is fitting that consideration be given to a few of the various aspects of teacher effectiveness.

The problem of teacher effectiveness is a very complex one and few have ventured to define it exactly. Rather, it has been studied and evaluated in terms of teacher behaviors and attributes. B.J. Biddle, of the University of Missouri, attacks the concern with the question - When is a teacher competent? He bases this question on the broadest meaning of competence. This meaning of competence is an individual's ability to produce agreed-upon results.

Sachs believes that the effectiveness of the teacher moves toward excellence when it is based on an awareness principle. This principle involves awareness of self and awareness of others. To Sachs, the awareness of others is the key to effectiveness. The individual instructor needs only to attempt to understand those students who seem to want or to need his understanding. This attempt becomes quite obvious at the same

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time to almost all of the other students who are observing
the interaction, even if they are only on the periphery of
the interaction. Teachers - whether classroom teachers, su-
pervisors, counselors, or administrators - who function in
this way are often seen by an entire student body as "out-
standing."¹

In a study on The Measurement of Teaching Ability, L.E.
Rostker sees the good teacher as one who produces desirable,
measurable and/or observable changes in his/her pupils. He
feels that, since a teacher is engaged to teach and to mod-
ify the behavior of his/her pupils, the degree to which
changes are produced in his/her pupils is a reflection of the
ability of the teacher.²

From the available literature, certain generalizations
may be made regarding teacher effectiveness. Inherent in most
of the studies made are interrelated and fundamental charac-
teristics of the competent teacher. D.G. Petersen, chairman
of graduate study at Trenton State College, has attempted to
combine these characteristics into seven broad headings. They
are:

1. High intellectual ability and academic background³

¹ Benjamin M. Sachs, The Student, the Interview, and the
² Alfred S. Barr, The Measurement of Teaching Ability
³ Dorothy G. Petersen, The Elementary School Teacher
2. Physical and mental health

3. Interest in, and satisfaction from, working with children

4. Personal magnetism

5. Acceptance of one's self and others

6. Ego-involvement in teaching

7. Administrative and organizational leadership

The problem of measuring teaching ability is very complex and most strategic in importance for the advancement of education. While teacher behavior is measurable, it is difficult to measure because of its elusive nature and a lack of exact definition. Yet attempts have been and are continuing to be made to measure this phenomenon. These measures range from formal evaluation to unsolicited student opinions. More specifically, evaluating devices employed are tests, rating scales, autobiographies, and opinionnaires. The interrelationships among these measures and approaches to the evaluation of teaching efficiency need further study.²

This study has as one of its purposes to provide the teacher with information concerning his/her effectiveness as a teacher as determined by the students. Studies on students' opinions of teachers range from the primary level to the

1 Ibid.

college level. The scope of the inquiries ranges from personal involvement of the teacher to the methods employed. The use of student ratings of teacher effectiveness appears to be growing. Such ratings show fair consistency; their reliability, as with other ratings, increased as the number of ratings pooled increased, thus indicating fairly good accordance with the expectations of the Spearman Brown formula. When student ratings were compared with other measures of teacher effectiveness, a diversity of results was found, depending in part upon the criteria employed.¹

One of the characteristics of the effective teacher is the ability to interact meaningfully with the students. This aspect of effective teaching as the responsibility of guiding students to be tolerant of the viewpoints of others, and to take an active part in sharing responsibility for group enterprise and group accomplishment.² At some time in his/her teaching career a teacher of many different classes has attempted to give the same instruction to all students. However, the teacher's influence and effectiveness differ from class to class as a function of the personal interaction between teacher and students.


In the earliest investigations of teacher effectiveness as observed by students, Boyce reports on one study entitled "Characteristics of the Best Teacher as Recognized by Children." The purpose of this investigation was "to learn something of the children's ideas as to what constitutes the most helpful teacher." The students were of grades 2-3. In answer to the first question, "How did she help you?" the lower grade students mentioned such things as, "to be good," "to study," "to like school," and "to be polite," while the higher grade students said, "to observe," "to control myself," and "to strengthen my character."¹

N. F. Sook, in a study on "The High-School Teacher from the Pupils' Point of View," used 1,067 senior high school students who were asked by their teacher of English to write a composition on "High-School Education." One of the points to be discussed freely was "some sympathetic teachers I have had in the high school," or the reverse. The sympathetic teacher was defined in the pupils' own words as "the favorite teacher," "the teacher best liked," "the one who was respected and loved by all," and in similar terms.²


² Sook, ibid., p. 71.
More recently, an elaborate study was conducted on pupil opinions of traits desirable for success in teaching. The reactions of some 10,000 seniors in 65 high schools in widely distributed sections of the country to the qualities of merit in the teachers with whom they had worked were secured. In another study, two contests were conducted with pupils on the choice of teachers who had helped them most. Letters were secured from 14,000 pupils in the first contest and 33,000 in the second contest. The findings are in two parts - Most frequently mentioned positive traits and most frequently mentioned negative traits.

Part I listed such traits as:

cooperative

democratic

patience

consistent behavior

interest in pupils' problems

flexibility

use of respect and praise

unusual proficiency in reading

Part II listed such traits as:

bad tempered, intolerant

unfair and inclined to have favorites

disinclined to help pupils

unreasonable in demands

sarcastic

impatient

conceited

overbearing

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2 Ibid.
In 1960-61, Robert B. Hayes conducted a study with 660 Penn State University students. The goal was to create a unidimensional scale to measure student attitude toward classroom teaching. He used a 15-item scale with items based on teacher classroom behaviors which are generally conceded to be desirable. Each of the 660 students was asked to select and to rate one of five Air Force Science Instructors. It may be said with 90 per cent accuracy that any instructor with a higher score than another was rated favorably on the same item plus a favorable rating to one or more additional ones. In other words, instructors were ranked in a consistent order in terms of degrees of goodness.¹

In an investigation of student-teacher interaction as a determiner of effective teaching by Edwin C. Lewis, the results show that the most effective teaching was done where teacher-pupil interaction existed. The subjects included 173 male juniors and seniors and 133 female seniors at Iowa State University. A "selection ratio" was determined for each instructor. It turned out that the rank order of the instructors based on their selection ratios was very similar to that based on frequency of choice.²


The preceding investigations into teacher effectiveness as seen and rated by students support the researcher's view that students have something of value to say about the instruction received. From these investigations, it may be said that the teacher who rated highest in performance is also the teacher most liked. In addition, this same teacher engages in a meaningful relationship with the students. It is well to point out that a few of the traits desired in teaching as listed by the students, are in accordance with the fundamental traits of the competent teacher.
CHAPTER II

PRESENTATION, ANALYSIS, AND INTERPRETATION
OF DATA

Introduction. -- Providing opportunities for students to voice their opinions on instruction should be an important part of every classroom program. The comments on instruction, given by the students, can provide the teacher with information as to how well he or she is performing his or her task from the pupils' point-of-view. Regardless of the adequacy or inadequacy of the perceptions, they are indicative of student learning, thus reflecting the effectiveness of learning experiences.

Organization and content of information. -- To solicit the necessary data to satisfy the problem in this study, an opinionnaire was administered in May, 1967, to 186 students at Walter White Elementary School in Atlanta, Georgia. Of the 186 students, 42 were in the fifth grade, 69 were in the sixth grade, and 75 were in the seventh grade. These groups were heterogeneous; and, as such, numbered 80 boys and 106 girls. Of the 80 boys, 16 were in the fifth grade, 34 were in the sixth grade, and 30 were in the seventh grade. As for the girls, 26 were in the fifth grade, 35 were in the sixth grade, and 45 were in the seventh grade. All of the students
were in self-contained classrooms, i.e., a classroom where there is one teacher for all subjects.

The opinionnaire was constructed in three parts. The questions could be answered by checking the appropriate response and one, Part III, could be answered in a few words.

Part I of the opinionnaire was made up of questions pertaining to the students' ability to determine their teachers' interest in the lessons, in the students, and the clarity with which instructions were given. There were nine questions in this part.

Part II of the opinionnaire was designed to ascertain the students' ability to determine the amount and type of instruction received. These items were: (1) Tests, (2) Grades, and (3) Textbooks. The items listed under Tests were designed to show the length, number, and clarity of the tests. The items listed under Grades were designed to show the variety of graded learning activities and the system of grading. The variety of graded learning activities gave some indication of the kinds of learning experiences provided in the classroom. The third area, Textbooks, dealt with items pertaining to the amount of required textbook reading in basal texts and in supplementary texts.

Part III of the opinionnaire was concerned with students' perceptions of teacher-pupil relationships and the effectiveness of learning activities and experiences. Responses to this section were written by the students. Student responses to
the question: "How has your teacher helped you?" give insight into how well the teacher has met the needs of the pupils' from the pupils' point-of-view.

Students' opinions on their teachers' interest in the lessons, in the students, and the clarity of lessons.—

D. G. Petersen, chairman of graduate study at Trenton State College, says that one of the characteristics of the effective teacher is interest in, and satisfaction from, working with children. The interest a teacher shows in the students and in the learning process is readily seen by the students. This interest or lack of it greatly affects student achievement and progress. Part I of the opinionnaire consisted of nine questions. Each question, with some overlapping of thought, was designed to give some idea of the students' ability to assess their teachers' interest and performance. Students were asked to give a "yes" or "no" answer to each question. The data were presented in Tables 1, 2, and 3. Table 1 shows the responses of the fifth grade students. Tables 2 and 3 show the responses of the sixth and seventh grade students, respectively.

The data in Table 1, representing the fifth grade response, show that a majority (93 per cent) of the students felt that their teachers' performance and interest were quite appropriate. Item number six, containing fewer "yes"
responses, reveals that 71 per cent of the students checked "yes" and 29 per cent checked "no." This item asked opinions on the teachers' fairness in the treatment of students. Related to this item was the question: "Is your teacher willing to help students?" To this question, 98 per cent of the students agreed positively. This may be interpreted to mean that while the students agreed, generally, that their teachers were willing to help them, he or she was not altogether fair in doing so.

### TABLE 1

**STUDENTS' OPINIONS ON THEIR TEACHERS' INTEREST IN THE LESSONS, IN THE STUDENTS, AND THE CLARITY OF LESSONS**

**GRADE FIVE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1. Does your teacher seem interested in the lessons?</td>
<td>39</td>
<td>93</td>
</tr>
<tr>
<td>2. Does your teacher seem to understand the lessons?</td>
<td>41</td>
<td>98</td>
</tr>
<tr>
<td>3. Is your teacher willing to help students?</td>
<td>41</td>
<td>98</td>
</tr>
<tr>
<td>4. Does your teacher encourage students to talk about the lessons?</td>
<td>38</td>
<td>90.4</td>
</tr>
<tr>
<td>5. Is your teacher willing to explain the lessons?</td>
<td>41</td>
<td>98</td>
</tr>
<tr>
<td>6. Is your teacher fair in the treatment of students?</td>
<td>30</td>
<td>71</td>
</tr>
<tr>
<td>7. Does your teacher seem interested in the students?</td>
<td>39</td>
<td>93</td>
</tr>
<tr>
<td>Item</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>8. Does your teacher explain the lessons well?</td>
<td>41</td>
<td>1</td>
</tr>
<tr>
<td>9. Do you feel free to talk about the lessons?</td>
<td>40</td>
<td>2</td>
</tr>
</tbody>
</table>

The teachers' interest in the students and the lessons shows parallel responses. To both items (number 1 and 7), 93 per cent of the students checked "yes" and 7 per cent checked "no." Other parallel responses were shown in items 2, 3, 5, and 8. The data show that 98 per cent of the students checked "yes" and 2 per cent checked "no." In items number 5 and 8, the students were asked to express their feelings about their teachers' willingness to explain the lessons and the degree to which this was done. Supporting item number 5 was item number 3 indicating the teachers' willingness to help students. These two responses reveal that the teachers' willingness to help the students involved clear explanations of the lessons. Item number 2 dealt with the teachers' understanding of the lessons.
The data in Table 2, representing the sixth grade students' response to their teachers' interest and performance, showed overall agreement by 91 per cent. Some positive traits desirable in teachers include interest in pupils' problems, consistent behavior and a democratic spirit. The data in Table 2 show a lack of consistency by the sixth grade teachers in relation to willingness to help students and the fairness in treatment to them. The item pertaining to the teachers' willingness to help students revealed the students to be one hundred per cent in agreement for a "yes" response. However, receiving the lowest "yes" response (72 per cent) was the question related to the fairness in treatment to students.

### TABLE 2

**STUDENTS' OPINIONS ON THEIR TEACHERS' INTEREST IN THE LESSONS, IN THE STUDENTS, AND THE CLARITY OF LESSONS GRADE SIX**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does your teacher seem interested in the lessons?</td>
<td>68 99</td>
<td>1 1</td>
</tr>
<tr>
<td>2. Does your teacher seem to understand the lessons?</td>
<td>65 94</td>
<td>4 6</td>
</tr>
<tr>
<td>3. Is your teacher willing to help students?</td>
<td>69 100</td>
<td></td>
</tr>
<tr>
<td>4. Does your teacher encourage students to talk about the lessons?</td>
<td>62 90</td>
<td>7 10</td>
</tr>
</tbody>
</table>
## TABLE 2 \(^{\text{CON'T}}\)

**STUDENTS' OPINIONS ON THEIR TEACHERS' INTEREST IN THE LESSONS, IN THE STUDENTS, AND THE CLARITY OF LESSONS**  
**GRADE SIX**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>5.</td>
<td>67</td>
<td>97.1</td>
</tr>
<tr>
<td>6.</td>
<td>50</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>61</td>
<td>88</td>
</tr>
<tr>
<td>8.</td>
<td>64</td>
<td>93</td>
</tr>
<tr>
<td>9.</td>
<td>60</td>
<td>87</td>
</tr>
</tbody>
</table>

While the students agreed completely that their teachers were willing to help them, 12 per cent were of the opinion that their teachers were not interested in them. In terms of numbers, the figures show that 61 students agreed and 8 did not.

The data in Table 2 show that for items 2, 5, and 8, there was general agreement in "yes" responses. Items 2 and 8 dealt with the teachers' understanding of the lessons and the degree to which he or she explained them. It is shown that item 2 received four (6 per cent) "no" responses and item 8 re-
ceived five (7 per cent) "no" responses. One could assume that the 6 per cent who did not agree that their teachers understood the lessons were a part of the 7 per cent who did not agree that the lessons were explained well.

The seventh graders' opinions as to their teachers' interest and performance are shown in Table 3. Some striking examples of traits not desired in teachers are: unfairness, favoritism and disinclination to help students. To determine if the students felt that their teachers possessed any of these traits, questions 3, 6, and 7 were asked. Question 6 was concerned with the teachers' fairness in treatment to students. To this question, 61 per cent checked "yes" and 39 per cent checked "no." Students felt by 93.3 per cent that their teachers were willing to help them (question 3). The third question pertained to the teachers' interest in the students. The responses were 89 per cent for "yes" and 11 per cent for "no." It is interesting to note that most of the students felt that their teachers were interested in and willing to help them. However, item number 6 shows a sizable number of students (29) of the opinion that their teachers had not been fair to them.

When the students were asked about their teachers' interest in the lessons, 100 per cent checked "yes." According to
the data in Table 3, one sees where 11 per cent of these students felt that their teachers' were more interested in the subject matter than in them. In terms of numbers, the figure was nine. These nine students are important in that the teacher should seek to show interest in both all of the students and in the subject matter. A lack of interest in students, on the teachers' part, does not provide for progress in learning.

TABLE 3

STUDENTS' OPINIONS ON THEIR TEACHERS' INTEREST IN THE STUDENTS, IN THE LESSONS, AND THE CLARITY OF LESSONS
GRADE SEVEN

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1. Does your teacher seem interested in the lessons?</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>2. Does your teacher seem to understand the lessons?</td>
<td>73</td>
<td>97</td>
</tr>
<tr>
<td>3. Is your teacher willing to help students?</td>
<td>70</td>
<td>93.3</td>
</tr>
<tr>
<td>4. Does your teacher encourage students to talk about the lessons?</td>
<td>66</td>
<td>88</td>
</tr>
<tr>
<td>5. Is your teacher willing to explain the lessons?</td>
<td>74</td>
<td>99</td>
</tr>
<tr>
<td>6. Is your teacher fair in the treatment of students?</td>
<td>46</td>
<td>61</td>
</tr>
<tr>
<td>7. Does your teacher seem interested in the students?</td>
<td>67</td>
<td>89</td>
</tr>
<tr>
<td>8. Does your teacher explain the lessons well?</td>
<td>72</td>
<td>96</td>
</tr>
<tr>
<td>9. Do you feel free to talk about the lessons?</td>
<td>69</td>
<td>92</td>
</tr>
</tbody>
</table>
Students' opinions on the amount and type of instruction received. It is felt that some of the students have something of value to say about the amount and type of instruction received. Part II of the opinionnaire provided students with an opportunity to express their views on this matter. The items in this part consisted of comments under the headings of Tests, Grades, and Textbooks. Each area contained two or three sub-headings. Students were asked to give their opinions on one of the three choices listed under each sub-heading with the exception of graded learning experiences (2A of the opinionnaire). For this sub-heading, students were asked to check those responses which applied to their classroom situation. The sub-heading was listed - How are you graded? - The choices given were: reports, tests, and other (experiments, discussions, projects, etc.).

The researcher felt that these choices would show the variety of graded learning activities used by the teacher. As a supportive item to this factor, the next item asked for students' opinions on the grading system. These two items together should indicate to the teacher how the students view that which has been done, as far as graded learning activities were concerned. The data for this section are shown in Tables 4, 5, and 6. Table 4 shows the response of the fifth grade students. Tables 5 and 6 show the response of the sixth and seventh grade students, respectively.

In most school systems, pupil progress and achievement are measured in terms of his performance on graded learning
activities. These activities generally cover a specific amount and type of experiences provided by the teacher. If the pupil has not been given sufficient background experiences, his performance may be low. Also, if he has been given more than he is capable, at that time, of understanding, his performance may be low.

Students were asked to give their opinions on graded learning activities, the clearness of them, and the system of grading. Table 4 shows the opinions of the fifth grade students. Under the first heading of Tests, none of the students felt that they had been given "too many" nor that they had been "too long." Rather, 80 per cent of the students felt that they had been given "enough" tests and in terms of the length of the tests, 86 per cent of the students checked "long enough."

Tests should not be the sole form of graded learning activities. It is the task of the teacher to provide a variety of experiences with which to determine pupil progress and achievement. As to these other forms, the data show that reports received a 12 per cent rating, tests, a 78 per cent rating, and other forms, a 10 per cent rating.

The last section in Part II asked for students' opinions on textbook reading. Reading as a learning experience is second to none in determining pupil progress and achievement. The effective teacher realizes this and seeks to provide a sufficient amount and type of reading experiences for the stu-
students. The data in Table 4 reveal that a majority of 78.5 per cent of the students agreed on "enough" textbook reading. However, 21.4 per cent were of the opinion that they did not have enough reading in books other than textbooks.

**TABLE 4**

STUDENTS' OPINIONS ON THE AMOUNT AND TYPE OF INSTRUCTION RECEIVED\(^a\)
GRADE FIVE

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong></td>
<td></td>
</tr>
<tr>
<td>How long are the tests?</td>
<td>Too Long</td>
</tr>
<tr>
<td></td>
<td>Long</td>
</tr>
<tr>
<td></td>
<td>Enough</td>
</tr>
<tr>
<td></td>
<td>Too Short</td>
</tr>
<tr>
<td></td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td>How many tests do you have?</td>
<td>Too Many</td>
</tr>
<tr>
<td></td>
<td>Enough</td>
</tr>
<tr>
<td></td>
<td>Not Enough</td>
</tr>
<tr>
<td></td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td>How clear are the tests?</td>
<td>Very Clear</td>
</tr>
<tr>
<td></td>
<td>Clear</td>
</tr>
<tr>
<td></td>
<td>Confusing</td>
</tr>
<tr>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td></td>
</tr>
<tr>
<td>How are you graded?</td>
<td>Reports</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Other(^b)</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

\(^a\) Figures given represent per cent of 42 students.

\(^b\) Other forms include: discussions, experiments, projects.
TABLE 4 CON'T

STUDENTS' OPINIONS ON THE AMOUNT AND TYPE OF INSTRUCTION RECEIVED
GRADE FIVE

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades</strong></td>
<td></td>
</tr>
<tr>
<td>What do you think about the grading system?</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>67</td>
</tr>
<tr>
<td><strong>Textbooks</strong></td>
<td></td>
</tr>
<tr>
<td>What do you think about textbook reading?</td>
<td>Too Much</td>
</tr>
<tr>
<td></td>
<td>11.9</td>
</tr>
<tr>
<td>How much reading is done in books other than textbooks?</td>
<td>14.2</td>
</tr>
</tbody>
</table>

As students move up in the grades, more emphasis is placed on graded learning activities. Even though students are expected to have a broader experiential background, variety in graded learning activities should not cease. Likewise, the amount and type of these activities should continue to fit the students' level of performance. The sixth graders' response to their views on this matter is shown in Table 5.

In terms of the length and number of tests, the students' responses were in agreement. The data show that 88 percent of the students checked "long enough" for length and 83
per cent checked "enough" for the number. It is interesting to note that 8.6 per cent of the students checked "too many" and "not enough" under the heading: "How many tests do you have?" In close relationship to the 7.2 per cent who felt that the tests were "too long," 6 per cent also were of the opinion that they were "confusing." As previously stated, 7 per cent checked "no" in terms of the degree of clarity of explanations (see Table 2, number 8). It is possible that this per cent includes the same students; thereby, showing a relationship between the responses.

TABLE 5

STUDENTS' OPINIONS ON THE AMOUNT AND TYPE OF INSTRUCTION RECEIVED
GRADE SIX

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td></td>
</tr>
<tr>
<td>How long are the tests?</td>
<td>Too Long 7.2</td>
</tr>
<tr>
<td></td>
<td>Long Enough 88</td>
</tr>
<tr>
<td></td>
<td>Too Short 4.3</td>
</tr>
<tr>
<td>How many tests do you have?</td>
<td>Too Many 8.6</td>
</tr>
<tr>
<td></td>
<td>Enough 83</td>
</tr>
<tr>
<td></td>
<td>Not Enough 8.6</td>
</tr>
<tr>
<td>How clear are the tests?</td>
<td>Very Clear 36</td>
</tr>
<tr>
<td></td>
<td>Clear 58</td>
</tr>
<tr>
<td></td>
<td>Confusing 6</td>
</tr>
</tbody>
</table>

a Figures given represent per cent of 69 students.
### TABLE 5 CON'T

**STUDENTS' OPINIONS ON THE AMOUNT AND TYPE OF INSTRUCTION RECEIVED GRADE SIX**

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you graded?</td>
<td>Reports 17</td>
</tr>
<tr>
<td></td>
<td>Tests 77</td>
</tr>
<tr>
<td></td>
<td>Other^a 6</td>
</tr>
<tr>
<td>What do you think about the grading system?</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Too Much 7.2</td>
</tr>
<tr>
<td></td>
<td>Enough 74</td>
</tr>
<tr>
<td></td>
<td>Not Enough 19</td>
</tr>
<tr>
<td>What do you think about textbook reading?</td>
<td></td>
</tr>
<tr>
<td>How much reading is done in books other than textbooks?</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

^a Other forms include: discussions, experiments, projects.

Upper grade students generally place great emphasis on grades. Thus, the students were asked to express their opinions on the kinds of graded learning activities given and the system of grading. The data in Table 5 show that tests were most commonly used as a form of grading (77 per cent), reports 17 per cent, and other 6 per cent. It may be assumed that there is little variety in graded activities at this level. However, the majority of the students (62 per cent) checked the system as "good."
The degree to which students are able to read and interpret materials determines the degree of their performance in most areas. With an increased concern, by educators, for this skill, more opportunities for it should be provided. The students gave their opinions on both textbook and supplementary reading. It is shown that 74 per cent and 70 per cent, a majority, of the students agreed that they had received "enough" reading in basal texts and in supplementary texts, respectively.

In the school where this study was conducted, seventh grade is the level at which elementary education ends. This level is generally thought of as junior high and more emphasis is placed, by teachers and students alike, on graded achievement. The reactions of students to the amount and type of graded learning activities were secured and were reported in Table 6.

The data show that tests, which were reported as most commonly used, received a majority of 62 out of 75 student positive responses for "long enough." Very close in agreement to the length of the tests, 60 (80 per cent) of the students felt that they had been given "enough" tests. A minority of 9 per cent were of the opinion that the tests were "confusing." There is a close relationship between the students checking "confusing" and the students checking "too short." This relationship is shown as 11 per cent (8 students) for "too short" and 9 per cent (7 students) for "confusing."
TABLE 6 CON'T

STUDENTS' OPINIONS ON THE AMOUNT AND TYPE OF INSTRUCTION RECEIVED GRADE SEVEN

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>How much reading is done in books other than textbooks?</td>
<td>Too Much</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

When the students were asked to express their opinions on graded learning activities, 40 per cent checked "reports," 44 per cent checked "tests," and 12 per cent checked "other." As for the grading system, 52 per cent of the students checked "good."

Reading as a skill is utilized more often on the junior high grade level than in the intermediate level. Reading permeates a large portion of all subject matter areas. In order to perform adequately, students must be able to read. The effective teacher realizes this and seeks to provide a sufficient quantity of reading, both in textbooks and in supplementary texts. The students' opinions show that 73 per cent of them agreed that they had "enough" textbook reading. As for reading in books other than textbooks, 56 per cent of the students checked "enough."
Students' perceptions of the effectiveness of teacher-pupil relationships and of learning activities and experiences. One of the purposes of this study was to determine the appropriateness and effectiveness of learning activities and experiences of the students. One way of determining the extent of this effectiveness was by asking the students. In Part III of the opinionnaire, the students were asked the question: "How has your teacher helped you?" The responses were to be written as completely as possible. The responses ranged from the understanding of lessons to personal growth and social adjustments.

The following replies are taken from the fifth grade students' opinions:

My teacher has helped me to understand fractions, the importance of keeping clean, and to show an interest in school.

My teacher has helped me by explaining things that I did not understand.

She has helped me to learn more about things that I did not know. And she have made me interested in more things.

By learning me to fractions and by giving me the right grade I made. Also by learning me to be kind and polite.

She has helped me by explaining the question and giving me an idea of what it is about.

She has helped me on projects, she has helped me understand lessons and she has helped me on my conduct.

By coming to your desk and explaining the what.

She has helped me by learning me how to speak and writing good. Teaching me everything.

My teacher has help by giving me textbooks to read.
My teacher has helped when I don't understand something and I think that is fine.

The sixth graders listed such responses as:

She has helped me in many ways but the best way she has helped me is to speak up and not be afraid.

When I don't understand she helps me even if I don't catch on. She is interested in all the students not only me.

By teaching lessons clearly that we can understand.

My teacher has helped me by making sure I understand. By giving me tests to see if I learned what she has taught me.

My teacher has helped me by explaining the work and being psychiatrist with me and very nice about it.

My teacher has helped me by explaining things carefully, so that I can understand them more completely.

She has helped me with projects, she's helped me to understand the lesson. She tried hard to get me to understand in many other ways.

My teacher has helped me to understand my fellow classmates and myself much better than I did before.

My teacher has helped me by explaining the lesson well and she lets us play games that are educational.

She encourages me.

My teacher has helped me by making me understand things a little clearer and by making me study and think about what I read.

My teacher has helped me when I am confused on a problem.

She has helped me by teaching me a new skill.

She has helped me very well. When I get in trouble I can always depend on her. She is a second mother to me.

The seventh graders listed such responses as:

My teacher has helped me in many ways. She shows me how to act in public, speak correctly, respect others.

She has helped to understand many things. She has en-
couraged me to go on and finish school.

She has helped me especially in math, which I think I'll never get. She's a good teacher.

She gives me help if I ask for it.

My teacher has helped me to understand my lessons better and for me to feel free to talk when we are discussing a lesson.

My teacher has helped me to do many things that I thought I could never do. She has helped me to bring my bad grades up to very good ones.

She has helped me by explaining the lessons, helping me get started with school projects and by being fair to us.

My teacher has helped me by taking interest in me.

She has helped me to go forward in activities in school. Also to encourage me to go forward in school.

My teacher has helped me a lot. She has explained things I have already learned but did not understand. She has helped me to learn to depend on myself and have self-confidence.

Most of all she understands me very much.

She broke my ugly attitude and stopped me doing bad things that if I had done would have gotten me into serious trouble.

By having the class make different types of reports on things that I did not know, and she has helped me learn good habits.

By making me understand it is right to be interested in your work than foolishness.

She takes time to help us understand. Now I get better grades.

Interpretations. -- It is expected that, through this study, teachers and those concerned with teacher preparations will be provided with an index to what students think of their learning experiences. The students' reactions to this
observation reflect the degree to which they were able to appraise these experiences. The instrument used in this study was designed to extract students' opinions on the worth of the instruction and the effectiveness of their teachers' performances. However, the teachers of these students are perhaps best able to determine the accuracy of these opinions.

The data presented in Table 7, representing Part I of the opinionnaire, show overall agreement with regard to the teachers' interest and performance. Out of the nine questions receiving "yes" responses, only one received an observable low number. This question: "Is your teacher fair in the treatment of students?" received 126 (67.7 per cent) of "yes" responses out of a possible 186. The remaining 60 "no" responses represent students who did not believe that their teachers were fair in the treatment of them. When asked to give their opinions on the teachers' interest in the students, 97 (39.7 per cent) of the 186 students checked "yes." This means that a majority of the students believed that their teachers were interested in them and that over half thought them to be unfair.

These responses should cause the teachers to become more aware of their role in teacher-pupil relationships. The competent teacher, through a concern for the total pupil, tries to be democratic in her interactions with all the students.
TABLE 7

STUDENTS' OPINIONS ON THEIR TEACHERS' INTEREST IN THE LESSONS, IN THE STUDENTS, AND THE CLARITY OF LESSONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does your teacher seem interested in the lessons?</td>
<td>182</td>
<td>97.8</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>2. Does your teacher seem to understand the lessons?</td>
<td>179</td>
<td>96.2</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td>3. Is your teacher willing to help students?</td>
<td>180</td>
<td>97</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>4. Does your teacher encourage students to talk about the lessons?</td>
<td>166</td>
<td>89.2</td>
<td>20</td>
<td>10.8</td>
</tr>
<tr>
<td>5. Is your teacher willing to explain the lessons?</td>
<td>182</td>
<td>97.3</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>6. Is your teacher fair in the treatment of students?</td>
<td>126</td>
<td>67.7</td>
<td>60</td>
<td>32.2</td>
</tr>
<tr>
<td>7. Does your teacher seem interested in the students?</td>
<td>167</td>
<td>89.7</td>
<td>19</td>
<td>10.2</td>
</tr>
<tr>
<td>8. Does your teacher explain the lessons well?</td>
<td>177</td>
<td>95.1</td>
<td>9</td>
<td>4.8</td>
</tr>
<tr>
<td>9. Do you feel free to talk about the lessons?</td>
<td>169</td>
<td>90.9</td>
<td>17</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Figures represent students in grades fifth, sixth, and seventh.

A competent teacher shows interest in and an understanding of the lessons. At the same time, he/she, with a concern for the students, seeks to explain well the lessons. The questions numbered 1, 2, and 8, were constructed to decipher the students' opinions on these teacher functions. One of the laws of the psychology of learning states that - any object not in-
TABLE 6

STUDENTS' OPINIONS ON THE AMOUNT AND TYPE
OF INSTRUCTION RECEIVEDa
GRADE: SEVEN

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong></td>
<td></td>
</tr>
<tr>
<td>How long are the tests?</td>
<td>Too Longer</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>How many tests do you have?</td>
<td>Too Many</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>How clear are the tests?</td>
<td>Very Clear</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td></td>
</tr>
<tr>
<td>How are you graded?</td>
<td>Reports</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
</tr>
<tr>
<td>What do you think of the grading system?</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52</td>
</tr>
<tr>
<td><strong>Textbooks</strong></td>
<td></td>
</tr>
<tr>
<td>What do you think of textbook reading?</td>
<td>Too Much</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

a Figures given represent per cent of 75 students.

b Other forms include: discussions, experiments, projects.
teresting in itself may become interesting through becoming associated with an object in which an interest already exists.\(^1\) For the purposes of these questions, this says that if a teacher is truly interested in the students he/she should also be interested in their acquisition of ideas and the reverse.

According to the data in Table 7, more students felt that their teachers were more interested in the lessons than those who felt that there was interest in them. The data show that 96.2 per cent of the students believed their teachers to have been interested in the lessons with 95.1 per cent agreeing that the lessons were explained well. This may be accounted for in the consideration that persons generally do well those things in which there is interest. Yet, 89.7 per cent of the students felt their teachers to be interested in them. The teachers' interest should be twofold: (1) interest in all of the students and (2) interest in the lessons. The results did not show a sizable difference, but a difference worth considering.

A teacher's interest in the students automatically entails giving a certain amount of attention to them. This attention should be positive in order to bring about a good learning atmosphere. Teachers with this concern should encourage active participation, on the part of the students, in the lessons. One of the ways to ensure this participation is

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to solicit student comments during class discussions. Questions and comments help to bring about changes in understanding and provide for effective learning. When asked if their teachers encouraged student comments, 89.2 per cent of the students checked "yes" and 10.8 per cent checked "no." On the other hand, when asked if they felt free to comment on lessons, 90.9 per cent checked "yes" and 9.1 per cent checked "no." The data show fair accordance to both questions. Yet, the negative responses should be worthy of consideration if the teacher has a concern for all of the students.

The genius of the interesting teacher consists in the skillful prediction of the sort of materials with which the pupils' minds are likely to respond to. This involves a variety of experiences that establish connections from that which is known to matters to be newly learned. The amount and type of such materials are important in the acquisition of ideas. Part II of the opinionnaire was designed to shed light on the variety of graded learning activities provided. The data for this section are shown in Table 8.

The data show that there is variety in graded learning activities, but not a sizable amount. In terms of how they were graded, 63 per cent of the students checked "tests," 25 per cent checked "reports," and 11 per cent checked "other." The students had been asked to indicate those forms of learning activities on which they had been graded. From the responses, 20 out of 100 of the students checked all three
choices. This may be interpreted to mean that either they had a variety of activities and were not graded on them, or that there may have been a lack in variety of activities. On the other hand, this could have resulted from a lack of understanding with regards to this section of the opinionnaire.

TABLE 8

STUDENTS' OPINIONS ON THE AMOUNT AND TYPE OF INSTRUCTION RECEIVED

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Too</td>
</tr>
<tr>
<td>Tests: How long are the tests?</td>
<td>Long</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Tests: How many tests do you have?</td>
<td>Too</td>
</tr>
<tr>
<td></td>
<td>Many</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Tests: How clear are the tests?</td>
<td>Very</td>
</tr>
<tr>
<td></td>
<td>Clear</td>
</tr>
<tr>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

Grades

<table>
<thead>
<tr>
<th>How are you graded?</th>
<th>Reports</th>
<th>Tests</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>63</td>
<td>11</td>
</tr>
</tbody>
</table>

a Figures represent per cent of 186 students.
b Responses represent students in grades fifth, sixth and seventh.
c Other forms include: discussions, experiments, projects.
TABLE 8 CON'T

STUDENTS' OPINIONS ON THE AMOUNT AND TYPE
OF INSTRUCTION RECEIVED

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades</strong></td>
<td></td>
</tr>
<tr>
<td>What do you think of the grading system?</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>59</td>
</tr>
<tr>
<td><strong>Textbooks</strong></td>
<td></td>
</tr>
<tr>
<td>What do you think about textbook reading?</td>
<td>Too</td>
</tr>
<tr>
<td></td>
<td>Much</td>
</tr>
<tr>
<td></td>
<td>5.9</td>
</tr>
<tr>
<td>How much reading is done in books other than textbooks?</td>
<td>10.9</td>
</tr>
</tbody>
</table>

With regards to textbook reading, the data in Table 8 reveal that a majority of the students believed that there had been "enough" reading in basal and supplementary texts. It may be concluded that provision had been made for a sufficient amount of reading, from the pupils' point-of-view.

Students react in characteristically different ways to different motivating factors. In terms of teacher-pupil relationships, the students will always react more to what a teacher does than to what a teacher says. If the teacher's interest in the students is a matter of practice and not just speech, this same interest serves to provide a favor-
able learning environment. The third part of the opinionnaire sought to secure students' reactions to teacher-pupil relationships and to the learning activities and experiences as a whole.

The students were asked to write their opinions on the question: "How has your teacher helped you?" From these responses, it is seen that most of the students in each grade level believed that their teachers had been most helpful. These responses support the data in the Tables. Most of the comments included the teachers' willingness to explain the lessons. In Part I of the opinionnaire, (question 5), to a similar item, the students agreed by the following per cents that their teachers were willing to explain the lessons: fifth graders - 98 per cent, sixth graders - 97.1 per cent, and seventh graders - 99 per cent. Other parallel responses were found in Part I to the question of the teachers' interest in students and in Part III with such replies as: "She's interested in me," "She's interested in all students," and "She takes time to help us understand."

These data reveal somewhat, the opinions of students' about their respective teachers, the instruction, and what the learning situation has been like. Regardless of the correctness of these perceptions, from another point-of-view, they indicate the ability of students to relate experiences and to show how aware they were of classroom interactions. It is interesting to note that some of the written responses
(Part III) are in accordance with the traits desired in teachers.
CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Introduction.— Teachers in elementary schools have been asked to work for changes in such different types of student behavior as basic intellectual skills, attitudes, personal-social adjustment, cultural appreciations, and health habits. This proliferation of school goals without accompanying agreement as to which ones are more, and which ones are less, important, has made the task of selecting relevant teacher effectiveness criteria almost impossible. Attempts will always be made to measure teacher effectiveness. The results of such evaluations depend on the criteria to be employed in each situation. These attempts may range from formal evaluation techniques to informal classroom appraisals.

In as much as the teacher's task is that of modifying the behavior of students, the effectiveness of this task is the degree to which changes in behavior are brought about. The various methods of bringing about changes can be assessed in terms of pupil needs and interests. If this is true, and if students are aware of this, they should be given the opportunity to express their opinions on how well this task

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The problem.-- The problem with which this study was concerned was that of determining the effectiveness of teaching in a local elementary school as measured by the ratings of intermediate and junior high school students.

Purposes of the study.-- The purposes of this study were:

1. To determine the appropriateness and effectiveness of learning activities and experiences of pupils in grades fifth, sixth, and seventh at a local elementary school.

2. To derive from the responses information which may prove helpful in aiding teachers in their efforts to gain deeper and more accurate perceptions of students' perceptual abilities.

Method of research.-- The method of research used in this study was the descriptive survey. An opinionnaire was used to obtain the information needed for the study.

Subjects and instrument.-- The subjects involved in this study were 186 intermediate and junior high school students in grades fifth, sixth, and seventh of Walter White Elementary School in Area IV of the Atlanta Public Schools. Of the 186 students, 42 were in the fifth grade, 69 were in the sixth grade, and 75 were in the seventh grade. These groups were heterogeneous; and, as such, numbered 80 boys and 106 girls.

The opinionnaire was constructed in three parts. The
first part was made up of questions pertaining to the students' ability to determine their teachers' interest in the lessons, in the students, and the clarity of the instructions. There were nine questions in this part.

Part II of the opinionnaire was designed to ascertain the students' ability to determine the amount and type of instruction received. These items were divided into three divisions: (1) tests, (2) grades, and (3) textbooks.

Part III of the opinionnaire was concerned with the students' perceptions of teacher-pupil relationships and the effectiveness of learning activities and experiences.

Methodology.— The procedural steps followed in this study were as follows:

1. The literature pertinent to this study was reviewed and included.

2. Permission was sought from the Atlanta Board of Education and the principal of Walter White Elementary School to conduct the study.

3. The opinionnaire was constructed and administered in the following manner:

   a. The opinionnaire was submitted to the thesis advisor for review before final formulation.

   b. The final opinionnaire was administered to 26 students in the intermediate grades in order to validate it. These students were not included in the final study.

   c. The opinionnaire was administered to 186 students in grades fifth, sixth, and seventh.
d. The completed opinionnaire was organized, responses were tabulated, and summaries of the responses were composed.

e. Appropriate tables were devised and included in the interpretations.

f. Findings, conclusions, implications, and recommendations were stated.

**Summary of related literature** — The literature reviewed suggested the general postulates which are summarized in this section.

1. When student ratings were compared with other measures of teacher effectiveness, a diversity of results was found, depending in part upon the criteria employed.¹

2. Each child needs a person-to-person learning relationship with his teacher.²

3. A good teacher can lead a normal child to be interested in almost anything within his range of comprehension.³

4. In an investigation of student-teacher interaction, as a determiner of effective teaching by E.C. Lewis, the results show that the most effective teaching was done where

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teacher-pupil interaction existed.  

5. The effectiveness of the teacher moves toward excellence when it is based on an awareness principle. This principle involves awareness of self and awareness of others.  

6. An individual's ability to produce agreed-upon results reflects his competency.  

Summary of findings.— The analysis and interpretation of data pertinent to the findings of this research are summarized below:

I. The students expressed the following opinions on the appropriateness and effectiveness of learning activities:

A. Individual opinions in response as to how your teacher helped you include:

1. Having the class make different types of reports.

2. Showing the class how to act in public, respect others, and to speak correctly.

3. Helping us to understand our fellow classmates and ourselves.

4. Helping us to understand the importance of

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keeping clean.

5. Teaching the lessons clearly so that we can understand.

6. Giving tests to see if we have learned what she has taught us.

7. Bringing our bad grades up to very good ones.

B. Group opinions on the amount and type of instruction received:

1. A majority of the students were of the opinion that enough tests were given, enough reading opportunities were provided, and that the grading system was good.

2. There was evidence of a variety in learning activities including reports, projects, class discussions, and experiments. Tests were reported as most commonly used on all three grade levels.

II. The students expressed the following opinions on their teachers' interests in the lessons and in them:

A. More of the students felt that their teachers were interested in the lessons than they were in the students.

B. A majority of the students were of the opinion that their teachers were willing to help them.

C. A minority of the students were of the opinion that their teachers were not fair in the treatment of them.

Conclusions: The major findings of this research support the following conclusions:

1. Students are capable of assessing the worth of the instruction from their vantage point.

2. Students appear to be alert to the classroom atmosphere and attitudes of the teacher.

3. Students appear to have a good conception of what they are supposed to get from learning experiences.
4. Students appear to be aware of the teacher's role in teacher-pupil relationships.

5. These students appear to be of the general opinion that their teachers were meeting their personal, social and academic needs.

6. The majority of the students seem to be of the opinion that their teachers provided adequate learning experiences.

Implications. -- The major findings of this research lead to the following implications:

1. Student responses to the teachers task can help her to appraise her performance and to seek ways of modification, if the need exists.

2. Some students expressed the teacher's unfairness in treatment to them. This may indicate a need for the teacher to seek a more democratic atmosphere in the classroom.

3. Student responses to the amount and type of learning activities may indicate a need for the teacher to re-appraise the kinds of learning activities provided.

Recommendations. -- The findings, conclusions, and implications derived from this research appear to warrant the following recommendations:

1. That more consideration should be given to all of the students in teacher-pupil classroom interactions.

2. That this study will be read by the teachers of the students involved in this study.
3. That teachers employ some means of securing pupil reactions to the learning experience.
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Seniors, Alma Louise

Education

B.S. Degree in elementary education, Tuskegee Institute.
Graduate study, Atlanta University.

Experience

Human Relations Intern, National Student Y.S.C.U.
Teacher, Frank L. Stanton Elementary School, Atlanta, Georgia.

Travels

The South American countries of Peru, Argentina, Chile, Bolivia, and Brasil. Thirteen states in the United States of America.

Religious Affiliation

Methodist
APPENDIX
STUDENT OPINIONS ON TEACHER EFFECTIVENESS

PART I

DIRECTIONS: Read each item carefully. Mark (X) in one of the spaces to show your choice.

1. Does your teacher seem interested in the lessons?  YES  NO
2. Does your teacher seem to understand the lessons?  YES  NO
3. Is your teacher willing to help students?  YES  NO
4. Does your teacher encourage students to talk about the lessons?  YES  NO
5. Is your teacher willing to explain the lessons?  YES  NO
6. Is your teacher fair in the treatment of students?  YES  NO
7. Does your teacher seem interested in the students?  YES  NO
8. Does your teacher explain the lessons well?  YES  NO
9. Do you feel free to talk about the lessons?  YES  NO

PART II

DIRECTIONS: Read each item carefully. Mark (X) in one of the spaces to show your choice. In section 2A mark (X) in each space that applies to your classroom situation.

1. Tests
   A. How long are the tests?
      Too long  YES  NO
      Long enough  YES  NO
      Too short  YES  NO
B. How many tests do you have?
   Too many
   Enough
   Not enough

C. How clear are the tests?
   Very clear
   Clear
   Confusing

2. Grades
   A. How are you graded?
      Tests
      Reports
      Other (experiments, discussions, projects)
   B. What do you think about the grading system?
      Good
      Fair
      Poor

3. Textbooks
   A. What do you think about textbook reading?
      Too much
      Enough
      Not enough
   B. How much reading is done in books other than textbooks?
      Too much
      Enough
      Not enough
PART III

DIRECTIONS: Answer this question as completely as possible.

How has your teacher helped you?

____________________

____________________

____________________

____________________