

ASSESSMENT OF DEMOCRATIC GOALS AND TECHNIQUES  
RECOMMENDED FOR ELEMENTARY SOCIAL STUDIES  
AS PERCEIVED BY FIFTH GRADE PUPILS

by 4589

BERTHA B. MAIFELD

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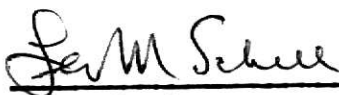
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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS

#### Introduction

The use of effective teaching techniques has long been considered to be one of the vital concerns of a successful teacher. A relevant question based on the foregoing statement however, is: Can teachers be skillful in choosing techniques without clear and definite goals before them? A second question would be: Can fifth grade pupils perceive these goals and contribute to them?

Student evaluation of teacher's goals and techniques may be an important factor in accepting democratic values. The author became interested in student evaluation of teacher performance as a result of self-evaluation required of all teachers in the Unified School District No. 305 of Kansas. The overall purpose was to improve the instruction in the city's public schools. Each teacher was required to make an inventory of his strengths and weaknesses with the purpose of strengthening himself as a teacher. This self-inventory was then discussed in a conference with her principal. The author felt a much better method of evaluating a teacher's effectiveness would be for her students to assess her teaching ability, in conjunction with self-evaluation.

This study will assess various teaching goals and techniques advocated by authorities in the social studies field. These goals and techniques are urged for the elementary pupils in order to develop democratic citizens.

Purpose and background. In the decade of the 1960's, much unrest was experienced in this country in relation to the civil rights movement. Many authorities urged greater respect for law and order. Many minorities felt social conditions must be changed.

It was the opinion of Henry, Carr, Jarolimek, and others that the teaching of values and the valuing process has been a neglected phase of social studies. It would seem that if techniques could be found to strengthen the democratic values in our elementary schools, the future of our country would be assured.

It was the author's opinion that pupils either do or do not perceive democratic values depending upon the kind of daily school routine practiced. Pupils need to see constant examples of democratic behavior in order to learn democratic values. If teachers believe in these values, and show their belief by their actions, student evaluation of their teaching goals and techniques would be beneficial. By this evaluation an individual teacher could constantly grow in her teaching ability, as well as demonstrate her belief in the democratic values.

## I. THE PROBLEM

Statement of the problem. The objectives of this research were (1) to identify teaching goals for the elementary social studies program that authorities in the field recommend; (2) to identify some teaching procedures used to accomplish these goals; and (3) to evaluate those teaching techniques in a class as the pupils perceived them.

Delimitation. This study involved fifth grade boys and girls, including those of low average, average, and above average ability, in two self-contained classrooms.

## II. DEFINITION OF TERMS

Effective teaching technique. Throughout this report, the term "effective teaching technique" shall mean a technique which is used to produce a desired teaching effect and which is used to fulfill a definite purpose.

Effective teacher. There are many ways in the educational process that a teacher may be effective for various purposes. For this report however, an effective teacher will be one who through close scrutiny of her purpose and objectives in teaching a particular lesson, will search and choose the procedures he feels will best meet the objectives. The effective teacher will at the same time show understanding of the child's needs and feelings.

## CHAPTER II

### REVIEW OF THE LITERATURE

In recent years a great deal of concern has been expressed in regard to the values that are being taught in our schools. Much of this opinion has been directed to the teaching of the social studies curriculum. Many changes have been observed in the social studies field, and much change is taking place. The review of literature in this study was confined to the teaching of democratic values in our schools, and the process by which an evaluation scale can be constructed.

#### I. TEACHING GOALS AND TECHNIQUES

As one focuses his attention on teacher techniques, some thought must first be given to the teaching goals for social studies. John Jarolimek reminds us:

The basic and fundamental concern of social studies education is people-people as they work together in societies, form governments, provide for their material and psychological needs; people as they love and hate one another individually and collectively; and people as they make use of the resources of this planet they call their home. In short, everything about man and his relationships with other men and with his physical and social environments is the concern of social studies education. (1, p.1)

In our country as we study man and his relationships with others, we must strive to develop the values needed in a democratic society.

Bruce R. Joyce has stated three goals that direct social studies.

Humanistic education is the first goal. The social studies should help the child comprehend his experience and find meaning in life.

Citizenship education is the second goal. Each child must be prepared to participate effectively in the dynamic life of his society. Correspondingly, the society needs active, aware citizens who will work devotedly for its improvement.

Intellectual education is the third goal. Each person needs to acquire the analytic ideas and problem-solving tools that are developed by scholars in the social sciences. With increasing maturity the child should learn to ask fruitful questions and examine critical data in social situations. (2, p. 3)

With these three goals as guides, the social studies program will be examined to find ways the teacher can use various teaching techniques to accomplish these goals.

Humanistic Education. In an effort to help the child develop into a responsible human being, the teacher needs to develop social skills in his classroom. As a group of children live and work together, learning to give and take in their relationships, they can learn the meaning of a democratic society.

The social studies program offers many opportunities for groups of children to work together in committees for some common purpose. As children work together, they become more conscious of what others in their groups are doing and will plan their own contribution to the project in terms of the other children and the group goal. Small group enterprises should be started in the primary grades, under careful supervision and direction from the teacher. The goals or purposes of the group should be well defined and easily understood. Materials needed for the project must be immediately available. Rules and responsibilities of working on committees should be discussed, explained, and posted in a conspicuous spot in the room. (1, p. 201)

In the middle and upper grades, small group work can and should become an increasingly greater part of the social studies program. Through direct instruction and experience children will learn responsibilities of committee chairmen and committee members, and that the

success of the group depends on the initiative and cooperation of individuals in the group.

Many teachers do not use committee work very often because of previous experiences. They have found that (1) a few children do most of the work, and (2) the children waste time and accomplish very little. Jarolimek says this is characteristic of immature groups and is an indication that the child needs more guidance in small group activities. He indicates two types of tasks that must be carried on in any cooperative endeavor.

The first of these can be referred to as achievement tasks, and have to do with the purpose for which the group was formed - to prepare a report, construct a mural, draw a map, . . . or whatever the project might be. It is important that members of the group have the appropriate skills necessary to carry through the achievement task to completion. . . The nature of the task assigned to a committee should be consistent with the ability of the individual members who comprise the group. Because the finished product presumably represents the combined efforts of all members, each must be able to contribute in some measure to its successful completion.

The second type of task faced by a group may be referred to as socialization tasks. These involve the use of skills needed in order to function as a group-organizing, selecting a leader, designating responsibilities, deciding on controls, and various ways of working together. . . If, for example, the group sent to the library to find materials was unable to organize itself, plan how it was to go about its work, assign specific responsibilities, decide who was the leader, and how it would report its findings, its efforts would not be that of a group but rather that of individuals working independently. It would be moving in several different directions at one time, making progress as a group impossible. (1, p. 203)

Jarolimek stresses, "the teacher has a continuing responsibility for the guidance, direction, and supervision of small group work. Children will need to be taught, retaught, guided, and directed many times if these skills are to be learned and maintained. (1, p. 205)

However, the result of working together, learning to give and take, should bring to the children some valuable characteristics needed in a democratic society. The children should learn to follow a leader or assume leadership, playing both roles at various times. It is hoped they would learn to respect the rights of others, and to assume responsibility for their own actions.

Citizenship Education. If the child has had satisfying experiences through small group work, a beginning has been taken in his citizenship education. The effective functioning of a democratic society demands a high level of education for the entire population.

In order for people to govern themselves wisely, they must understand many difficult concepts. One phase of education is the development of these concepts. In the elementary school a concept is often referred to as a key or main idea. In social studies concepts have a special meaning.

Concepts inhere in the universal or common properties of objects, institutions, experiences. They are categories of meanings and provide a way for the human intellect to organize and classify a vast amount of specific knowledge in a systematic fashion. . . Concepts always have to do with meanings; words are simply verbal symbols. (1, p. 39)

Henry, in his book, New Social Studies Methodology reminds us:

Before a full understanding of CONCEPT may be had, it is imperative to begin with the idea of PERCEPT. Percepts are the raw materials out of which concepts are formed. Percepts, therefore affects the senses-eyes, hearing, taste, feeling, and smell.

*Classification and simplification of such experiences of percepts become CONCEPTS.*

Concepts, therefore affect the MIND. With concepts we deal with what is GENERAL. Without concepts we are dealing only with the unique.



Through CONCEPTS we deal with the present, past, and future. This gives the individual greater mobility of mind.

Example: The student sees a vast area of land. He also observes a sovereign government with a body of regulating laws. In this land with its government are many people submitting to the laws of the land. These laws operate as a social agency of controls.

What the student sees individually are percepts.

When he classifies all of these separate percepts he develops the concept of a NATION. . .

Concepts enable people to have high ideas and reduce a great deal of verbal explanations. (3, p. 37)

"Concepts may deal with concrete places, objects, or institutions, or with more or less abstract ways of thinking, feeling, and behaving." (1, p. 39) Examples of concepts of the first type are home, country, capital, laws, Congressmen, mountains, desert, strait, and so forth. The second type includes such concepts as cooperation, responsibility, dependability, loyalty, honesty, freedom, justice, democracy, rights, patriotism, and unconstitutional. Concepts of a concrete nature are more easily taught and understood than are those of the abstract.

A second aspect of democratic living is the need for each citizen to think critically about the needs of modern times and of his country. Much has been written in recent educational literature concerning critical thinking. Pupils and adults alike are bombarded from every side with propaganda concerning the merits of this idea, or that product. We have no idea what needs our students will have in the next generation; we can however, help them to prepare for that time by teaching them critical thinking. One of the best ways to teach critical thinking and develop concepts is to direct the pupils thinking by various kinds of questions.



Questions that are used for the purpose of clarifying statements and ideas that have been expressed, could either be of a reflective mode or a dissonant mode. (4, p. 454-8) Questions of the former type would help the pupil clarify his thinking by asking him to reflect on his statement. Ways of accomplishing this would be to ask the student, "How do you know?" The focus of this kind of question could be upon giving supporting evidence to prove his statement, or "on the origins of the belief." The teacher could say, "Who else would agree with you?" or "I wonder where that idea got started?" (4, p. 455) Another way to help a pupil to clarify his thinking is to paraphrase his remarks but with an inflection in the voice indicating a question is being raised. "Did I understand you?" followed by the paraphrased comment may cause the pupil to think more precisely. Third, sometimes a definition of terms may focus the child's attention on his statement, or upon a point of difficulty. Finally, looking for likenesses or differences, or eliciting value-type expressions, or anticipating consequences by completing an "if. . . then" statement, should cause the student to search for deepening thoughts.

Questions of a dissonant mode would cause a student to react with strong feelings or would be of the nature that would disagree with feelings or ideals that the student held. (4, p. 455) Distorting what the student has said with an inflection indicating a question, sometimes adding extreme words to the student's remarks would be a question of this type. The teacher might then add, "Is this what you meant?" The teacher may raise moral or ethical questions, but

"he must be careful that the inflection of his voice does not communicate judgment." (4, p. 457) Teachers might direct their student's thinking by asking them to look at alternatives, or asking the student to tell about some alternatives they have rejected with their reasons for having discarded them. Inconsistencies in a student's comments should be probed. One method would be to ask him to reconcile two statements he has just made.

Another way to draw out strong feelings would be to use a generalization the student has made and apply it to a new extreme situation. In class one day one of the white students made this statement. "Negroes don't do as well in school because they don't care and don't try." The teacher replied, "I know a junior high Negro girl who works five hours everyday after school. Her father is dead and she has to help earn the income for the family. In school she often can not answer her teacher's questions. Do you think she is not trying and doesn't care?"

The use of questions is a good technique to clarify thinking and develop concepts. Some cautions which Callahan notes should be recognized are:

1. Don't ask "Are there any questions?" as a device for determining whether students have understood the lesson. Usually you will get no response even when students do not understand.
2. Use specific kinds of questions to serve specific purposes. Don't allow the questioning procedure to lead you and your students away from the planned subject.
3. Don't discourage student responses to student questions.
4. Word questions as simply as possible without distorting meaning. Don't ask questions that contain words not understood by students.

5. As a general rule, use some portion of a student's answer if only to encourage him and to keep him interested.
6. Use thought provoking questions frequently.
7. As a general rule, don't repeat questions. Insist that students listen to what you say. (5, p. 198-199)

A third responsibility of education for the development of active, aware citizens who will work devotedly for the improvement of a democracy is a role expectancy behavior. Along with knowledge, children need to have a value-base to serve them as a guide. Unless a child uses his knowledge in accordance with the values accepted by society, he may actually become a dangerous person. A role expectancy behavior is based on

. . . a set of internalized values, beliefs, ideals, and attitudes that the individual develops through the years. He does not learn these entirely from social studies instruction, of course, but they are an important component of elementary social studies. For example, let us assume that a class is engaged in a unit on elementary economics in the primary grades. Attention is directed to such concepts as producer and consumer. A child should not only learn something about the meaning of these concepts, but should also learn that society expects certain behavior from consumers and producers; it is expected that the head of a family will find and hold a job to support his family; it is expected that consumption will not be done wastefully, and so on. People behave and act in certain ways because they have come to believe that they are expected to behave and act in those ways. (1, p. 13)

Elementary social studies plays a vital role in developing role expectancy behavior. A child needs to be in touch with persons who have values that society rewards and likes to see exemplified. From these examples students can learn what society expects of its citizens. Pupils can gain acquaintance of these outstanding citizens through biographical materials, TV presentations, films, or filmstrips. "Similarly, the conduct of the teacher and his methods of instruction

have much to do with the development of such behavior. (1, p. 13)

Intellectual Education. A social studies program concerned only with citizenship or with the current life experiences of the child would not fulfill the intellectual character of the school. The fact that knowledge is continually evolving, causes us to search for the best ideas and the most effective methods with which to analyze human events and problems.

Because social studies is an outgrowth of the disciplines of anthropology, economics, geography, history, political science, and sociology, it is wise to think of these latter disciplines when planning and carrying out social studies units or projects. In recent years the critical role of skills in social studies has been recognized. There has also been a trend to develop depth studies of fewer topics, as opposed to the survey approach covering large amounts of subject matter.

Remembering that the teaching goals will direct the selection of particular techniques for a particular purpose, another technique that might be used will be examined. The techniques that have already been discussed, are: (1) experiences in small group work, (2) developing concepts and critical thinking by clarifying questions, and (3) helping the child to develop a role expectancy behavior.

As has been stated, a recent trend toward depth studies has been recommended, whereby a few relevant topics are chosen for study, and these are studied intensively.

In order to capitalize on the value of a depth study the topic has to be chosen carefully. It must be one

that provides a good vehicle for the development of selected concepts. Additionally, the topic should be representative to allow for the transfer of concepts from the situations studied to others to note similarities and distinctive differences. Depth studies require even greater information sources than do surveys. It is assumed that the study will allow and encourage much pupil exploration, comparison of data, and the application of styles of inquiry appropriate to the nature of the topic and to the disciplines inherent in it. (l. p. 70)

This type of an approach requires a highly skilled teacher.

One of the most difficult tasks that a teacher must accomplish is organizing subject matter so that the goals for his teaching are achieved. When subject matter is carefully organized it is easier for pupils to learn informational and conceptual material, easier to teach related skills and attitudes, and teach appreciations in appropriate and meaningful ways. Jarolimek, Joyce, and others recommend subject matter be organized around (1) ideas from the disciplines which provide a basic emphasis or focus for the unit, and (2) main ideas related to the topic, which serve as the basis for the informational learnings that are to follow.

An attempt should be made to build into the instructional program an emphasis on basic ideas from the various contributing disciplines. Choose two or three organizing ideas from various disciplines, then develop main ideas from these. An example for fifth grade could be the following unit, Citizens of Today.

## Citizens of Today

### Organizing Ideas from the Disciplines

1. Every society, however primitive, has formed its own system of beliefs, knowledge, values, traditions, and skills that can be called its culture. (Anthropology) (1, p. 446)
2. Every known society has some kind of authority structure that can be called its government; such a government is granted coercive power. (Political Science) (1, p. 447)
3. The satisfaction of social needs is a strong motivating force in the determination of individual behavior. (Sociology) (1, p. 447)

### Main Ideas to be Developed

1. The idea and development of democratic government under which we live has been growing for 300 years.
2. A system of beliefs concerning the value of the individual man and his human dignity has helped to shape the philosophy which undergirds our system of government.
3. Our system of government is based on a constitution that has been ratified by the people, with provisions for laws to be changed.
4. Our society has agreed to give authority to a group of people, called Congressmen, to make and pass laws which are binding on all citizens in this country.
5. All citizens are expected to obey the laws of the various levels of government. They are encouraged to take an active part in the politics of their government.
6. Citizens are to assume responsibility for their own actions, respect the rights of others, and give consideration to the needs and points of view of all.
7. A responsibility of citizenship in this country involves helping to defend the nation.
8. Unfortunately, Americans have not always lived up to the high standards of their constitution and form of government.

Joyce reminds us:

Each social scientist views the world of human interaction in a slightly different perspective. Each social science emphasizes some facts more than others, and each discipline organizes its facts a little

differently than do the other disciplines. . .

It is important that we help children to see life in all these perspectives and to see how he can use the different points of view of all the social sciences to comprehend his own life and that of other human beings. . . A principle of teaching can be stated: The perspectives of all the social sciences should become available to the child. Put another way, the child should learn to see things from more than one point of view. (2, p. 36)

Many commonly used techniques, such as use of various kinds of equipment, have not been mentioned. An attempt has been made to choose those techniques which would build individual resourcefulness, appreciation of democratic values and principles, respect for the rights, attitudes, and ideas of others, as well as responsibility for ones own actions.

Many citizens in our country today express the conviction that their democratic rights are being violated. A concern of many law abiding citizens is to find a way to show and convince these same citizens that the values and benefits found in this country has been the result of balancing "rights" against "responsibilities."

When pupils learn in school the basic principles on which our government is founded, understand the responsibilities each citizen must carry, and experience democratic processes, with its satisfactions as well as disappointments; a greater appreciation for our system of government should develop. The teacher must realize the vital role he plays in this drama, and help children to grow in their feelings, attitudes, ideals, and beliefs.

It would seem appropriate to construct a Teacher Evaluation Scale by which fifth graders could assess in part, the relative

effectiveness of their teacher's attempt to develop in them a knowledge of social studies as well as to experience the democratic way of life. This knowledge, together with an appreciation of humanistic and democratic principles, should be a foundation for effective living in our complex society.



## CHAPTER III

### DESIGN AND PROCEDURE

The data in this study came from two sources, (1) the survey and later analysis of the literature pertaining to social studies techniques and goals, and (2) the results of an evaluation questionnaire completed by the pupils concerning their teacher's techniques.

This chapter will deal with the description of the sample, the construction of the scale, administration of the questionnaire, the formulation of the teacher evaluation scale, and the method of analysis of data.

Description of the Sample. This study was done with two classes under the direction of the same teacher. These two classes consisted of all the boys and girls in the fifth grade in John F. Kennedy school of Salina, Kansas, during 1968-69 and 1969-70. The IQ scores, used in the analysis of the data, were from the Primary Mental Abilities test given the children early in the fall of 1968 and 1969. In each case, the scores were divided into three groups for analysis purposes. The low average group, (group x) had a percentile range from one to forty, the average group, (group y) ranged from forty-one to seventy-six, and the above average group, (group z) had percentile scores above seventy-seven. The children's ages were those when they entered school in the fall.

The school, from which this sample was taken, was located in a city of 42,000 population in the middle of Kansas. This school was on the southern edge of the city, in an area where homes had not yet built up to the school property. Some farm property was still included

in the school's boundaries. The school population drew from an urban-rural area, where most of the fathers of the children held blue-collar jobs. Since the school's construction, seven years ago, the city's growth patterns have changed and the area is not growing, but it is holding its own. Table I shows the number of boys and girls, their age range, and the number of children in each ability grouping.

SELECTED DESCRIPTIVE DATA

	1968-1969	1969-1970
Boys	9	8
Girls	15	14
Age Range	9-10 to 11-7	9-8 to 11-9
Group x	6	9
Group y	9	9
Group z	9	4

Table I

Research Design and Procedure. The desire of the researcher in this study was to obtain specific knowledge from her pupils concerning the effectiveness of her teaching, especially in the area of social studies. Because this was the primary aim, action research was chosen as the best design to serve this purpose. In order to study her class the researcher used a descriptive technique, in the form of a questionnaire, to evaluate the teaching process.

Construction of a Scale. Various methods have been suggested for evaluating a teacher's techniques. The method chosen for this paper was a questionnaire. It was felt that more useable data would

be possible with the questionnaire technique than the use of the interview, unless the researcher was skilled in the latter. It was felt a questionnaire would better allow the pupils' to respond objectively in the evaluation of the teacher's techniques that this action research design needed.

Cronbach helps us to understand that a person's characteristic behavior is our best clue to his personality. He reminds us that a questionnaire is intended to study typical performance (not what the person can do but what he does under normal routine.) (6, p. 31) It was felt the teacher's pupils could best evaluate her (the teacher's) typical performance in the realm of techniques used in routine teaching practice.

Formulation of the Questionnaire. In formulating the questionnaire, an attitude scale was developed. Anastasi gives us some pointers.

Attitude scales yield a score which is based on the individual's responses to a series of questions pertaining to the issue under investigation. . . In the construction of an attitude scale, moreover, the different questions are designed to measure a single attitude, or unidimensional variable, and some objective procedures are usually followed in the effort to approximate this goal. (7, p. 578)

.....

Attitude surveys also present a number of methodological problems. These problems are not fundamentally different from those encountered in the construction and administration of other types of psychological tests, but they are accentuated in the measurement of attitudes. The major difficulties center about the formulation of questions, the administration of the survey, and the procurement of an adequate sampling of the population. (7, p. 581)

Shaw and Wright give two steps that must be considered when formulating a scale. The first step is to decide what technique will

be used when constructing a scale. (8, p. 566) The two most common techniques used are the Thurstone-type or Likert-type construction. The Thurstone's judgmental procedure probably has been more widely used than any other method. Because it was felt fifth grade pupils would have a difficult time choosing between approximately ten categories showing the degree the teacher used an item being judged, the Likert-type scale construction was used. The same thinking concerning the difficulty of choosing between several categories on the Likert-type scale, determined the selection of three categories for the pupils to choose between. These categories were "usually", "seldom", and "don't know".

The second step Shaw and Wright mentioned in constructing a scale, was the formulation of items.

This is often a critical step, since the success or failure of the attempt to develop a scale may depend upon the collection of items with which one begins. . . Briefly, items should be stated in as simple and clear language as possible, should contain a single idea, and should be unambiguous. One should avoid the use of items that are factual, irrelevant to the attitude object or nondiscriminatory (i.e. items that are likely to be answered the same way by persons having both favorable and unfavorable attitudes.) (8, p. 567)

In addition to these two points, there are other dangers to avoid when constructing a scale. Leading or loaded questions can easily lead the respondent to replying in a particular way, conducive to the researcher's goals or hypothesis. Unfamiliar terms must be guarded against if reliable data is to be gathered. Also, "the results obtained with any one question may likewise be affected by its context, as determined by preceding questions, opening remarks, or stated sponsorship of the survey." (7, p. 582)

Administration of the Questionnaire. As has already been noted, Anastasi mentioned one of the problems with an attitude survey was the administration of it.

Most important responsibility of the test administrator is giving directions. If the measurements of the test are to be used against another group, it is imperative that the tester give the directions exactly as provided in the manual. Directions should leave no ambiguities for variable interpretation. (6, p. 46)

For this reason the directions should be in a printed form and read to the children. The directions should also be in printed form at the beginning of the questionnaire so that each respondent may read them along with the test administrator. The directions that are intended for the administrator only should be omitted from the questionnaire. The administrator should not interpret the meaning of the directions in any way.

Reliability of the Questionnaire. Because this questionnaire was constructed by the researcher and used in only two classrooms, the reliability of it could not be judged by scientific measure. The test questions were discussed with two other teachers, however, in an attempt to make them relevant to fifth graders. Weaknesses in the way some of the questions were asked, as well as some questions being able to be answered in both a positive and negative manner, were brought to the writer's attention. These questions were rewritten. The questions were judged on (1) the basis of their applicability for fifth grade pupils to be able to answer concerning their teacher's techniques, (2) the ability to be answered by "usually", "seldom", or "don't know". and (3) questions that tested the use of democratic values in the classroom.

It was felt a more accurate picture of the teaching ability might be obtained if a neutral person gave the questionnaire to the class. For this reason, the principal of the school was asked to administer the questionnaire.

The seating arrangement in the classroom was not changed. During the week in which the questionnaire was to be administered, however, the janitor was asked to place the desks and chairs further apart than was his previous custom. The reason for this request was the researcher felt this greater distance in seating arrangement would encourage each child to make his own decisions with less influence from his peers. By having the chairs placed in the wider arrangement all week the children would not feel the arrangement was noticeably different.

Before the questionnaire was distributed to the class, a small number was placed in the upper left corner of each paper. This number was used as a code. The papers were passed out by a prearranged plan. The purpose of this code, and the distribution plan, was to enable the researcher to analyze the data according to ability groupings, without having the children write their names on their questionnaire.

Formulation of the Evaluation Scale. In formulating an evaluation scale to be used by the pupils an effort was made to choose questions that would bring out a teacher's ability to impart knowledge and stimulate learning on the part of the pupils (i.e., the cognitive domain was stressed). Since it is extremely difficult to completely separate a teacher's personal characteristics from his teaching techniques,

some questions were included in the scale relative to the affective domain (e.g. warmth, feeling, understanding of the teacher). These latter items were in the realm of the teacher's use of democratic group processes. They were however, in areas where it was felt a teacher could strive to consciously modify or change his behavior according to the pupils' suggestions. Suggestions for statements to be included in the pupil evaluation questionnaire were obtained from Shaw and Wright. (8, p. 497-99)

Method of Analysis. After the questionnaire was completed by all pupils, the questionnaires were divided into the three ability groupings, as has previously been explained. A tabulation table was made for each group for recording individual responses. When the tabulation tables were completed, an item analysis was run. The teacher's strengths and/or weaknesses were studied generally, and within each ability group. The results of the data were also studied in light of the review of literature.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This study was completed with forty-five students. The 1968-69 class is indicated by groups  $x^1$ ,  $y^1$ , and  $z^1$ . The 1969-70 class is indicated by groups  $x^2$ ,  $y^2$ , and  $z^2$ . In the tabulation tables 1 indicates the response of "usually", 2 "seldom", and 3 "don't know".

#### I. GENERAL STRENGTHS AND WEAKNESSES

Cognitive Domain. In analyzing the responses from the two sets of questionnaires in the cognitive domain, it appears the teacher is considered by her pupils in general to be an effective teacher. The majority of the students felt the teacher knew the subject material, tried to make the lessons interesting, was willing to repeat explanations of lessons that were not clearly understood, and showed preparation in her teaching.

Questions dealing with tests gave a favorable picture of the teacher's ability to evaluate presented material. The pupils generally felt the test questions were clearly understood, covered material that was studied, and used a vocabulary that was familiar to them.

The students felt the teacher used visual aids in a meaningful way. She had them make some visual aids themselves, as well as using pictures, models, and objects to clarify their learning experiences.

The pupils were in strong agreement that the teacher asked questions that made them think hard and evaluate their statements. The teacher hoped this was a positive indication that she was guiding the children in critical thinking.



The students in group  $y^2$  indicated a weakness in the teacher's ability to teach them to find answers in the texts. Since this was the middle, or average group, and this group was the only group to indicate this weakness, the teacher was puzzled in what ways the group felt she could have better helped them develop the skill of finding information from their reading. This same group indicated a split opinion between the three classifications of whether the teacher could see a question from the pupil's point of view. The author pondered the possibility of any correlation between these two questions but reached no conclusions.

The students indicated a lack of using their social studies learnings in imaginary trips across the country. The teacher agreed this technique was not used often, even though she thought it was an excellent technique to integrate the various learnings in social studies.

Groups  $x^1$ ,  $y^2$ , and  $z^2$  indicated the teacher made vague assignments. The teacher is trying to work on this weakness. She has been writing the assignments on the board this past year in the effort to make them as definite as possible. She is also striving to build study skills. In the effort to build confidence in the students so they can experience satisfaction and depend more on themselves, she often used clarifying questions, both of the reflective and dissonant types. Using this method of teaching has been confusing to the second class and the author believes contributed to the feeling of vagueness in assignments.

Twelve students responded with "don't know" to the question, "my teacher shows a lack of preparation." The author wondered if the words, "lack of preparation" were confusing to the students.

As a result of the analysis of the responses, questions 7 and 17 were judged by the writer to be either poorly worded by using terms that were not clearly understood by the pupils, or the question could be answered in an ambiguous manner.

Affective Domain. In general the students felt the teacher was an understanding, patient person who would listen to the students' feelings and opinions before making decisions, recognize students' differing opinions, and admit an error when one was made.

The majority of the students felt the teacher was understanding of various students learning abilities, seeking to encourage rather than embarrass. They did not feel she made unreasonable demands.

The author discovered the question regarding her enthusiasm for teaching, i.e. "my teacher seems tired of teaching". was a poor question for her fifth grade pupils to answer. There were seventeen who answered "don't know." In attempting to analyze the response, the author decided the question was poorly worded and the pupils probably did not understand what was meant by "tired of teaching."

There were three areas where approximately one-third of the students gave answers that suggested the teacher needed to improve. From the survey results, indications were shown the teacher needed to continue to inspire students with confidence in their ability. Sixteen students answered either "seldom" or "don't know" to this question.

While twenty-two students answered "seldom" to the question "my teacher satisfies only the slow students who need extra help," the author felt the seventeen who answered "usually" and the six who answered "don't know" were a very significant number and definitely an area where the teacher needed to improve.

The previous question could have definite overtones toward democratic goals by showing a lack of acceptance of all students. That question could also relate to the question, "my teacher seeks to embarrass the slow learner because of his ability." Totaling the "usually" with "don't know" answers, seventeen pupils indicated a feeling of embarrassment because of their ability. These three areas will be of concern to the teacher as she tries to correct them in the future.

The author studied the relation of answers between ability groupings and found no significant differences. Neither did there seem to be any significant difference between boys' and girls' response.

## II. ANALYSIS OF RESEARCH IN LIGHT OF THE LITERATURE

It was noted earlier in this report the fundamental need in social studies is to teach children the need for an understanding of people. Hopefully, included in this understanding is a desire by the teacher to present the democratic way of life as a highly valued form of government and the one form of government which has proven to be the most understanding of people, their needs, aspirations, and feelings.

We recall Joyce's three goals for social studies:

- 1) the child comprehending his experiences and finding meaning in life,
- 2) preparing the child to participate actively in the dynamic life of his society, and
- 3) assisting the child to acquire analytic ideas and problem solving tools to assist him in critical thinking. (2, p. 3)

The author feels the questionnaire has been one tool the teacher could use to evaluate her effectiveness in guiding her students to becoming responsible citizens whereby they would value the democratic way of life.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The author set out to study her effectiveness as a teacher, especially in the realm of creating an atmosphere whereby the democratic way of life could be observed and experienced.

While admittedly this is a difficult task to accomplish with any degree of objectivity, a questionnaire was developed whereby the teacher's students could evaluate her teaching practices.

Generally the responses from the questionnaire indicated the teacher to be a patient, understanding person who was thoughtful of students needs and feelings, and was attempting to teach critical thinking, concern for others, and the value of differing opinion in a democratic form of government.

Areas where the students indicated the teacher needed growth were:

- 1) Inspiring students with confidence in their abilities.
- 2) Challenging all students, slow and fast.
- 3) Guarding actions as well as words that could give a feeling of rejection or embarrassment to slow students.

The author felt this study gave valuable insight to the teacher in helping her to understand how she was perceived by her students. She felt she received evaluation more honest and forth right than could have been obtained in other ways.

The author felt the questionnaire should be reworded in some items because there were many instances where responses indicated a confused opinion. It is recognized however, this confusion of opinion could be due to an indecisive personality of the teacher.

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## APPENDIX

### TEACHER EVALUATION SCALE

There are twenty-five statements in this questionnaire all concerning your feelings about your teacher. Please indicate your own opinion of each statement by making a check ( ) in one of the columns for each statement. You will almost always be able to answer either "Usually", or "Seldom". However, if you do not know how to answer a question, put a check in the "Don't Know" column.

Please do not write what you ought to believe, or what other people want you to believe. Try to indicate what you really think about these statements. Work fast. Do not puzzle too long over any statement. Do not leave any blanks empty.

Remember, you do not need to fear any answer you give. This is your opportunity to express your feelings about your teacher's teaching. It will be used to help your teacher become a better teacher.

Usually      Seldom      Don't  
Know

1. My teacher will explain a topic again if I don't understand.
2. My teacher knows the subject.
3. My teacher makes the subject interesting. . . . .
4. My teacher is understanding of my problems. . . . .
5. My teacher will listen to our reasons before making decisions . . . . .
6. My teacher gives test questions which are clearly understood. . . . .
7. My teacher guides us as we work in small groups. . . . .
8. My teacher admits if an error has been made. . . . .
9. My teacher helps us to develop ideas from the text . . . . .
10. My teacher can see a question from the pupil's point of view . . . . .
11. My teacher gives test questions on material we have studied. . . . .

Usually	Seldom	Don't Know
---------	--------	---------------

12. My teacher uses words understood by most of the students. . . . .
13. My teacher recognizes the right to have a different opinion. . . . .
14. My teacher inspires students with confidence in their ability . . . .
15. My teacher satisfies only the slow students who need extra help. . . .
16. My teacher uses meaningful examples and pictures in teaching. . . . .
17. My teacher encourages us to live our lives as good examples to others. .
18. My teacher has us make visual aids relating to our study . . . . .
19. My teacher challenges the faster students with interesting activities . . . .
20. My teacher tries to embarrass the slow learner . . . . .
21. My teacher shows us a need for a respect of other people. . . . .
22. My teacher has us use maps to take trips and tell stories about what we see and do . . . . .
23. My teacher helps us develop reasons why people live as they do. . . . .
24. My teacher does not make unreasonable demands . . . . .
25. My teacher asks questions that makes me think hard . . . . .

## COGNITIVE DOMAIN

Usually	Seldom	Don't Know
---------	--------	---------------

- +A 1. My teacher will explain a lesson again if I don't understand
- +A 2. My teacher knows the subject
- +A 3. My teacher makes the subject interesting. . . . .
- +A 6. My teacher gives test questions which are clearly understood
- A 9. My teacher fails to teach us how to find answers in the text
- +A 10. My teacher can see a question from the pupil's point of view. . . . .
- +A 11. My teacher gives test questions on material we have studied . . . . .
- +A 12. My teacher uses words understood by most of the students. . . . .
- +A 16. My teacher uses meaningful examples and pictures in teaching . . . . .
- + or -A 17. My teacher does not follow the text-book closely enough. . . . .
- +A 18. My teacher has us make visual aids relating to our study. . . . .
- A 21. My teacher shows lack of preparation
- +A 22. My teacher has us use maps to take trips and tell stories about what we see and do. . . . .
- A 23. My teacher makes vague assignments
- +A 25. My teacher asks questions that makes me think hard. . . . .

The writer's arbitrary opinion of the way the questionnaire should have been answered to show an effective teacher. A plus indicates, in the writer's opinion, the question should be answered in a positive manner (usually), a minus indicates a negative response (seldom).

## AFFECTIVE DOMAIN

- |    |  | Usually | Seldom | Don't<br>Know |
|----|--|---------|--------|---------------|
| +B | 4. My teacher is understanding<br>of my problems. . . . .                                  |         |        |               |
| -B | 5. My teacher makes decisions too<br>quickly, without listening to<br>my reasons . . . . . |         |        |               |
| -B | 7. My teacher seems tired of<br>teaching. . . . .  |         |        |               |
| +B | 8. My teacher admits if an error<br>has been made . . . . .                                |         |        |               |
| +B | 13. My teacher recognizes the right of<br>pupils to have a different opinion.              |         |        |               |
| +B | 14. My teacher inspires students with<br>confidence in their ability . .                   |         |        |               |
| -B | 15. My teacher satisfies only the slow<br>students who need extra help. .                  |         |        |               |
| +B | 19. My teacher challenges the faster<br>students with interesting activities               |         |        |               |
| -B | 20. My teacher seeks to embarrass the slow<br>learner because of his ability .             |         |        |               |
| -B | 24. My teacher makes unreasonable<br>demands. . . . .                                      |         |        |               |

The writer's arbitrary opinion of the way the question should  
have been answered to show an efficient teacher.

TABLE II  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP X<sup>1</sup> (N=6)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Boy 1	2	1	2	2	1	2	1	1	1	2	1	1	1	2	2	1	-	2	1	1	2	2	1	1	1
Girl 1	1	3	1	-	3	1	3	3	1	1	1	1	3	3	1	1	3	1	2	-	3	3	1	3	1
Girl 2	1	1	1	2	1	2	2	1	2	1	1	1	1	2	1	2	1	1	1	1	2	2	1	1	1
Girl 3	1	1	1	-	2	1	2	1	2	1	1	1	1	3	2	-	2	1	1	2	2	1	2	2	1
Girl 4	1	1	3	2	1	1	3	1	2	1	1	1	1	3	1	2	1	1	3	1	3	1	2	3	2
Girl 5	1	3	2	1	3	2	3	1	2	3	1	1	1	2	3	1	1	3	1	2	3	3	3	2	1

TABLE II (Continued)  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP X<sup>1</sup> (N-6)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Total Answers	5	4	3	1	3	3	1	5	1	4	6	6	5	0	3	3	3	4	4	3	0	2	3	2	5
Usually (1)																									
Seldom (2)	1	0	2	3	1	3	2	0	4	1	0	0	0	3	2	2	1	1	1	2	3	2	2	2	1
Don't Know (3)	0	2	1	0	2	0	3	1	1	1	0	0	1	3	1	0	1	1	1	0	3	2	1	2	0
No Answer				2												1	1			1					

---

Answers in Percentage																									
Usually (1)	83	66	50	17	50	50	17	83	17	66	100	100	83	0	50	50	50	66	66	50	0	33	50	33	83
Seldom (2)	17	0	33	50	17	50	33	0	66	17	0	0	0	50	33	33	17	17	17	33	50	33	33	33	17
Don't Know (3)	0	33	17	0	33	0	50	17	17	17	0	0	17	50	17	0	17	17	17	0	50	33	17	33	0
No Answer				33												17	17			17					

TABLE III -  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP X<sup>2</sup> (N-9)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Boy 1	1	1	1	1	3	1	3	1	2	1	1	1	1	2	2	1	1	1	1	1	2	1	1	2	1
Boy 2	1	3	1	1	2	1	3	1	2	1	1	2	1	1	1	1	2	1	1	1	2	1	2	2	1
Boy 3	2	1	1	3	1	1	3	1	3	2	1	1	1	1	3	1	3	3	1	3	3	3	3	2	1
Girl 1	1	1	2	1	2	1	2	1	2	1	1	1	1	1	2	1	2	1	2	2	2	2	2	3	2
Girl 2	1	1	1	1	2	3	3	1	2	3	1	1	1	3	2	3	2	1	3	2	2	3	2	2	1
Girl 3	1	1	1	1	2	1	2	1	2	3	1	1	3	3	1	3	2	1	1	2	2	3	2	2	3
Girl 4	1	1	1	1	2	1	2	1	2	1	1	1	1	1	2	1	2	1	1	2	2	1	2	2	1
Girl 5	1	1	1	2	2	1	3	2	3	1	1	1	2	2	2	1	3	2	3	2	1	2	3	3	1
Girl 6	1	3	1	1	1	1	2	2	3	2	1	1	1	1	3	1	2	1	1	2	3	1	2	3	1



TABLE III (Continued)  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP X<sup>2</sup> (N-9)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Total Answers	8	7	8	7	2	8	0	7	0	5	9	8	7	5	2	7	1	7	6	2	1	4	1	0	7
Usually (1)																									
Seldom (2)	1	2	1	1	6	0	4	2	6	2	0	1	1	2	5	0	6	1	1	6	6	2	6	6	1
Don't Know (3)	0	0	0	1	1	1	5	0	3	2	0	0	1	2	2	2	2	1	2	1	2	3	2	3	1
Answers in Percentage																									
Usually (1)	89	78	89	78	22	89	0	78	0	56	100	89	78	56	22	78	11	78	67	22	11	45	11	0	78
Seldom (2)	11	22	11	11	67	0	44	22	67	22	0	11	11	22	56	0	67	11	11	67	67	22	67	67	11
Don't Know (3)	0	0	0	11	11	11	56	0	33	22	0	0	11	22	22	22	22	11	22	11	22	33	22	33	11

TABLE IV  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP Y<sup>1</sup> (N-9)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Boy 1	1	1	1	1	2	1	2	1	2	1	1	1	1	1	2	2	1	2	1	2	2	1	2	2	1
Boy 2	1	1	1	1	2	1	3	1	2	1	1	1	1	1	2	1	2	1	1	2	2	1	2	2	1
Boy 3	1	1	1	3	2	1	1	1	2	3	1	1	1	3	1	1	3	1	2	3	2	1	2	2	1
Boy 4	1	1	1	1	2	2	2	1	2	1	1	2	3	1	2	1	3	3	3	2	1	2	3	2	2
Girl 1	1	1	1	1	2	1	2	1	2	1	1	1	2	1	2	1	2	1	1	2	1	1	2	2	2
Girl 2	1	1	1	1	2	1	2	1	2	1	1	1	1	1	2	1	2	1	1	2	2	3	2	3	1
Girl 3	1	1	1	1	2	1	2	1	2	1	1	1	1	1	2	1	1	1	2	1	2	2	2	2	1
Girl 4	1	1	1	1	2	1	2	1	2	1	1	1	1	1	2	1	2	1	1	2	2	1	2	2	2
Girl 5	1	1	1	1	2	1	2	3	3	1	1	2	1	1	1	3	3	1	3	1	1	1	1	3	1

TABLE IV (Continued)  
<sup>1</sup>  
 ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP Y (N-9)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Total Answers																									
Usually (1)	9	9	9	8	0	8	1	8	0	8	9	7	7	8	2	7	2	7	5	2	3	6	1	0	6
Seldom (2)	0	0	0	0	9	1	7	0	8	0	0	2	1	0	7	1	4	1	2	6	6	2	7	7	3
Don't Know (3)	0	0	0	1	0	0	1	1	1	1	0	0	1	1	0	1	3	1	2	1	0	1	1	2	0
Answers in Percentage																									
Usually (1)	100	100	100	89	0	89	11	89	0	89	100	78	78	89	22	78	22	78	55	22	33	67	11	0	67
Seldom (2)	0	0	0	0	100	11	78	0	89	0	0	22	11	0	78	11	45	11	22	67	67	22	78	78	33
Don't Know (3)	0	0	0	11	0	0	11	11	11	11	0	0	11	11	0	11	33	11	22	11	0	11	11	22	0

TABLE V

ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP Y<sup>2</sup> (N=9)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Boy 1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	3
Boy 2	1	1	1	1	2	1	3	1	2	3	1	1	3	1	2	1	2	1	1	2	3	2	2	2	2
Boy 3	1	1	1	1	2	1	2	1	2	1	1	1	1	1	2	1	2	1	1	3	1	3	2	2	1
Boy 4	2	1	1	2	2	3	1	1	1	3	1	2	3	3	1	1	1	1	1	3	3	2	1	3	1
Girl 1	1	1	2	1	1	2	3	1	2	1	1	1	2	1	1	1	2	1	3	1	3	2	1	3	1
Girl 2	1	2	1	2	3	1	1	1	1	2	1	1	3	2	1	1	1	2	1	2	1	2	3	1	2
Girl 3	1	1	1	1	1	1	3	1	1	3	3	1	1	3	3	1	3 <sup>x</sup>	3	-	3	3	1	3	3	3
Girl 4	2	1	1	2	1	2	2	3	1	2	1	2	1	1	-	1	2	1	1	2	3	1	1	2	1
Girl 5	1	1	1	2	1	1	2	1	1	2	1	1	1	2	1	1	1	2	2	2	3	3	1	2	1

TABLE V (Continued)  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP Y<sup>2</sup> (N-9)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Total Answers Usually (1)	7	8	8	5	5	6	2	8	6	3	8	7	5	5	5	9	3	6	6	2	3	3	5	2	5
Seldom (2)	2	1	1	4	3	2	3	0	3	3	0	2	1	2	2	0	4	2	1	4	0	4	2	4	2
Don't Know (3)	0	0	0	0	1	1	4	1	0	3	1	0	3	2	1	0	2	1	1	3	6	2	2	3	2
No Answer														1											1

---

Answers in Percentage Usually (1)	78	89	89	56	56	67	22	89	67	33	89	78	56	56	56	100	33	67	67	22	33	33	56	22	56
Seldom (2)	22	11	11	44	33	22	33	0	33	33	0	22	11	22	22	0	45	22	11	45	0	45	22	45	22
Don't Know (3)	0	0	0	0	11	11	44	11	0	33	11	0	33	22	11	0	22	11	11	33	67	22	22	33	22

TABLE VI  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP Z<sup>1</sup> (N=8)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Boy 1	1	1	1	3	2	1	2	1	2	3	1	1	1	1	2	1	1	1	2	2	2	1	2	2	1
Boy 2	1	1	1	1	2	1	3	1	2	2	1	1	1	1	1	1	2	1	2	1	1	1	2	1	1
Boy 3	1	1	1	1	3	1	2	3	2	1	1	1	1	1	1	1	2	1	1	2	2	2	2	2	1
Boy 4	1	1	2	1	2	1	2	1	1	1	1	2	1	1	2	1	2	1	1	1	2	2	2	2	1
Girl 1	1	1	1	1	2	1	2	1	2	1	1	1	1	1	2	1	2	1	1	2	2	1	2	2	1
Girl 2	1	1	1	1	2	1	3	1	2	1	1	1	1	1	2	1	2	1	1	2	1	1	2	1	1
Girl 3	1	1	2	1	2	1	2	1	2	1	1	1	1	1	2	1	2	1	2	2	2	2	2	2	1
Girl 4	1	1	1	1	2	2	3	1	2	1	1	1	2	1	1	1	1	1	2	2	3	2	2	1	2

TABLE VI (Continued)  
ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP 2<sup>1</sup> (N=8)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Total Answers	8	8	6	7	0	7	0	7	1	6	8	7	7	8	3	8	2	8	4	2	2	4	0	3	7
Usually (1)	8	8	6	7	0	7	0	7	1	6	8	7	7	8	3	8	2	8	4	2	2	4	0	3	7
Seldom (2)	0	0	2	0	7	1	5	0	7	1	0	1	1	0	5	0	6	0	4	6	5	4	8	5	1
Don't Know (3)	0	0	0	1	1	0	3	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Answers in Percentage																									
Usually (1)100	100	100	75	83	0	83	0	83	13	75	100	88	88	100	38	100	25	100	50	25	25	50	0	38	38
Seldom (2)	0	0	25	0	83	12	63	0	83	13	0	13	13	0	63	0	75	0	50	75	63	50	100	63	13
Don't Know (3)	0	0	0	13	13	0	38	13	0	13	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0

TABLE VII

ANALYSIS OF QUESTIONNAIRE RESPONSES BY GROUP 2<sup>2</sup> (N=4)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Boy 1	1	1	1	1	2	1	3	1	2	1	1	1	1	1	3	1	3	1	1	2	2	2	2	2	1
Girl 1	1	1	1	1	2	1	2	1	2	1	1	1	1	1	1	1	2	1	3	2	-	2	2	2	1
Girl 2	1	1	1	1	2	1	2	1	3	3	1	1	1	1	2	1	2	3	1	2	1	1	1	2	1
Girl 3	1	1	1	1	3	-	2	1	2	2	1	1	3	2	1	1	3	-	3	2	2	1	3	1	1
Total Answers	4	4	4	4	0	3	0	4	0	2	4	4	3	3	2	4	0	2	2	0	1	2	1	1	4
Usually (1)	0	0	0	0	3	0	3	0	3	1	0	0	0	1	1	0	2	0	0	4	2	2	2	3	0
Seldom (2)	0	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	2	1	2	0	0	0	1	0	0
Don't Know (3)	0	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	2	1	2	0	0	0	1	0	0
No Answer																		1							1
Answers in Percentage																									
Usually (1)	100	100	100	100	0	75	0	100	0	50	100	100	75	75	50	100	0	50	50	0	25	50	25	25	100
Seldom (2)	0	0	0	0	75	0	75	0	75	25	0	0	0	25	25	0	50	0	0	100	50	50	50	75	0
Don't Know (3)	0	0	0	0	25	0	25	0	25	25	0	0	25	0	25	0	50	25	50	0	0	0	25	0	0
No Answer																		25							25



TABLE VIII  
SUMMARY OF ANALYSIS OF QUESTIONNAIRE RESPONSES (N-45)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1 (1)	5	4	3	1	3	3	1	5	1	4	6	6	5	0	3	3	3	4	4	3	0	2	3	3	2	5
Group X (2)	1	0	2	3	1	3	2	0	4	1	0	0	0	3	2	2	1	1	1	2	3	2	2	2	1	
N-6 (3)	0	2	1	0	2	0	3	1	1	1	0	0	1	3	1	0	1	1	1	0	3	2	1	2	0	
N.A.				2											1	1	1		1							

2 (1)	8	7	8	7	2	8	0	7	0	5	9	8	7	5	2	7	1	7	6	2	1	4	1	0	7
Group X (2)	1	2	1	1	6	0	4	2	6	2	0	1	1	2	5	0	6	1	1	6	6	2	6	6	1
N-9 (3)	0	0	0	1	1	1	5	0	3	2	0	0	1	2	2	2	2	1	2	1	2	3	2	3	1

1 (1)	9	9	9	8	0	8	1	8	0	8	9	7	7	8	2	7	2	7	5	2	3	6	1	0	6
Group Y (2)	0	0	0	0	9	1	7	0	8	0	0	2	1	0	7	1	4	1	2	6	6	2	7	7	3
N-9 (3)	0	0	0	1	0	0	1	1	1	1	0	0	1	1	0	1	3	1	2	1	0	1	1	2	0

TABLE VIII (Continued)  
SUMMARY OF ANALYSIS OF QUESTIONNAIRE RESPONSES (N-45)

ITEM NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2 (1)	7	8	8	5	5	6	2	8	6	3	8	7	5	5	5	9	3	6	6	2	3	3	5	2	5
Group Y (2)	2	1	1	4	3	2	3	0	3	3	0	2	1	2	2	0	4	2	1	4	0	4	2	4	2
N-9 (3)	0	0	0	0	1	1	4	1	0	3	1	0	3	2	1	0	2	1	1	3	6	2	2	3	2
N.A.															1				1						
1 (1)	8	8	6	7	0	7	0	7	1	6	8	7	7	8	3	8	2	8	4	2	2	4	0	3	7
Group Z (2)	0	0	2	0	7	1	5	0	7	1	0	1	1	0	5	0	6	0	4	6	5	4	8	5	1
N-8 (3)	0	0	0	1	1	0	3	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
2 (1)	4	4	4	4	0	3	0	4	0	2	4	4	3	3	2	4	0	2	2	0	1	2	1	1	4
Group Z (2)	0	0	0	0	3	0	3	0	3	1	0	0	0	1	1	0	2	0	0	4	2	2	2	3	0
N-4 (3)	0	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	2	1	2	0	0	0	1	0	0
N.A.						1											1				1				
(1)	41	40	38	32	10	35	4	39	8	28	44	39	34	29	17	38	11	34	27	11	10	21	12	8	34
Total (1)																									
Sample (2)	4	5	6	8	29	7	24	2	31	8	0	6	4	8	22	3	23	5	9	28	22	16	26	27	8
N-45 (3)	0	0	1	5	6	2	17	4	6	9	1	0	7	8	5	4	10	5	8	6	12	8	7	10	3
N.A.						1									1		1	1	1		1				

ASSESSMENT OF DEMOCRATIC GOALS AND TECHNIQUES  
RECOMMENDED FOR ELEMENTARY SOCIAL STUDIES  
AS PERCEIVED BY FIFTH GRADE PUPILS

by

BERTHA B. MAIFELD

B. S., Iowa State University, 1948

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1970

ASSESSMENT OF DEMOCRATIC GOALS AND TECHNIQUES  
RECOMMENDED FOR ELEMENTARY SOCIAL STUDIES  
AS PERCEIVED BY FIFTH GRADE PUPILS

The purpose of this study was to identify teaching goals for the elementary social studies program that authorities in the field recommended, and to study her effectiveness as a teacher in the realm of creating an atmosphere whereby the democratic way of life could be observed and experienced.

Literature in the elementary social studies field was surveyed. To evaluate teaching effectiveness, a questionnaire was developed whereby the teacher's students could evaluate her teaching practices in the cognitive and affective domains. During the school years 1968-69 and 1969-70, the building principal administered this questionnaire to each of the classes during the latter part of April. The classes were divided into low average, average, and above average groups based on their Primary Mental Ability scores and the responses analyzed for each group as well as for the total. The data were then studied to determine the teacher's strengths and weaknesses, and to see if her students felt she was creating an atmosphere where the democratic way of life could be observed and experienced.

Generally the responses from the questionnaire indicated the teacher to be a patient, understanding person who was thoughtful of students needs and feelings, and was attempting to teach critical thinking, concern for others, and the value of differing opinion in a democratic form of government.

Areas where the students indicated the teacher needed growth were:

- 1) Inspiring students with confidence in their abilities.
- 2) Challenging all students, slow and fast.
- 3) Guarding actions as well as words that could give a feeling of rejection or embarrassment to slow students.

The author felt this study gave valuable insight to the teacher in helping her to understand how she was perceived by her students. She felt she received evaluation more honest and forth right than could have been obtained in other ways.

The author felt the questionnaire should be reworded in some items because there were many instances where responses indicated a confused opinion. It is recognized however, this confusion of opinion could be due to an indecisive personality of the teacher.