AN INVESTIGATION OF PERSONALIZED INTERACTION

IN ELEMENTARY SCHOOL CLASSROOMS

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PREFACE

This study is concerned with the testing of six hypotheses as defined in The Complexities of an Urban Classroom. These hypotheses pertain to interactions between a classroom teacher and a single pupil. They are termed as "personalized interaction" and are postulated to have effect upon a number of other classroom behaviors such as: pupil satisfaction, pupil esteem for the teacher, clarification of barriers to learning, classroom control, teacher liking of pupils, and academic achievement. The testing of these interactions took place during the 1976-1977 school year.

I wish to express appreciation to my major adviser, Dr. Donald Myers, for his guidance throughout this study. Appreciation is also expressed to Dr. Russell Dobson, Dr. T. J. Mills, and Dr. Larry Perkins for their service and encouragement as committee members. A special thank you is due Dr. Vernon Troxel, a late addition to my committee, who replaces recently retired Dr. Idella Lohmann. Furthermore, this study could not have been conducted without the theoretical base for the study provided primarily by the insightful research of Dr. Louis Smith, Professor of Education and Psychology, Washington University, St. Louis, Missouri.

Further appreciation is expressed to those 36 elementary teachers who volunteered for participation in this study. Also a "thank you" is extended to the staff of Charles E. Teach Elementary School who willingly assisted my research efforts in conducting the pilot study

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

The early years of schooling are of critical importance to the creation of a successful total school experience. Teachers and publishers of educational materials have become proficient in providing programs and developing teaching techniques designed to enhance learning. In spite of well designed curricula and sophisticated instructional materials some children show a surprising lack of evidence that they are learning the skills taught in schools.

Much research has been done, many studies have been written, and numerous programs have been developed for the purpose of improving instructional skills and methods. Learning difficulties have been diagnosed and prescriptions written. Successes have been measured and failures have led to renewed efforts to identify techniques which will enhance learning, thus decreasing the numbers of learning deficiencies. The search has been long and arduous, centering predominantly around curriculum design, materials, and methods. A gap continues to exist, however, between teaching and learning.

One aspect of schooling at the elementary school level has been much neglected. That neglect has centered around certain relationships which exist within a classroom between the learner and teacher, and the

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effect these relationships have on the learning process. For the purpose of this study these relationships are termed "personalized interaction" as described by Smith and Geoffrey in The Complexities of an Urban Classroom.

Smith and Geoffrey (1968) conducted what they describe as a "micro-ethnographic" study of life in an elementary school classroom. These teacher/author/researchers combined efforts to make an intensive analysis of a single, inner city, "slum" classroom. Smith was a professor of educational psychology at the Graduate Institute of Education, Washington, University, St. Louis, Missouri. Geoffrey was an elementary teacher in whose classroom this study took place.

Smith and Geoffrey's work is probably the most intensive cooperative effort ever made between an educational psychologist and a classroom teacher. Smith was able to spend, for a period of one semester, approximately 80 per cent of the school day in Geoffrey's classroom. Smith kept a detailed record, as did Geoffrey, of the day-to-day events and issues of classroom teaching.

As procedures became established the authors attempted to abstract from their observations some operational definitions. They described, named, and defined the phenomena observed. The procedure they followed began to render the information collected down to more specific terms; e.g.,

(1) By personalized interaction we mean the interaction between the teacher and a single pupil.

(2) Interaction--a minimum sequence in which the behavior of one or more persons follows another.

(3) Behavior--a primitive term, the things people do.

(4)   Person--a primitive term, an individual.

(5)   Teacher--an incumbent in a role in the school in
      which an individual attempts to change the learning
      of another, the pupil.

(6)   Pupil--a role in which one is expected to learn.

(7)   Role--a pattern of activities, interactions, and
      sentiments bound together by a group belief.

(8)   And so forth (p. 17).

By using these reduction procedures the list of concepts grew for

Smith and Geoffrey, eventually resulting in their conceptualizing the

following 10 hypotheses:

(1)   As organizational structure shifts from a single class
       to a split-level class the amount of personalized
       interaction decreases.

*(2)   As teacher-liking of pupils increases, then the
       amount of personalized interaction increases.

(3)   As staff norms increase in intensity and crystal-
       lization and decrease in range of tolerable behavior
       regarding personal interaction, then the amount of
       personalized interaction increases.

*(4)   As amount of personalized interaction increases, then
       pupil satisfaction increases.

*(5)   As amount of personalized interaction increases, then
       pupil esteem for the teacher increases.

(6)   As amount of personalized interaction increases,
       differentiation in classroom role-structure increases.

*(7)   As amount of personalized interaction increases,
       clarification of specific barriers to learning
       increases.

*(8)   As pupil satisfaction and esteem for teacher increase,
       then classroom control increases.

(9)   As differentiation in classroom role-structure increases,
       individuality in self-conceptions increases.

*(10) As clarification of specific barriers to learning
       increases, then academic achievement increases (pp. 18,
       19).

Hypotheses 2, 4, 5, 7, 8, and 10, whose numbers are marked with an asterisk, are those selected to constitute the basis of this study. The purpose in selecting only six of the ten hypotheses is one of interpretation and ability to apply quantitative measures to the testing of these hypotheses. To measure hypothesis 1 a number of single-level classes changing to split-level classes would need to be found for study. This would present a significant methodological problem. Hypotheses 3, 6, and 9 are vague and would need further clarification than that provided by Smith and Geoffrey. To test these would require a contrived situation, possibly using experimental research methodology.

The hypotheses selected for study are straightforward and can be measured quantitatively. They are diverse enough in themselves to present the researcher with a challenging yet manageable problem.

Rationale for the Study

Much commentary has been made in recent years concerning teacher effectiveness. Much has been written about qualities of "good" and "poor" teachers and the fact that one cannot be distinguished from the other. Biddle and Ellena (1964) in their book, Contemporary Research on Teacher Effectiveness, state: ". . . the problem of teacher effectiveness is so complex that no one today knows what the competent teacher is" (p. 2).

Most educators would probably agree that it is possible to have two teachers of equal intelligence, training, and grasp of subject matter who would differ greatly in results they achieve with students. What the difference is that distinguishes the successful teacher from the not-so-successful teacher seems to remain almost a mystery. That

intangible, undefined quality may well be the purpose of this study.

Smith and Geoffrey (1968) from whose text the hypotheses to be tested are taken say this:

> We feel that such concepts as personalized interaction, pupil esteem, and clarification of learning barriers are important and largely unanalyzed concepts in the field, and that effort would well be spent in their clarification and extension (p. 20).

Major authors, such as Combs, Kelley, Maslow, Rogers and Longstreet, have for a number of years in their writings and research alluded to a quality of child-teacher interaction as an important variable influencing student learning.

It seems clear from experience and literature that educators must take steps to identify precisely those qualities possessed in "good" teachers that make them successful, be it one of artistry, one of scientific prowess, or some intangible, inherent quality known to exist in the "good" teacher but difficult to isolate and equally difficult to assess. Therefore, in this study an effort is made to extend the knowledge of what takes place between the classroom teacher and the learner, and what effect it may eventually have on the school achievement of the learner.

Purpose of the Study

The purpose of this study is to investigate quantitatively seven variables of personalized interaction in elementary school classrooms as qualitatively defined by Smith and Geoffrey in The Complexities of an Urban Classroom. They are as follows:

a.   personalized interaction (H_2, H_4, H_5, H_7)

b.   teacher liking of pupils (H_2)

c.   pupil satisfaction (H_4)

d.   pupil esteem for the teacher (H_5)

e.   clarification of specific barriers to learning (H_7)

f.   classroom control (H_8)

g.   academic achievement (H_{10})

Statement of the Problem

The basic theme of this study is to investigate if a significant relationship exists in the above seven variables. In this study, a relationship is significant if it exists at a .01 level of probability.

Answers to the following questions are sought:

(1) Does teacher liking of pupils relate to the degree to which a teacher participates in personalized interaction?

(2) Does a teacher's "personalized interaction" relate to the degree of pupil satisfaction, pupil esteem for the teacher, and clarification of specific barriers to learning?

(3) Does pupil satisfaction relate to classroom control?

(4) Does pupil esteem for the teacher relate to classroom control?

(5) Does a teacher's clarification of specific barriers to learning relate to student achievement?

Basic Hypotheses

This study is proposed to examine the following hypotheses as defined by Smith and Geoffrey (1968).

(2) As teacher-liking of pupils increases, then the
amount of personalized interaction increases.

(4) As amount of personalized interaction increases,
then pupil satisfaction increases.

(5) As amount of personalized interaction increases,
then pupil esteem for the teacher increases.

(7) As amount of personalized interaction increases,
clarification of specific barriers to learning
increases.

(8) As pupil satisfaction and esteem for the teacher
increases, then classroom control increases.

(10) As clarification of specific barriers to learning
increases, then academic achievement increases
(pp. 18-19).

Definition of Terms

For the purpose of this study the following definition of terms

as proposed by Smith and Geoffrey (1968) will be used.

Academic achievement: (1) pupil learning; (2) degree to which classroom

goals have been reached.

Barrier (specific to learning): An unknown activity lying between

the individual and his goal which prevents attainment of the goal.

Clarity: degree to which an element of individual personality or

group is perceived correctly.

Control: a type of interaction in which teacher directives elicit

pupil compliance.

Dyad: a two-person subgroup.

Esteem: a sentiment of positive regard for another person.

Goal: (1) group variable; (2) comparable to norm; (3) sentiment

regarding desirable ends of activity.

<u>Hypothesis</u>: (1) an untested proposition; (2) conjecture.

<u>Learning</u>: (1) the change in the probability of occurrence of a response in a particular situation; (2) pupil change.

<u>Liking children</u>: (1) a dimension of teacher personality; (2) attitude.

<u>Personalized interaction</u>: (1) a dyadic interaction between the teacher and one pupil; (2) operationally a teacher or pupil comment and a reaction of awareness on the part of the other.

<u>Satisfaction</u>: (1) a kind of sentiment; (2) an emotional reaction indicating pleasure.

<u>Teacher</u>: a role in the school in which an individual tries to change the learning of another, the pupil.

<u>Teacher understanding</u>: (1) intimate, specific, and organized knowledge about pupils; (2) the translation of this knowledge into teaching problems (pp. 263-268).

<div align="center">Limitations of the Study</div>

The following limitations apply to this study:

(1) The sample was taken from three school districts located in a relatively small geographical area on the central coast of California; thus generalizations to other areas and populations cannot be made.

(2) The Teacher Interview Scale, the Principal's Response Scale, the Pupil Survey Form, and the Classroom Control Analysis were not validated for the purposes of this study.

Major Assumptions

For the purposes of the research study, the following assumptions have been applied:

(1) Verbal behavior is an integral part of personalized interaction.

(2) Nonverbal behavior is an integral part of personalized interaction.

(3) School principals are able to assess the degree to which a teacher uses personalized interaction.

(4) On a scale of personalized interaction, a group of teachers will maintain the same position relative to each other.

(5) Measurements obtained indicate differences between individuals rather than differences within individuals.

(6) Teachers who are more indirect in their verbal classroom activities are more highly "personalized."

(7) The investigator is competent in selecting a panel of experts to value "specific barriers to learning" responses made by the subjects.

(8) A standardized vocabulary test gave an acceptable indication of pupil's "academic achievement."

Methodology and Design

The data for this study were obtained from the classrooms of teachers in grades 1, 2, 3, 4, 5, and 6. These 36 teachers represent three school districts and 11 elementary schools on the central coast of California.

A pilot study was conducted at a school independent of those

included in the final study. It was used to train the research team and to test and polish the instrumentation involved in the study. Seven teachers were used in the pilot study. Reliability checks were made on the pupil survey form and the classroom control analysis. Interobserver reliability checks were made and correlations were run on the data collected. Pearson Product-Moment Correlation, Assumed Mean Zero, Machine Calculations were used to determine correlation coefficients. Significance of correlations were computed using t values.

Three graduate students in education from California State Polytechnic University were selected and trained as observers, interviewers, and recorders. Interobserver reliability was checked several times by use of Scott's Coefficient.

Flanders' Interactional Analysis techniques were employed to gather verbal information. A principal's Response Scale was devised to gather information concerning each subjects personalized interaction, pupil esteem for the teacher, classroom control, and pupil satisfaction. Scales were prepared for measuring classroom control, pupil esteem for the teacher, pupil satisfaction, barriers to learning, and teacher liking of pupils.

Three observations per subject were conducted which amounted to one-and one-half hours of observation time per teacher. Eight hundred sixty-four students in the subjects classes responded to pupil surveys, while 360 pupils were randomly selected for the teacher interview scales.

All data collected were made ready for the computer and the postulated relationships analyzed by Pearson Product-Moment Correlation.

Format for Succeeding Chapters

The report of this study consists of five chapters. The chapter just being completed serves as an introductory chapter describing the purposes of the study, the hypotheses to be tested and the theoretical foundations on which the study is based. Chapter II presents a review of related research and literature, while Chapter III presents the research metholdology used and instrumentation of the study. Chapter IV is a presentation of the statistical treatment and the analysis of data. Chapter V is a summary of the study, including conclusions drawn from the findings, suggestions for further research, and theoretical considerations.

CHAPTER II

REVIEW OF SELECTED RESEARCH AND LITERATURE

The Early Years

Interactions between teachers and learners have been described under a variety of labels since the 1920's. E. K. Wickman (1928) published findings described in Children's Behaviors and Teachers' Attitudes. He reported extensive research that had taken place between 1924 and 1928 in an attempt to analyze prevailing attitudes of teachers toward behavior problems of children. Wickman stressed that

> The importance of the social and emotional develop-
> ment of children is becoming recognized along with
> the need for their intellectual and physical train-
> ing . . . . Education is turning serious attention
> to preparing the child for life (p. 1).

Wickman later concludes

> . . . that teachers reactions to the behavior problems
> of children are largely determined by the direct effect
> which the behavior produces on the teachers themselves.
> Insofar as the behavior attacks the teacher's moral
> sensitivities, personal integrity, authority, and
> immediate teaching purposes, it becomes recognized as
> a problem in behavior; insofar as behavior is agreeable
> to teachers, respects their authority, fits in with
> their teaching purposes as well as their ethical beliefs,
> it is considered desirable behavior (p. 181).

Wickman hints at a concept of personalized interaction in relating behavior problems of children to teacher attitudes and provides a final chapter in which he proposes methods for re-education of teachers for the purpose of altering attitudes.

Hart (1934) sought the opinions of 3,725 secondary school students. He reported that students seem to accept without much question a teacher's mastery of subject matter and that students indicated the difference between "liked" and "disliked" teachers was more a matter of personal style in communicating what they do know.

Teacher-Pupil Interaction

One of the earlier attempts to observe and make some identification of classroom behaviors which could be more accurately termed personalized came from John Withall (1949). Withall categorized seven behaviors which he then divided into three general classifications called "learner centered, teacher centered, and neutral." The teacher, when measured on Withall's scale became either learner-centered or teacher-centered. Withall's seven categories are:

(1) Learner supportive statements
(2) Acceptance and clarifying statements
(3) Problem structuring statements
(4) Neutral statements
(5) Directive or hortative statements
(6) Reproving or deprecating remarks
(7) Teacher self-supporting remarks (pp. 347-361).

Withall's categorizations would appear to be the foundation for later interactional work by Amidon and Flanders. Flanders (1960) began to develop the forerunner of his now familiar 10 interaction categories, i.e.:

(1) talk by students in response to talk initiated

   by the teacher.

(2) talk by students initiated by the students themselves, etc.

Amidon and Hunter (1966) in their Verbal Interaction Category System (VICS) distinguished between the sorts of questions teachers

may ask their pupils. Some questions were "narrow" in the sense the

pupil response would be quite predictable while other questions were

"broad" and described as more "thought-provoking or open-ended." This

provided a system for categorizing teacher interaction.

Cogan (1963), an interactional analyst of some stature, states:

> If one reads carefully the work that has been done
> by the men and women who are attempting to make sense
> of what teachers do in classrooms, one must ultimately
> conclude that the underlying weakness that permeates
> the whole endeavor is a weakness of the primary data
> the researchers are dealing with. Most of the data
> amounts are superficial, rootless verbalisms about the
> events of classrooms. The truth is that these data
> are so attenuated, they are so remote from sights,
> sounds, the smell, the feel, and the sense of the class-
> room that the reality escapes us. Whatever order we do
> find is thereby transmuted to something pallid, alien
> to the real events of the schoolroom. With all our
> questionnaires and our interviews and schemes for
> scoring classroom interaction, we are like mineralo-
> gists without specimens--our data have escaped us.
> Our slices and sections of reality are so thin and
> fragmentary that even when we first examine our specimens
> and our samples we are already miles removed from the
> phenomena we are dealing with--as though we had elected
> to study the moon by way of its reflection in a puddle
> of water (pp. 138-143).

Although Cogan seems intent upon an indictment of interactional

analysis data gathering techniques, there have been great strides made

in understanding classroom life in recent years, and interaction analysts

according to Hargreaves (1972) have contributed greatly to this under-

standing. Hargreaves points out that

> . . . where teachers and pupils are treated essentially
> as 'objects' observed from without, no account is taken
> of the meanings which participants give to their inter-
> actions. The assumptions and perspectives of the teachers
> and pupils, which are often covert and implicit, are not
> explored (p. 62).

Hargreaves' observations seem to point to the need for exploration

of the more subtle over-all teacher-pupil relationship as it is

experienced by the teacher and by the individual pupil.

While Hargreaves was compiling material for his text on Inter-
personal Relations and Education, two major authors were publishing

books about classroom life, utilizing like qualitative research tech-

niques but differing tonal qualities.

Jackson's (1968) Life in Classrooms is, by his own interpretation

"a melange." Jackson's descriptions of empirical studies are inter-

estingly written with some author's perogative taken in mixing observed

fact with "educated" speculation. Jackson notes that

> Anyone who has ever taught knows the classroom is a
> busy place, even though it may not always appear so to
> the casual visitor. Indeed, recent data have proved
> surprising even to experienced teachers. For example,
> we have found in one study of elementary classrooms
> that the teacher engages in as many as 1000 inter-
> personal interchanges each day (p. 3).

Also in 1968, Smith and Geoffrey co-authored The Complexities of

an Urban Classroom and published their study of the previous years.

Smith and Geoffrey combined efforts to make an intensive analysis of a

single elementary classroom. During this study the authors kept detailed

records of the "happenings" in this classroom. From this qualitative

study, Smith and Geoffrey drew 10 hypotheses of "personalized inter-

action". The testing of six of these hypotheseswere the topic of this

study.

Conclusion

Qualitative and quantitative research findings have led to much

being written about the relationship that exists between teacher and

learner and the effect that relationship has on learning. Styles of

interaction have been referred to as "learner-centered" and "teacher-

centered", "directive" and "nondirective", "autocratic" and "democratic",

yet it is still unverified or unverifiable that one teaching style will

result in greater cognitive gain for the learner who is exposed to that

style. However, when affective gains are considered, the results may

be somewhat different.

When, for instance, classroom behavior, or pupil satisfaction with

the learning process is considered, a search of the literature indicates

that the more effective teachers reflect teaching patterns or styles

which are flexible, use multiple approaches, are empathetic, are

personalized, are willing to try new things, have appreciative attitudes,

have a willingness to help, and possess an informal style of teaching.

It still remains, much of what is considered as "good" teaching

is speculative. Many diverse opinions exist as to what qualities

teachers may possess that are unique to the more effective teacher.

Thus, the thrust of this study is to isolate as nearly as possible a

teaching style and to measure its effect on the learner.

CHAPTER III

RESEARCH DESIGN AND INSTRUMENTATION OF THE STUDY

Introduction

This chapter is an explanation of the overall plan for management

of the research, selection of subjects, instrumentation, and analysis

of the data collected.

The Pilot Study

Due to the complex nature of this study, the need to train ob-

servers, and the necessity to refine the instruments devised for data

collection, it was desirable to conduct a pilot study. The pilot study

was conducted in an elementary school independent of those in the

final sample. Those subjects studied were seven elementary teachers

and 175 children. All phases described in the completed study were

conducted in the pilot study with the exception of Hypothesis 10.

Description of the Subjects

For the final study 36 elementary teachers from 11 schools, repre-

senting three school districts volunteered as subjects. The 36 subjects

were teachers of grades 1, 2, 3, 4, 5, and 6. The three school districts

involved are located on the central coast area of California, in and

around the city of San Luis Obispo. Ten elementary school principals

participated in the study. Responding to surveys were the 864 children

of the volunteer subjects classrooms. The subjects were informed only that a study of classroom interaction was being conducted. The subjects were privy to no other information concerning the study.

The population of the schools studied ranged from lower middle class to upper-middle class. The total population involved in the study was predominantly Caucasian.

Instrumentation

To understand the instrumentation of the study, those variables being studied and their line of relationship should be clear.

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              ┌─────────────────────────────┐
              │  Teachers Liking of Pupils  │
              └─────────────────────────────┘
                           │
                       increases
                           │
              ┌─────────────────────────────┐
          ┌───│   Personalized Interaction  │───┐
          │   └─────────────────────────────┘   │
      increases              │              increases
          │                  │                  │
┌──────────────────┐         │         ┌──────────────────────┐
│ Pupil Satisfaction│        │         │ Clarification of     │
└──────────────────┘    increases      │ Specific Barriers    │
          │                  │         │ to Learning          │
          │         ┌──────────────────┴───┐ └──────────────────────┘
          │         │ Pupil Esteem for the │
          │         │       Teacher        │         increases
          │         └──────────────────────┘             │
      increases          increases          ┌──────────────────────┐
          │                  │               │ Academic Achievement │
          │                  │               └──────────────────────┘
   ┌──────────────────┐
   │ Classroom Control │
   └──────────────────┘
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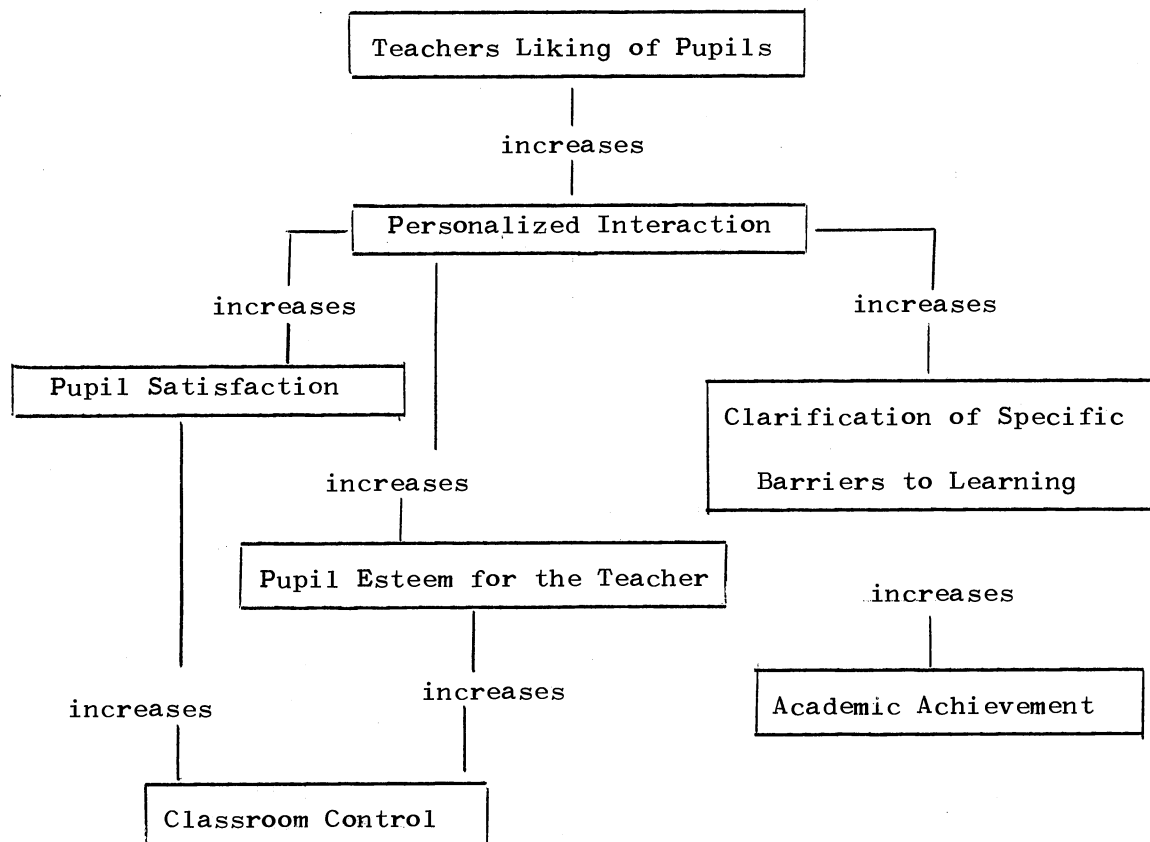
The variables of "teacher liking of pupils" and clarification of "specific barriers to learning" were measured by conducting an interview with each subject. Ten students from each subject's class were selected randomly as topics for the two variables to be studied. The trained interviewers used an interview scale constructed by the investigator. The interview scale is listed as Teacher Interview Scale in Appendix A.

For the purpose of "masking" the study four questions were included on the interview scale not intended for statistical use.

Teacher Liking of Pupils

The variable of "teacher liking of pupils" was measured by the values given items 1, 3, and 5, of the Teacher Interview Scale. Each scale is a 7-point scale with 7 indicating greatest liking for a pupil. Items were summed across to create a sub-total for each individual pupil. A grand total was compiled by summing the scores of the 10 randomized students and then drawing an arithmetic mean, thus creating a score for "teacher liking of pupils."

Clarification of Specific Barriers to Learning

The variable of "clarification of specific barriers to learning" was also measured by the data collected using the Teacher Interview Scale as depicted in Appendix A. Item 8 was the vehicle used to collect this data.

From the 36 subjects 521 responses were received. Although many of these responses were similar in nature, many were "qualified" just enough to present the researcher with a significant problem. For

example: Is a response of "family situation" the same as a response of

"broken home", "family concept", or "natural parents divorced?" Con-

sidering the wide variety of responses the investigator eliminated

only those actually duplicated responses. The final response list

contained 490 items.

A panel of experts was acquired to value the "barriers to learning"

responses. Included in this panel were a first grade teacher, a fourth

grade teacher, a sixth grade teacher, a junior high teacher, an ele-

mentary school reading specialist, an elementary school language skills

specialist, a school psychologist, and an associate superintendent of

curriculum and instruction, and a college supervisor of student teachers.

This panel was asked to place a value on each response, using a

7-point scale, with 7 identifying responses of the greatest value and

1 identifying responses of the least value. The values assigned by

the panel for each response were then summed and a mean drawn to place

a value on each teacher response. The values of each teacher's re-

sponses were then summed and an arithmetic mean drawn. This mean score

created a value for each subject's "specific barriers to learning."

Personalized Interaction

Taking into consideration the definition given "personalized inter-

action" by the authors whose hypotheses are being tested, the investi-

gator deemed it necessary to investigate not only verbal interaction,

but nonverbal interaction of elementary classroom teachers.

Chosen for the investigation of verbal interaction was the Flanders

(1970) Verbal Interaction Analysis Scale which is shown in Appendix

B.

Chosen for the investigation of nonverbal characteristics of the subjects was Galloway's Analysis of Nonverbal Communication. Galloway (1968) developed two categories for nonverbal communication to further describe each of Flanders categories. The Galloway system is shown in Appendix C.

The investigator, in determining there was more to a teacher's "personalized interaction" than could be observed by the verbal and nonverbal means at hand, developed a Principal's Response Scale. The principals of schools where the subjects taught were given the operational definition of "personalized interaction" and asked to reply to a scale for each subject in their school. The Principal's Response Scale is shown in Appendix D. Items 1 through 6 were included in this portion of the investigation.

To determine the verbal and nonverbal characteristics of the subjects the previously mentioned three observers were trained in the use of the two interaction scales. The training took place during the pilot study. Each of the observers memorized the categories on the Flanders Interaction Scale and on the Galloway Scale. The likeness of the scales made this a relatively simple task.

Within the Flanders system every three seconds the observer indicates the category number of the interaction he has just observed. The companion Galloway method uses a similar recording system except the interaction recorded relates to nonverbal interactions. For the purpose of this study the observers were directed to write down the verbal designation and beside this recording indicate by either a minus (-) or no recording, the resultant nonverbal interaction taking place each three seconds. Using this recording procedure it was possible to

determine if for each verbal action that took place there was an "en-
couraging" (no marked response) or a "restricting" (-) nonverbal

behavior accompanying the verbal interaction.

The three observers trained to observe and collect data for this

study were credentialed teachers completing graduate work at California

State Polytechnic University. Before completion of the pilot study,

Scott's Coefficient for observer reliability was used to determine the

degree of observer reliability in recording verbal and nonverbal infor-

mation.

Scott's Coefficient is designated by "pi" and is determined by the

use of Formula 1.

$$\pi = \frac{P_o - P_e}{1 - P_e}$$

P_o is the proportion of agreement between the observations made of

the same teacher by different observers, and P_e is the proportion of

agreement expected by chance and is found by squaring the proportion of

tallies in each category and summing the scores. This formula indicates

the amount that the observers exceed chance agreement divided by the

amount that perfect agreement exceeds chance (Flanders, 1966).

The three observers in this study spent between 20 and 30 minutes

in the classroom recording verbal and nonverbal information, three

separate times, for each subject in the pilot and the final study. At

the end of the pilot study the observer reliability coefficient for these

interactions were:

1. π = .8787

2. π = .8701

To arrive at a personalized interaction score for each subject, three scores were used. The Flanders Interaction Scale produces an I.D. Ratio between those verbal items labeled as "indirect influence" and those items labeled as "direct influence". The formula is

$$\text{Indirect } (1\text{-}4) \div \text{Indirect } (1\text{-}4) + \text{Direct } (5\text{-}7)$$

Each observation per subject produced a yield of 3 matrices (one per observer). Each subject was observed 3 times with a total yield of 9 matrices per subject. The 9 matrices were combined creating a verbal ratio score for personalized interaction.

The Galloway nonverbal interaction system was computed on the matrix with the verbal scores. A ratio score for nonverbal interaction was drawn by computing the number of "restricting" behaviors noted as compared to the number of "encouraging" behaviors noted. The nonverbal ratio was computed in much the same way as the verbal ratio. The formula used is

$$\frac{\underline{\text{encouraging nonverbal interaction}}}{\text{total nonverbal interaction}}$$

The Principal's Response Scale, Appendix D was the third score calculated to identify personalized interaction. Each principal of a subject was asked to respond to the scale. The first six items on the scale related to personalized interaction. These scores were summed across the seven-point scale and a total score was acquired. Here too, a ratio score was drawn by using the following formula

$$\frac{\underline{\text{Sum of scores received}}}{\text{Total score possible}}$$

A total personalized interaction score was achieved by summing the three ratio scores per teacher and drawing an arithmetic mean. This method gave equal weight to the verbal scale, the nonverbal scale, and the Principal's scale in determining degree of personalized interaction per subject.

Pupil Survey

The variables of pupil satisfaction and pupil esteem for the teacher were measured by a pupil survey instrument constructed by the investigator. A seven-point scale was used for this purpose. Devising a common scale for children in grades one through six took special care. Children were asked to put an X in a square somewhere between "good" and "bad" depending on how they felt about the object named above that row of squares. Items 1, 2, and 3 were included on the survey to provide practice items on the scale. Items 5, 8, 12, and 14 were not used in the study.

Test-retest reliability for items 4, 6, 7, 9, 10, 11, 13, and 15 of the pupil survey instrument was checked by retesting three grade levels during the pilot study. With a four-week interval between testings, the pupil survey was re-administered to a 1st, 4th, and 6th grade class. The statistical method used was the Pearson Product-Moment Correlation. Assumed Mean Zero, Machine Calculation formula (Koenker, 1974).

The test-retest coefficients were:

1. First Grade, $r = .84$

2. Fourth Grade, $r = .75$

3. Sixth Grade, $r = .86$

Pupil Satisfaction

Items 4, 6, 7, 9, 10, 13, and 15 were summed across and added for each child. The total class responses were then added and a mean computed. Assuming the principal has an overall insight into the general satisfaction of pupils assigned to a specific teacher, Item 9 of the Principal's Response Scale was given equal weight and an average score for pupil satisfaction achieved.

Pupil Esteem for the Teacher

Scores of items 11 of the Pupil Survey and 8 of the Principal's Response Scale were summed and averaged to establish a pupil esteem score for each subject.

Classroom Control

To determine the classroom control of the various subjects the investigator devised a "Classroom Control Analysis" scale to be used by the observers. During the pilot study the observers were trained in the use of this instrument and several inter-observer reliability checks were made using Scott's Coefficient. The resultant reliability co-efficients achieved were:

1. π = .8283

2. π = .8888

3. π = .9428

To determine a classroom control score, each observer completed an analysis after each observation of a subject. A total of nine classroom control analyses were obtained. The scores were summed and an arithmetic mean was drawn. Assuming the principal would have a more

complete overview of a teacher's total classroom control, item 12 of the Principal's Response Scale was given equal weight and an average obtained between the scales. This average became the score for each subject's classroom control.

Academic Achievement

In the interest of time and demands on the subjects, the vocabulary portion of the Gates-MacGinitie Reading Test (Gates, 1965) was selected for the purpose of assessing academic achievement of the subject's classes. The Gates-MacGinitie Reading Tests were normed nationwide on more than 25,000 pupils. The test yields a grade equivalent score, a standard score, and a percentile score. For the purpose of this study the percentile score was used so that achievement might be equated between grade levels. The test was simple to administer and took between 15 and 20 minutes per class. The subjects themselves administered these tests.

The investigator scored the 838 tests. An average percentile vocabulary score was computed for each subject. This score represented the academic achievement score for each subject. One subject chose not to participate in this portion of the study.

Statistical Treatment

The variables of this study were analyzed by use of Pearson Product Moment Correlation. This method of correlation is to be used when the two variables are continuous and the relationship is assumed to be rectilinear. In general practice it is not advisable to calculate a correlation with less than 30 cases (Koenker, 1974).

All data were collected, made computer-ready and correlations were
run using the Pearson Product Moment Correlation, Assumed Mean Zero,
Machine Calculation formula.

CHAPTER IV

ANALYSIS AND TREATMENT OF DATA

This chapter will present the results of the data obtained for this study as described in Chapter III. For clarity, each hypothesis tested will be restated prior to the presentations of resultant correlations.

Data Analysis

For a correlation to be considered as showing a real or significant relationship the .01 level of probability should be satisfied. According to Koenker (1974) if the t-value lies between the .01 level of probability and the .05 level of probability it remains in doubt as to whether or not the relationship is significant. The .01 level of confidence is that which will be considered acceptable for the testing of the hypotheses in this study; however, each t-value will be reported so the reader may compare the relative values of the correlations reported.

Hypotheses Testing

The hypotheses reported here are numbered as reported in Chapter III and in The Complexities of an Urban Classroom. The variables in each hypothesis have been underlined.

Hypothesis 2

As teacher liking of pupils increases, then the amount of

personalized interaction increases

      correlation coefficient   0.27

      computed t-value   1.67

        level of significance   .2

The variables of "teacher liking of pupils" and "personalized

interaction" as stated in H_2, and as tested in this study cannot be

considered as having a significant relationship.

Hypothesis 4

As amount of personalized interaction increases, then pupil

satisfaction increases

      correlation coefficient   0.56

      computed t-value   3.95

        level of significance   .001

The variables of "personalized interaction" and "pupil satisfaction"

as stated in H_4, and as tested in this study can be considered as having

a significant relationship.

Hypothesis 5

As amount of personalized interaction increases, then pupil

esteem for the teacher increases.

      correlation coefficient   0.65

      computed t-value   4.93

        level of significance   .001

The variables of "personalized interaction" and "pupil esteem" as stated in H_5, and as tested in this study can be considered as having a significant relationship.

Hypothesis 7

As the amount of personalized interaction increases, clarification of specific barriers to learning increases.

    correlation coefficient   0.11

    computed t-value   0.62

        level of significance   .6

The variables of "personalized interaction" and "clarification of specific barriers to learning" as stated in H_7, and as tested in this study cannot be considered as having a significant relationship.

Hypothesis 8

As pupil satisfaction and esteem for the teacher increase,

then classroom control increases.

The above hypothesis is unique in that it has three variables to be tested, therefore, they will be reported separately.

    pupil satisfaction--classroom control

        correlation coefficient   0.63

        computed t-value   4.71

           level of significance   .001

The variables of "pupil satisfaction" and "classroom control" as stated in H_8, and as tested in this study can be considered as having a significant relationship.

pupil esteem--classroom control

    correlation coefficient   0.51

    computed t-value   3.50

       level of significance   .01

The variables of "pupil esteem" and "classroom control" as stated in H_8, and as tested in this study can be considered as having a significant relationship.

pupil satisfaction and esteem--classroom control

Since the variables of pupil satisfaction and classroom control and the variables of pupil esteem and classroom control show a significant relationship it could be assumed a combined satisfaction and esteem variable would produce a significant relationship also. To verify this, the variables of esteem and satisfaction were combined and cor-related.

    correlation coefficient   0.64

    computed t-value   4.92

       level of significance   .001

The combined variables of "esteem" and "satisfaction" as related to the variable of "classroom control" as stated in H_8, and as tested for this study can be considered as having a significant relationship.

Hypothesis 10

As clarification of _specific barriers to learning_ increases, then _academic achievement_ increases.

    correlation coefficient   -0.40

    computed t-value   -2.53

       level of significance   .02

The variables of "specific barriers to learning" and "academic achievement" as stated in H_{10}, and as tested in this study cannot be considered to have a significant relationship.

Summary

The data in Table I reflect more graphically the relationships between the variables and their significance. Table II is a display of the scores achieved by the subjects on the variables tested.

In Chapter V the investigator will explore the research and results of this study in greater depth.

TABLE I

CORRELATION COEFFICIENTS AND LEVELS OF SIGNIFICANCE
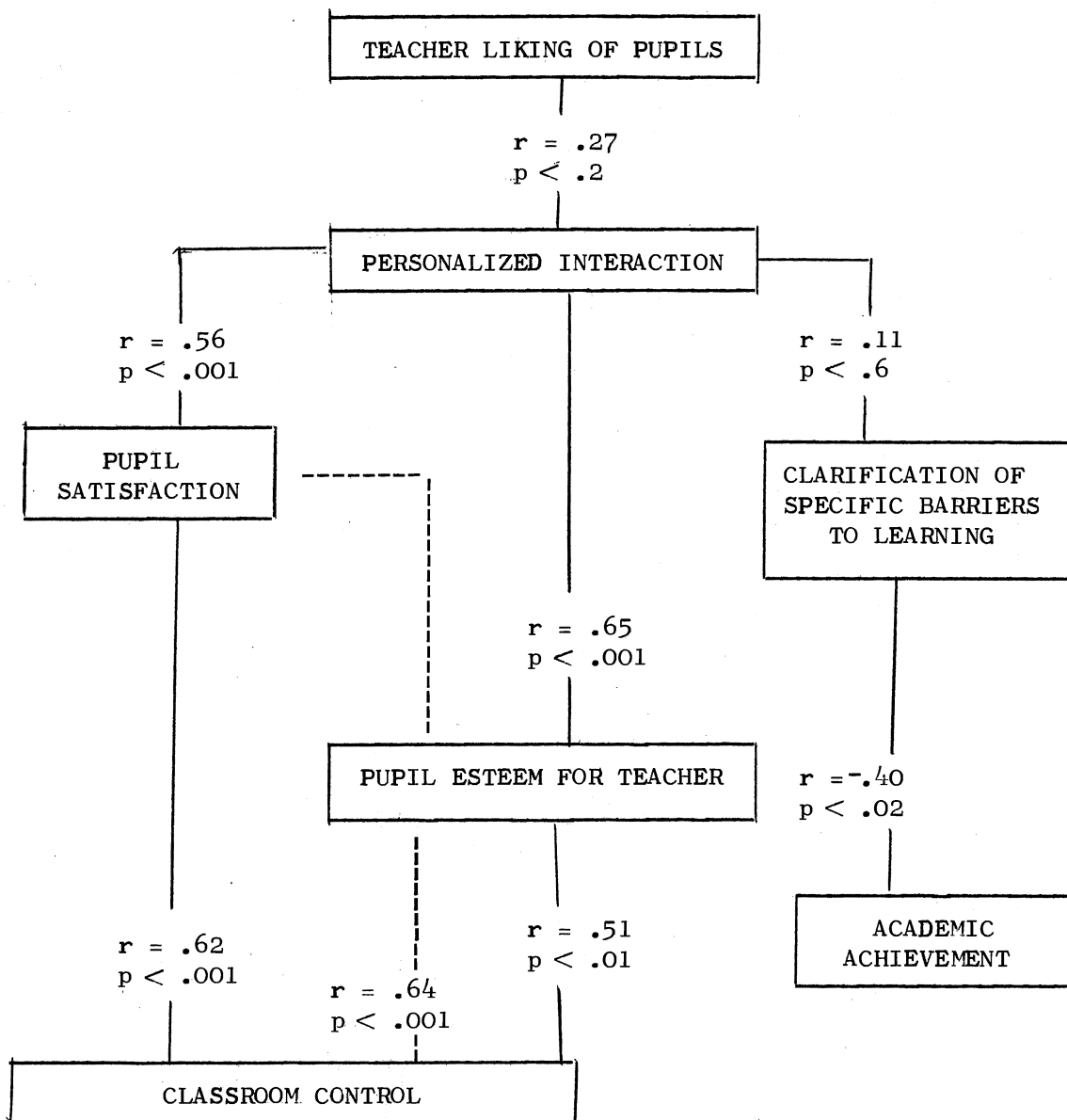FOR VARIABLES OF PERSONALIZED INTERACTION

TABLE II

NUMERICAL VALUES OF TEACHER LIKING OF PUPILS, PERSONALIZED
INTERACTION, PUPIL SATISFACTION, PUPIL ESTEEM, PUPIL
SATISFACTION AND ESTEEM, CLARIFICATION OF SPECIFIC
BARRIERS TO LEARNING, CLASSROOM CONTROL AND
ACADEMIC ACHIEVEMENT

Subject	TLP	PI	PS	PE	PSE	CSBL	CC	AA
01	5.70	.74	5.70	6.50	6.10	3.92	5.43	.61
02	5.70	.68	5.24	5.36	5.30	4.77	4.72	.50
03	5.97	.62	4.07	4.87	4.47	4.17	4.12	.62
04	6.17	.78	5.17	5.50	5.34	3.61	5.97	.59
05	5.27	.71	5.35	5.35	5.35	3.56	5.37	.75
06	5.40	.64	4.15	4.54	4.35	3.92	3.94	.53
07	5.37	.63	4.48	4.59	4.54	3.82	4.33	.63
08	5.87	.78	4.92	5.42	5.17	3.70	6.01	.63
09	6.23	.67	5.24	5.93	5.59	3.60	5.39	.76
10	5.97	.65	5.87	5.95	5.91	3.55	5.35	.56
11	6.30	.76	5.90	6.86	6.38	4.37	5.60	.72
12	6.33	.80	5.83	6.36	6.01	3.63	6.52	.75
13	5.03	.57	4.48	3.96	4.22	3.51	2.34	.74
14	5.40	.72	5.49	6.04	5.77	3.57	4.40	.73
15	5.53	.67	5.27	5.53	5.40	3.92	4.67	.45
16	5.56	.70	5.75	6.09	5.92	3.59	5.27	.55
17	5.33	.75	3.82	4.60	4.21	2.87	3.52	.73
18	5.93	.84	5.57	6.91	6.24	3.67	7.00	.86
19	6.13	.72	5.59	6.66	6.13	3.67	6.20	.56
20	5.87	.63	4.74	4.76	4.75	3.82	4.62	.59
21	5.67	.80	6.38	6.28	6.33	4.37	5.97	.54
22	5.63	.84	5.33	5.86	5.60	4.17	5.74	.59
23	5.87	.72	5.86	6.19	6.03	3.75	4.72	.75
24	5.67	.68	4.65	6.79	5.72	3.52	4.30	.52
25	5.63	.67	5.33	6.50	5.92	3.41	2.72	.78
26	5.87	.59	3.94	4.37	4.16	3.35	4.15	.70

TABLE II (Continued)

Subject	TLP	PI	PS	PE	PSE	CSBL	CC	AA
27	5.93	.63	4.95	4.75	4.85	3.73	4.38	.55
28	5.43	.66	5.49	6.36	5.93	3.76	5.99	.88
29	6.57	.68	5.38	5.68	5.53	4.01	4.43	.62
30	5.90	.70	5.50	5.98	5.74	4.57	5.15	.51
31	6.03	.76	5.61	6.84	6.23	4.14	6.27	.64
32	5.23	.64	4.57	4.98	4.78	4.59	5.00	.59
33	5.47	.73	5.13	5.95	5.54	4.09	6.04	.49
34	5.83	.63	4.77	5.14	4.96	3.87	3.44	---
35	5.83	.75	5.83	5.86	5.85	4.30	6.88	.71
36	6.00	.71	5.76	6.20	5.98	4.16	5.92	.67

CHAPTER V

CONCLUSIONS, THEORETICAL CONSIDERATIONS,

RECOMMENDATIONS, AND SUMMARY

This study was designed to investigate quantitatively the seven variables of personalized interaction in elementary school classrooms as defined by Smith and Geoffrey (1968). These interactions are described by the variables of teacher liking of pupils, personalized interaction, pupil satisfaction, pupil esteem for the teacher, clarification of specific barriers to learning, classroom control and academic achievement.

Conclusions

The findings of this study led to the following conclusions:

(2) Teacher liking of pupils has little or no effect on the level of personalized interaction displayed by the teacher.

(4) The higher the level of a teacher's personalized interaction, the greater the satisfaction of his/her pupils.

(5) Pupils hold in higher esteem teachers who practice a greater level of personalized interaction.

(7) Teachers who are highly personalized are not necessarily more knowledgeable about barriers children may have to learning than teachers who are less personalized.

(8) Classroom control is greater when pupil satisfaction is high. ·

    a. Classroom control is less of a problem when pupil esteem for the teacher is high.

    b. Classroom control is less of a problem when both pupil satisfaction and pupil esteem for the teacher are high.

(10) A teacher's knowledge of barriers to learning for specific children, has no bearing on the academic achievement of children in that teacher's classroom.

The conclusions made by the investigator concerning the six hypotheses tested are based on correlation coefficients resulting from the seven variables tested. The statistical method used was the Pearson Product-Moment Correlation (Koenker, 1974). The .01 level of confidence was selected for significance in the statistical analysis of this study.

<div align="center">Theoretical Considerations</div>

The implications for teachers and teachers in training suggested by the results of this study are both implicit and speculatory.

Classroom Control

Of all the many learned skills and/or innate factors that go into the making of the "good" or "successful" teacher, discipline has traditionally been a variable to seemingly "make or break" the classroom teacher. If asked, the predominance of first-year teachers would respond that the most critical problems to be faced are discipline-centered (Fantini, 1968).

Currently, discipline within the public school system has been identified as the number-one concern of the public. For two consecutive years a Gallup Poll on educational issues has reported the 10 major concerns of the public sampled. The number one concern each year has been that of discipline (Phi Delta Kappan, October, 1976).

Current laws, as well as common decency, encourage teachers to humanize classrooms. The practice of using corporal punishment or the threat of physical abuse to control classrooms has become unacceptable. Compounding this problem is the fact children are less threatened by adults in general, including teachers. Children are encouraged, it seems, to speak out and to question adult authority, they generally have less respect for teachers, the school, and public property.

The unacceptability of physical control and the freedom with which children challenge the authority of teachers and the school are diametrically opposed. Teachers and school systems must find acceptable methods of implementing control of the classroom, if successful instruction of children is to take place in those classrooms.

The significance of the results obtained when the variable of classroom control was correlated with those of pupil satisfaction (.001) and pupil esteem for the teacher (.01) may well be indicative of an approach to classroom control emanating from an interaction between pupil and teacher. This interaction, for the purposes of this study, has been termed as personalized.

Personalized interaction correlated significantly with pupil satisfaction (.56) and pupil esteem (.65). The direct line of relationship between these variables to that of classroom control indicates the teacher who practices a higher level of personalized interaction reaps

the reward of greater classroom control.

Teacher Liking of Pupils

It is many times assumed that a teacher who displays a liking of pupils also displays significant tendencies toward being personalized. The results of this study indicate that a teacher's liking of pupils has little to do with the teacher's level of personalized interaction. The fact these variables are not highly correlated lead the investigator to the following propositions:

(1) a teacher who displays a great liking of pupils

  does not necessarily have pupils who are more satisfied.

(2) a teacher who displays a great liking of pupils may in

  turn have pupils who do not necessarily hold that teacher

  in high esteem.

(3) pupils, as people, may be more discerning than given

  credit for, and may distinguish between a "real" liking

  for them on the part of the teacher, and a superficial

  liking.

Fantini (1968), in describing new teachers imbued with an "understanding" of the child, his "needs" and a "non-authoritorian" role as a teacher, states that

> All they have to do is walk into the classroom, demonstrate
> how 'friendly' and 'understanding' they are, and let pupils
> know that from now on they will be like no other teacher
> they ever had before . . . they are going to be 'buddies'.
> What happens then is traumatic . . . (p. 306).

As residual information the variable of teacher liking of pupils was correlated with the variables of pupil esteem and pupil satisfaction. This correlation circumvented the intervening variable of personaliz

interaction, and compared the direct line of relationship. Teacher

liking of pupils and pupil esteem produced a correlation coefficient of

.37 and was significant at the .05 level of probability. Teacher liking

of pupils and pupil satisfaction produced a correlation coefficient of

.36 and was also found significant at only the .05 level of probability.

The above three propositions identified by the investigator may

well be born out by the relatively insignificant correlation coefficients

acquired. In each case it is reasonable to assume liking of pupils

should have some effect on pupil esteem for the teacher and pupil satis-

faction. The variable of teacher liking when compared to the variable

of classroom control produces a correlation coefficient of .40 and is

significant at the .02 level of probability. The coefficient of deter-

mination is .16. Again, this resultant statistic leaves much to chance,

and is not great enough to be of practical significance.

Another statistical procedure applied here is one that assists

in the interpretation of the reliability coefficient. Kerlinger (1973)

interprets:

> If r, the coefficient of correlation, is squared, it
> becomes a coefficient of determination, that is, it
> gives us the proportion of percentage of the variance
> shared by two variables (p. 451).

If the coefficient of determination is used to more graphically

describe the percent of total variance between variables, those vari-

ables so far discussed become somewhat clearer in their relationship.

For example, the significant relationship of personalized interaction

and pupil satisfaction have an r factor of .56, therefore, $r^2 = .31$

indicating that 31 percent of the time those variables studied vary in

common. When teacher liking of pupils is correlated with pupil

satisfaction the r value is .36 and r^2 = .13, providing a total variance of 13 percent between those two variables.

Table III depicts those variables, their correlation coefficients (r) and their coefficient of determination (r^2).

It can be assumed that teacher liking for pupils has influence on pupil satisfaction and esteem for the teacher, but by comparison and evaluation of r^2 this possible percentage of influence is quite low thus further supporting the proposition that a teacher's liking for pupils may have little or no influence on pupil esteem for the teacher and pupil satisfaction.

Barriers to Learning

Within the limits of this study there was little or no relationship between teachers who ranked high in personalized interaction and the knowledge they possessed concerning specific barriers to learning. In seeking residual information, the investigator also found little or no relationship between teacher liking of pupils and specific barriers to learning (Table III).

These findings lead the investigator to the following propositions:

(1) A teacher's personalized interaction level is not a factor that influences his/her knowledge of specific barriers to learning.

(2) A teacher's liking of pupils is not a factor that influences his/her knowledge of specific barriers to learning.

TABLE III

CORRELATION COEFFICIENTS AND COEFFICIENTS OF DETERMINATION

		r	r^2
Teacher Liking of Pupils	- Pupil Satisfaction	.36	.13
	- Pupil Esteem for Teacher	.37	.14
	- Classroom Control	.40	.14
	- Personalized Interaction	.27	.07
	- Clarification of Barriers	.13	.02
	- Academic Achievement	.02	.00
Personalized Interaction	- Pupil Satisfaction	.56	.31
	- Pupil Esteem for teacher	.65	.42
	- Clarification of Barriers	.11	.01
	- Academic Achievement	.14	.02
Classroom Control	- Pupil Esteem for teacher	.51	.26
	- Pupil Satisfaction	.62	.38
	- Pupil Satisfaction and Esteem	.64	.41
Classification of Barriers-	Academic Achievement	-.40	.16

(3)   The instrument or method used to measure specific barriers

to learning was inadequate for this purpose.

Academic Achievement

When specific barriers to learning was correlated with academic

achievement as stated in H_{10} the resultant correlation coefficient was

a -.40. This negative correlation led the investigator to explore

the relationships of teacher liking of pupils to academic achievement

and personalized interaction to academic achievement. These more

direct relationships circumvented the variable of specific barriers

to learning. The results are shown in Table III. These results were almost nil, but were not negative in relationship.

Within the confines of this study the findings lead the investigator to the following propositions:

(1) A significant relationship does not exist between a teacher's personalized interaction level and that teacher's knowledge of specific barriers to learning.

(2) A significant relationship does not exist between a teacher's personalized interaction level and academic achievement for his/her pupils.

(3) A significant relationship does not exist between teacher liking of pupils and teacher knowledge of specific barriers to learning.

(4) A significant relationship does not exist between teacher liking of pupils and academic achievement for his/her pupils.

(5) A significant relationship does not exist between a teacher's knowledge of specific barriers to learning and academic achievement for his/her pupils.

(6) The instrument or method used to test specific barriers to learning was inadequate for that purpose.

Recommendations

The following recommendations are suggested by the investigator:

(1) It is recommended this study be replicated. The sampling was geographically confined to a relatively small area on the central coast of California. A larger sample in another geographical location

would be most beneficial in verifying the data of the research and the instrumentation.

(2) Also recommended is that another instrument or method be devised to measure teacher knowledge of barriers to learning. Perhaps a method other than the one selected for valuing teacher responses should be considered for the barriers to learning instrument.

(3) The variable of academic achievement should be measured on a pretest--posttest basis for each subject studied. This technique would allow for an "increase" of academic achievement to be measured for each subject. This increase should then be measured against the variables of personalized interaction and barriers to learning. The investigator feels this method would help alleviate the between school problems existing in this study, i.e., socio-economic differences which may have had significant influence on the measure of academic achievement for this study.

(4) The study would be strengthened if all the instruments used we were validated.

Summary

This investigation of the seven variables of personalized interaction, as postulated by Smith and Geoffrey (1968), has led this investigator to many hours of thought-provoking research. The study has shown that quantitative data can be applied to theories resulting from qualitative research.

The results, as reported in this study, interestingly lead the researcher to the previously stated propositions which when reduced to the terms of Bloom can be classified within the Cognitive and Affective Domains.

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This investigation of the seven variables of personalized inter-
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from qualitative research.

The results, as reported in this study, interestingly lead the
researcher to the previously stated propositions which when reduced
to the terms of Bloom can be classified within the Cognitive and
Affective Domains.

The quality or level of personalized interaction possessed by a teacher has little or no measurable effect upon those areas relating to the cognitive domain. For the purposes of this study, they were labeled as clarification of barriers to learning and academic achievement.

When a teacher's level of personalized interaction is "high" this interaction has profound effect upon those variables relating to the affective domain. For the purposes of this study they were labeled as pupil satisfaction, pupil esteem, and classroom control.

As displayed by the results of this study, the stimulus of a higher degree of personalized interaction on the part of the teacher can result in a reaction of a higher degree of pupil satisfaction, pupil esteem for the teacher, and classroom control.

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APPENDIX A

TEACHER INTERVIEW SCALE

Teacher Interview Scale

Teacher _____

Child   _____

Grade   _____

All information on this scale is to be treated with the utmost confidentiality. All persons involved and all responses made will be anonymous.

1. Would you rate _____'s personality as:

   Excellent   Poor

   Very good   Very Poor

   Good   Lousy

   * No response (do not give this choice verbally)

2. How would you rate _____'s chance of success in the future?

   Excellent   Poor

   Very good   Very poor

   Good   Lousy

3. As a person how would you rate _____

   Excellent   Poor

   Very good   Very poor

   Good   Lousy

   *No response

4. In my opinion _____'s peers like him/her.

   A great deal   A little bit

   Very much   Not much

   Some   Not at all

   *No response

5. I, as a person, like _____

   A great deal   A little bit

   Very much   Not much

   Some   Not at all

   *No response

6. How do you rate _____'s achievement in:

     Reading: Above average
                                        Average
                                        Below average

     Math: Above average
                                          Average
                                        Below average

     Language: Above average
                                          Average
                                        Below average

7. How do you rate _____'s innate ability to succeed in school:

                         Above average
                         Average
                         Below average

8. All students seem to have some specific barriers to learning. (An unknown activity lying between the individual and his/her goal which prevents attainment of the goal.)

Will you please identify for me as many barriers to learning as you can for _____

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

APPENDIX B

FLANDERS VERBAL INTERACTION ANALYSIS SCALE

1. **Accepts Feeling**: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.

2. **Praises or Encourages**: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "uhhuh?" or "go on" are included.

3. **Accepts or Uses Ideas of Student**: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.

4. **Asks Questions**: asking a question about content or procedure with the intent that a student answer.

5. **Lecturing**: giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions.

6. **Giving Directions**: directions, commands, or orders with which a student is expected to comply.

7. **Criticizing or Justifying Authority**: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someout out; stating why the teacher is doing what he is doing; extreme self-reference.

8. **Student Talk-Response**: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

9. **Student Talk-Initiation**: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

Teacher Talk

Indirect Influ-ence

Direct Influ-ence

Student Talk

10. Silence or Confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer

APPENDIX C

THE GALLOWAY ANALYSIS OF NONVERBAL

COMMUNICATION

Encouraging. Accepts the feeling tone of the students and their right

to have these feelings.

Restricting. Does not accept the feeling tone of the students or

their right to have these feelings.

Congruent. Nonverbal cues reinforce and further clarify the credibility

of a verbal message.

Incongruent. Contradiction occurs between verbal and nonverbal cues.

Implement. Implementation occurs when the teacher actually uses

student's idea either by discussing it, reflecting on it, or

turning it to the class for consideration.

Perfunctory. Perfunctory use occurs when the teacher merely recognizes

or acknowledges student's idea by automatically repeating or

restating it.

Personal. Face-to-face confrontation.

Impersonal. Avoidance of verbal interchange in which mutual glances

are exchanged.

Responsive. Change in teacher's pace or direction of talk in response

to student behavior, i.e., bored, disinterested, or inattentive.

Unresponsive. Inability or unwillingness to alter the pace or

direction of lecture disregarding pupil cues.

Involve. Students are involved in a clarification or maintenance or

learning tasks.

Dismiss. Teacher dismisses or controls student behavior.

Firm. Criticisms which evaluate a situation cleanly and crisply and

clarify expectations for the situation.

Harsh. Criticisms which are hostile, severe, and often denote

aggressive or defensive behavior.

Receptive. Involves attitude of listening and interest, facial

involvement, and eye contact.

Inattentive. Involves a lack of attending eye contact and teacher

travel or movement.

Comfort. Silences characterized by times of reflection, thought,

or work.

Distress. Instances of embarrassment or tension--filled moments,

usually reflecting disorganization and disorientation.

APPENDIX D

PRINCIPAL'S RESPONSE SCALE

The following teacher(s) is/are presently involved in a study of personalized interaction. I am interested in your views concerning the degree to which this teacher participates in the operational definition of personalized interaction. All responses will remain confidential.

Definition: Personalized interaction as defined here is an interaction between the teacher and one pupil, i.e., a teacher or pupil comment and reaction of awareness on the part of the other.

It is my contention that a multitude of personalized interactions take place each day within the elementary school classroom and that they range from extreme positive to extreme negative. Will you please rate the following teacher on the accompanying seven-point scale taking into consideration the topic phrases and the positive (+) to negative (-) relationship.

1. Individual contact

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

2. Discipline

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

3. Personalization of instruction

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

4. Child centered classroom

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

5. Classroom organization

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

6. Relationships with students

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

7. Relationships with parents

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

8. Pupil esteem for the teacher

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

9. Pupil satisfaction

   (+) ____: ____: ____: ____: ____: ____: ____: (-)

10. Teacher knowledge of individual learning problems

    (+) ____: ____: ____: ____: ____: ____: ____: (-)

11. Success with individual learning problems

    (+) ____: ____: ____: ____: ____: ____: ____: (-)

12. Classroom control

    (+) ____: ____: ____: ____: ____: ____: ____: (-)

APPENDIX E

PUPIL SURVEY FORM

Spinach

1. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Hamburgers

2. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Fried Chicken

3. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Recess

4. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Television

5. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Homework

6. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Reading

7. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Apples

8. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Playground

9. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

School

10. good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Teachers

(11) good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Carrots

(12) good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Mathematics (arithmetic)

(13) good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Principal

(14) good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Schoolwork

(15) good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

APPENDIX F

CLASSROOM CONTROL ANALYSIS

Please rate the teacher you have just visited on the following seven-point scale taking into consideration the topic phrase and the positive (+) to negative (-) relationships.

1. Classroom Control:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

2. Relationship with students:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

3. Individual Teacher to pupil contact:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

4. Pupil Satisfaction:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

5. Discipline:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

6. Classroom organization:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

7. Personalization of instruction:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

8. Child-centered classroom:

   (+) _____ _____ _____ _____ _____ _____ _____ (-)

VITA

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