

**STUDENT PERCEPTIONS  
OF EFFECTIVE AND INEFFECTIVE  
COLLEGE TEACHERS**



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WILKES COLLEGE  
WILKES-BARRE, PENNSYLVANIA



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OF  
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Michael J. Barone  
Associate Professor

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STUDENT MEMORANDUM

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## FOREWORD

The teaching function is considered to be the most important function performed by faculty members even though they perform many other functions such as research, administration, and counseling.

University and college faculty members are experts in subject matter rather than experts in the learning process or in instructional practices.

Evaluation, whether recognized or not, goes on continuously in all education. Teachers and students make value judgments every day about the effectiveness of their procedures in the attainment of their goals. Even though students appraise teachers, instructors have no formal way of knowing the results of these appraisals.

The basic purpose of evaluation should be to help the professor understand and accept himself, to know his abilities, to continually assess his preparation, and to be conscious of his patterns of interest. After analyzing his characteristics, the teacher is better prepared to set realistic goals for himself. Continuous evaluation can provide evidence of progress toward the goals of good teaching. Student evaluation permits the teacher to analyze his techniques for putting across concepts and theories, to strengthen his good qualities, and to question or eliminate his weaknesses.

Not only should the instructor evaluate his teaching practices, but he should give attention to student judgments concerning his subject matter area. By reading the responses on student evaluation forms, the instructor obtains reactions that have obvious implications for course content. In this way, a teacher can discover points of strength and weakness in subject matter and can at times vitalize and enrich his classroom work.

Considerable doubt has been expressed by college faculties concerning the student's ability to recognize good teaching.

Even though student appraisals contain an uncertain degree of validity and reliability, the judgment derived from student evaluation forms is a better measure than opinions obtained from hearsay or from faculty and student minorities.

Hugo V. Mailey  
Director



## PREFACE

A grade school teacher had helped coat and boot all of her 6 year olds but one. When she finally finished struggling with his boots, she patted him on the head and sent him on his way. But he looked up at her lovingly and said, "These are not my boots." The teacher quickly sat him down, tugged the boots off, and gave him another pat to send him on his way. Again he looked up at her lovingly and said, "They're my sister's boots--but my mother makes me wear them."

With the same degree of understanding of the difficulty of communication, I plunge headlong into the subject. To see ourselves as students see us may require a great deal more perception and sophistication than may be manifest either in this instrument or in the inquirer.

No faculty seminar or study within memory of the senior members of the faculty has dealt specifically with an examination of such an important aspect of Wilkes College's impact on students' reactions to the effectiveness of teaching and teachers. While students everywhere are seeking to make more meaningful their educational experiences, and even to place judgment upon us, we, the faculty, should be in the forefront of any programs that will help us to identify our strengths and weaknesses in order that we may improve the effectiveness of our relationships with them. The quality of instruction, says Nevil Sanford, in Where Colleges Fail, has not only contributed to the subsequent deterioration in student-faculty relations, but it is also a factor in campus unrest.

It must be stated at the outset that this survey was not designed to seek information to expose any individual or to embarrass any department in the College. It was planned to be as anonymous and as objective as possible. Though students responded to questions that described the sex, academic field, estimated age, year when course rated was taken, size of class, personal traits of instructors, instructional objectives and procedures, none of the data describes any particular individual on the Wilkes College faculty. Rather, the purpose of the survey was to record students' perceptions of effective and ineffective college teachers and teaching. At various points in the study, the limitations of a study of this kind are called to the attention of the reader.

The debt of gratitude I owe to the many who have pursued such an inquiry in greater depth and perception is not accountable in such limited space. The literature abounds with those hungry to add to the understanding about what makes a good, effective teacher. My thirst at their fountain has not been quenched, though it has been lessened.



What I owe to Howard Y. Williams, friend, colleague, counselor, motivator and stimulator is also not conducive to description. Let it suffice to say that he has been inspirational and generous.

And with respect, sincerity, gratefulness, I acknowledge a debt to a teacher, colleague, friend, and chairman of the department--Eugene L. Hammer.

Finally, there would be no study without the cooperation of students who willingly gave of their time and their perceptions.

This publication is the result of a paper presented at a Wilkes College Faculty Seminar on March 7, 1969.

Michael J. Barone  
Associate Professor



## I. REVIEW OF THE LITERATURE

### A. The Ability of Students to Discriminate

As early as 1928, Stalnaker and Remmers sought to determine whether students could discriminate those traits associated with success in teaching, and they concluded that there was no definite or pronounced halo effect which might invalidate such an assumption. <sup>1</sup>

In 1934, Remmers, while at the University of Purdue, examined the reliability and halo effect of high school and college students' judgments of their teachers, and determined the reliable judgments of classroom traits of instructors can be obtained from both high school pupils and college students.<sup>2</sup>

In 1941, Remmers, Ward, and Schmalzried sought to determine any relationship between students' scholastic standing and their attitudes toward their teachers and they concluded that there was practically none.<sup>3</sup>

In 1953, Cynamon examined emotional factors as a consequence of teacher ratings and determined that the sex of the student rater and the conditions under which the rating is done are of little consequence in influencing the rating of the teacher.<sup>4</sup>

In 1957, McKeachie attacked the problem of validity of student ratings of faculty and argued rather convincingly that there is reasonably high validity in student evaluations.<sup>5</sup>

In the same year, Goodhartz, seeking to determine the teaching competence of the faculty of Brooklyn College, said there was no conclusive evidence for believing that the ratings given to an instructor are affected by the fact that the course he teaches is an elective or prescribed course, or by the student's sex, or college class. In general, he found that critical judgment of individual teachers varies in direct ratio with student scholarship- the better scholars turned in the more critical evaluations. His survey was conducted with 6,681 students - about 90 per cent of the student population - and provided an opportunity for them to rate each of five of their teachers. This study was thought, then, to be the most extensive teacher-rating project in higher education in America.<sup>6</sup>

In 1960, Voeks and French, at the University of Washington, determined that grades and student ratings had no relationship in any department of the university, and that in ten large departments the teachers with the highest student ratings seldom had given appreciably higher grades. "There was no significant difference," they said, "in grade distribution for the two groups



as a whole and teachers who had given a relatively high proportion of A's and B's showed no systematic tendency to receive relatively high ratings - apparently high ratings cannot be bought by giving high grades, nor are they lost by giving low grades." Because college students appear to have greater objectivity and less superficial value systems than the authors had realized, they suggested that if faculty would heed students' perceptions of teaching abilities, all of us might find a rich source of clues which would enable us to increase our skills.<sup>7</sup>

Goodhartz also reported as one of the more surprising results of his study the fact that teaching quality, as far as judgments go, bears a slight relationship to the size of the class. A small class does not necessarily result in a more favorable impression of the teacher than does a large class. Keller and Clark, at the University of Minnesota, in 1954, reporting on class size, stated that least rapport is developed in classes of intermediate size.<sup>8</sup>

In other studies of liberal arts colleges, some conflicting evidence can be found regarding class size: whether or not class size makes a difference in the rating of teachers and teaching may be related to students' expectations about the size of classes.

Remmers, in his 1928 study, determined that whether a student was a freshman or a senior made little difference in his teacher rating, but that graduate students tend to rate higher.<sup>9</sup>

Keller and Clark found that the hour at which a class is taught may have a relationship to teacher ratings and stated that the first and fifth (noon) hour classes received lower ratings. While this might be interpreted as rater bias, it should be obvious that teachers, too, are sleepy or hungry during these hours.<sup>10</sup>

Williams, at Macalester College, states that the reliability of student ratings has been given considerable attention; that a number of studies he investigated indicated that it is quite high - from .54 to .94.<sup>11</sup>

#### B. Criteria for Good Teaching

Finally, the most sensitive area of the survey, the one which has resisted thousands of attempts to be definitive and specific, is that of seeking to single out traits or characteristics of effective teachers which might make them identifiable regardless of age, subject taught, size of class, time of day, age of student, or other special circumstance.



In 1956, Mitzel and Gross reported that "more than a half century of research effort has not yielded meaningful, measurable criteria (for good teaching) around which the nation's educators can rally." 12

In 1957, Walter C. Eells, writing in the AAUP Journal, states that "at least 1900 significant articles dealing with college teachers and teaching appeared from January 1945 through December 1956, in 138 different periodicals, covering teaching conditions, class size, evaluation of learning, rating as teacher, teaching load, and teaching methods." 13

Williams in 1965 reported that "although there have been 5,656 articles or books published on college teaching since the end of World War II, an examination of this literature soon confirms the suspicion that a satisfactory description of the effective or ineffective college teacher is elusive -if it exists at all." 14

How students perceive teachers has been the subject of investigation since the time of Socrates. And Nevitt Sanford, writing in 1967 in Where Colleges Fail, indicts both faculties and administrations of colleges for having contributed not only to the decline in the art of teaching, but to the subsequent deterioration in student-faculty relations. 15

Chester L. Neudling, in 1967, also adds his indictment by stressing the fact that "a recent study of educational involvement and capabilities of over 300 colleges and universities engaged in teacher education found that nearly two-thirds of the respondents reported that they studied their own educational programs only occasionally, seldom, or never, and more that half of them budgeted nothing for educational research." 16

And Riesman and Jencks, writing in 1968 in The Academic Revolution, add "Both good and bad teaching have many varieties. Some bad teaching is the result of inadequate preparation, but some is the result of inadequate perception. Most teachers find it hard to realize how they affect students, and critical supervision can be invaluable here. The sarcastic teacher, for example, may be too insecure to let up even when he considers his effect on students, but that is not always true; at least he should be forced to think 17 about it. The same is true of other pedagogic styles." (Underscoring mine.)

Are there traits or characteristics which make effective teachers identifiable? The answer appears to be "yes" although the "yes" is in a large measure usually qualified.



In his massive study in 1960, Ryans reported that as a result of extensive and rigorous scientific study - based on analytical reports of teacher supervisors, college teachers, school principals, teachers, student teachers, and students in education courses - he was able to identify a list of twenty-five generalized effective and ineffective teacher behaviors culled from more than 500 critical incidents submitted by these participants. This project of the American Council on Education represents one of the most extensive research programs that has been directed at the objective study of teachers. During the six years of the major study, approximately 100 separate research projects were carried out, and more than 6,000 teachers in 1,700 schools and about 450 school systems participated in various phases of the research. The following is the list of generalized descriptions of critical behaviors of teachers, from Ryans study: 18

#### Effective Behaviors

1. Alert, appears enthusiastic.
2. Appears interested in pupils and classroom activities.
3. Cheerful, optimistic.
4. Self-controlled, not easily upset.
5. Likes fun, has sense of humor.
6. Recognizes and admits own mistakes.
7. Is fair, impartial, and objective in treatment of pupil.
8. Is patient.
9. Shows understanding and sympathy in working with pupils.
10. Is friendly and courteous in relations with pupils.
11. Helps pupils with personal as well as educational problems.
12. Commends effort and gives praise for work well done.
13. Accepts pupils' efforts as sincere.
14. Anticipates reactions of others in social situations.

#### Ineffective Behaviors

1. Is apathetic, dull, appears bored.
2. Appears uninterested in pupils and classroom activities.
3. Is depressed, pessimistic; appears unhappy.
4. Loses temper, is easily upset.
5. Is overly serious, too occupied for humor.
6. Is unaware of, or fails to admit own mistakes.
7. Is unfair or partial in dealing with pupils.
8. Is impatient.
9. Is short with pupils, uses sarcastic remarks, or in other ways shows lack of sympathy.
10. Is aloof and removed in relations with pupils.
11. Seems unaware of pupils' personal needs and problems.
12. Does not commend pupils, is disapproving, hypercritical.
13. Is suspicious of pupil motives.
14. Does not anticipate reactions of others in social situations.



- |  |   |
|--|---|
| 15. Encourages pupils to try to do their best.   | 15. Makes no effort to encourage pupils to try to do their best.                          |
| 16. Classroom procedure is planned and well organized.                                       | 16. Procedure is without plan, disorganized.  |
| 17. Classroom procedure is flexible within overall plan.                                     | 17. Shows extreme rigidity of procedure, inability to depart from plan.                   |
| 18. Anticipates individual needs.  | 18. Fails to provide for individual differences & needs of pupils.                        |
| 19. Stimulates pupils through interesting and original materials and techniques.             | 19. Uninteresting materials and teaching techniques used.                                 |
| 20. Conducts clear, practical demonstrations and explanations.                               | 20. Demonstrations and explanations are not clear and are poorly conducted.               |
| 21. Is clear and thorough in giving directions.  | 21. Directions are incomplete, vague.   |
| 22. Encourages pupils to work through their own problems and evaluate their accomplishments. | 22. Fails to give pupils opportunity to work out own problems or evaluate their own work. |
| 23. Disciplines in quiet, dignified and positive manner.                                     | 23. Reprimands at length, ridicules, resorts to cruel or meaningless forms of correction. |
| 24. Gives help willingly.  | 24. Fails to give help or gives it grudgingly.  |
| 25. Foresees and attempts to resolve potential difficulties.                                 | 25. Is unable to foresee and resolve potential difficulties.                              |



FOOTNOTES

<sup>1</sup>J. M. Stalnaker and H. H. Remmers, "Can Students Discriminate Traits Associated With Success in Teaching?" Journal of Applied Psychology, Vol. 12, 1928, pp. 602-610.

<sup>2</sup>H. H. Remmers, "Reliability and Halo Effect of High School and College Students' Judgments of Their Teachers." Journal of Applied Psychology, Vol. 18, 1934, pp. 619-630.

<sup>3</sup>H. H. Remmers, William D. Ward, and N. T. Schmalzried, "The Training of Teaching-Personality By Means of Student Ratings." School and Society, Vol. 43, 1941, pp. 189-192.

<sup>4</sup>Manuel Cynamon, "Emotional Factors in the Reliability of Student Ratings of Teachers." Journal of Educational Research, Vol. 51, April 1953, pp. 629-632.

<sup>5</sup>Wilbert J. McKeachie, "Student Ratings of Faculty - A Research Review." Improvement of College and University Teaching, Vol. 5, 1957, pp. 4-8.

<sup>6</sup>Abraham S. Goodhartz, "Student Attitudes and Opinions Relating to Teaching at Brooklyn College." School and Society, Vol. 68, No. 1769, 1958, pp. 345-349.

<sup>7</sup>Virginia Voeks and Grace M. French, "Are Student Ratings of Teachers Affected by Grades - The Report of Three Studies at the University of Washington." Journal of Higher Education, Vol. 31, No. 6, 1960, pp. 330-334.

<sup>8</sup>Robert J. Keller and Kenneth Clark, "Student Evaluation of Classroom Teaching." in R. E. Eckert, and R. J. Keller, A University Looks at Its Program. Minneapolis: University of Minnesota, 1954.

<sup>9</sup>Remmers, op. cit.

<sup>10</sup>Keller and Clark, op. cit.

<sup>11</sup>Howard Y. Williams, "College Students' Perceptions of Teachers and College Teaching." Un-published Ph. D. Thesis, University of Minnesota, 1965, p. 40.



12 Harold E. Mitzel and Cecilly F. Gross, A Critical Review of the Development of Pupil Growth Criterion in Studies of Teacher Effectiveness. New York: City College of New York, 1956.

13 Walter C. Eells, "Journals Publishing Articles on College Teachers and Teaching," American Association of University Professor's Bulletin, Vol. 43, 1957, pp. 458-460.

14 Williams, op. cit.

15 Nevitt Sanford, Where Colleges Fail. Jossey-Bass, Inc., San Francisco, 1967, p. 168.

16 Chester L. Neudling, "Art of Teaching: One of the Great Humanities." Improving College and University Teaching, Vol. 15, 1967, pp. 133-134.

17 David Riesman and Christopher Jencks, The Academic Revolution. Doubleday and Company, Inc., New York, 1968.

18 David G. Ryans, Characteristics of Teachers, Their Description, Comparison, Appraisal. American Council on Education, Washington, D. C. 1960, p. 82.



## II. PROCEDURES AND INSTRUMENTS

The sample was a group of 160 students who were enrolled in the teacher-education program at Wilkes College during the academic year 1967-1968.

The instrument used was a multi-questionnaire arranged in seven parts (see Appendix A), and was one devised by Howard Y. Williams and designed to survey students' perceptions of effective and ineffective college teachers and teaching.

Part I of the questionnaire elicited Student Information: year in college, major field of study, sex, grade point average, father's occupation. Part II dealt with Teacher and Class Information, including: sex of the teacher, year in college when course being rated was taken, and size of the class. Part III included forty-nine paired traits arranged on a five-point scale. Part IV, Teacher and Class Information-Poorest Teacher, included the same group of questions asked in Part II. Part V - Traits - Poorest Teacher, listed the same forty-nine paired traits asked in Part III. Part VI - Instruction - Best Teacher, included twelve instructional procedures which identified the Best Teacher, each arranged on a five-point scale. Part VII - Instruction - Poorest Teacher, included the same set of questions as used in Part VI.

Added to Parts VI and VII were two free response questions which read: "What did you find most rewarding in the good teacher's class?" and "What did you find least rewarding in the poorest teacher's class?" At the end of each of the forty-nine paired statements of traits of Best and Poorest Teacher was a free response question which read: "What was the single personal characteristic of the good (poorest) teacher which stands out most in your mind?"



### III. FINDINGS

#### A. Student Characteristics

Before discussing the students' perceptions of the traits and instructional methods of effective and ineffective college teachers, a hurried glance at some of the biographical data may be interesting.

Of the total of 160 students participating in the survey, 144 (90%) were seniors who were in the process of completing their professional semester in teacher-preparation; the remaining 16 (10%) were students enrolled in the preliminary education courses (Introduction to Education and Educational Psychology).

There were 108 (67.5%) females and 52 (32.5%) males who participated.

While 76 (47.4%) of the students reported their father's occupation as white collar, 84 (52.4%) indicated it to have been blue collar.

While the number with backgrounds in the humanities and social sciences who prepare for teaching is very great, those who seek to enter the profession with academic preparation in the sciences is usually quite small due, no doubt, to the great demand for scientists in both the economic and governmental sectors of our economy. This sampling is not unusual.

Table 1  
Major Field of Study of Participants

<u>Major Field</u>	<u>n=160</u>	<u>Per Cent</u>
Humanities	72	45.1
Social Science	85	53.1
Science	<u>3</u>	<u>1.8</u>
TOTAL:	160	100.0



Students were asked to report their grade-point average for all college work completed at the time of the study. This is what they reported:

Table 2

<u>Grade</u>	<u>Number=160</u>	<u>Per Cent</u>
A to A-	4	2.5
B+ to B-	43	26.8
C+ to C-	113	70.6

Grade-point average for all college work completed at the time of the study:

Table 3

<u>Grade</u>	<u>Number of Students=160</u>	<u>Per Cent</u>
A	0	0
A-	4	2.5
B+	4	2.5
B	13	8.1
B-	26	16.2
C+	48	30.0
C	43	26.8
C-	22	13.7
TOTAL	160	99.8

It may be surprising to note that students, apparently, were objective in reporting their academic standing, since 69.5 per cent reported less than B-.



B. Student Perceptions : Best-Poorest Teachers

At the time this survey was conducted, there were 86 full-time male faculty and 24 full-time female faculty, according to the 1968-69 Wilkes College Bulletin, thus accounting for an approximate 4 to 1 ratio of male to female faculty.

The table below indicates the distribution of BEST and POOREST teachers by sex of students.

Table 4  
Distribution of Best and Poorest Teachers by Sex of Students

Students	Best Teacher		Poorest Teacher	
	Male	Female	Male	Female
Male	48	4	43	9
Female	98	10	89	19
	146	14	132	28

The students showed a preference for male faculty over female faculty when indicating both BEST Teacher (146 to 14) and POOREST Teacher (132 to 28.) The survey results do not indicate conclusively whether the male or female students point to the male faculty as both BEST and POOREST teacher.

There is a myth that if all the good teachers are not in a single area, at least all of the poor ones are. In one study, Corcoran found that humanities teachers were rated most highly, next were those in the natural science, and last were those in the social sciences. She reported that students apparently felt that the humanities required more original thought, had a higher interest level, required the widest application of the subject, and that, additionally, the instructor's sense of humor was better.<sup>19</sup>

In another study of several liberal arts colleges, Williams found a somewhat different order, where the best teachers were from history, economics, political science, philosophy, and the biological sciences; and the poor teachers can from foreign languages and literature, music and art, psychology and sociology, education, and the physical sciences.<sup>20</sup>

Wilkes College students were asked to identify the BEST and POOREST teacher they had had during their entire college career and the specific course which they took from that person. The courses marked by the students were then placed in one of the three major fields of Humanities, Social Sciences, or Sciences. Table 5 presents this data.



Table 5

<u>N=160</u> <u>Best Teacher</u>		<u>Major Field</u>	<u>N=160</u> <u>Poorest Teacher</u>	
74	46.2%	Humanities	69	43.1%
73	45.6%	Social Sciences	72	45.0%
13	8.1%	Sciences	19	11.8%

An examination of these results suggests no significant differences: apparently, students at Wilkes appear to identify their BEST AND POOREST teachers regardless of their academic field. Whether or not the students may have been rating their interest in the subject matter rather than their interest in the teacher was not explored in this study.

Whether or not a teacher's age is a factor in being perceived as successful is a matter of conjecture. In his monumental studies of elementary and secondary education, Ryans found that teachers over age 55 were at a disadvantage compared with younger teachers - but his study did not tell anything of higher education.<sup>21</sup> Keller's study of college teachers revealed that there were small differences regarding age of teachers but there was a direct relationship between the student-rated quality of instruction and rank of professor. Professors and associate professors received consistently higher ratings than assistant professors, instructors, and teaching assistants. This study also found that students grew more charitable in their ratings as they progressed through college.<sup>22</sup> In his study of several liberal arts colleges in the upper Midwest, Williams found that the best teachers are between 30 and 39, the next best are those between 40 and 49, or over 40; and last are those 20 to 29, and 50 to 59.<sup>23</sup>

In this present study the participants were asked to estimate the age of their BEST AND POOREST teacher by checking one of five categories. While there may be some question of validity, faculty often make enough personal references to suggest a broad age classification to their students. In both the Keller and Williams studies, students' reliability in estimating age of faculty was not disputed, nor was there any attempt in the Wilkes Study to test independently the variables of age and rank, both of which may have an important effect on students' perception.



Table 6  
Estimated Age of Teacher

<u>Age Group</u>	<u>n = 160</u>		<u>POOREST Teacher</u>	
	<u>BEST Teacher</u>	<u>Number Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
20 to 29 years	16	10.1	31	19.3
30 to 39 years	57	35.6	48	30.1
40 to 49 years	53	33.1	37	23.2
50 to 59 years	28	17.5	29	18.1
60 years or over	6	3.7	15	9.3
Total	160	100.0	160	100.0

Table 6 shows that the greatest number of BEST teachers at Wilkes College, 57 (35.6%), were perceived to be between 30 and 39. The largest group of POOREST teachers were perceived to be in the same 30 to 39 age group.

Keller and Clark reported that least rapport is developed in classes of intermediate size. Class size was also used as a factor in determining student perceptions of BEST and POOREST teachers on the Wilkes Campus. What influence this variable would have on students' perceptions was not considered in this study.

Regarding class size, students' perceptions indicated this rank order for BEST and POOREST teacher:

Table 7  
Size of Class

<u>Number in Class</u>	<u>n = 160</u>		<u>n = 160</u>	
	<u>BEST Teacher</u>	<u>Number</u>	<u>POOREST Teacher</u>	<u>Number</u>
Less than 10	5	3.1	2	1.2
10 to 14	13	8.1	8	5.0
15 to 19	31	19.3	23	14.3
20 to 24	45	28.1	43	26.8
25 to 29	28	17.5	32	20.0
30 to 34	10	6.2	17	10.6
35 to 39	2	1.2	9	5.6
40 to 49	3	1.8	8	5.0
50 to 99	6	3.7	8	5.0
100 or more	17	10.6	10	6.2
TOTAL	160	99.6	160	99.7



From this survey, if there is an optimum class size, it would be difficult to identify it. According to an estimate made by the Registrar of the College the typical class size at Wilkes during the 1967-68 school year was from 20-25, and therefore the fact that more students perceived their BEST and POOREST teacher in this size group may not be unusual.

The ranking by students indicated their BEST and POOREST teachers were in groups of from 15 to 29 students (104 students, 64.9% indicating their BEST, and 98 students, 61.1% indicating their POOREST teacher.) And it is interesting to note that while 10.6% of the students (17) indicated their BEST teacher was in a group of 100 or more students, only 3.1% of the students (5) identified their BEST teacher in a class group of less than 10 students.

Now let us turn to the instruction methods which may have distinguished BEST and POOREST teachers in this survey. There was no attempt in this part of the survey to measure student's learning, nor to relate his grades, the curriculum, or organization of subject matter to instructional methods used by the teacher.

In this part of the questionnaire, students were asked to reply to ten different statements, each one giving the student an opportunity to react to any one of five descriptions. Thus when a student was asked to indicate how tolerant his BEST and POOREST teacher was of opinions other than his own, he could have responded by making a choice of the following:

1. Actively welcomed differences of opinion.
2. Usually tolerant of other views.
3. Reaction varied with views expressed - sometimes tolerant, sometimes intolerant.
4. Often intolerant of other views.
5. Rejected opinions other than his own.

More students identified their BEST teacher with the factor of tolerance than with any of the other nine factors. Over 94% of the students (152) perceived their BEST teacher as being "usually tolerant of other views," or "actively welcoming differences of opinion." Seventy-three of the students (45.6%) perceived their POOREST teacher as either "often intolerant of other views," or "rejected opinions other than his own."

In replying to the question, "How well did the teacher appear to know this subject?" 84.3% of the students (135) perceived their BEST teacher as having "Thorough and profound scholarship," while 20% of the students (32) so perceived their POOREST teacher. However, 52.4% of the students (84) perceived their POOREST teacher as "having broad and accurate knowledge," or "reasonably good knowledge of the subject."



In relating to their satisfaction with the examinations given in the course, over 83% of the students (133) perceived the examinations of the BEST teacher as being "better than average, or highly superior," while only 6.2% of the students (10) perceived their POOREST teacher meeting this criterion.

Eighty-two percent of the students (131) perceived their BEST teacher as having clearly outlined the purposes of the course from the beginning, while only 8.7% of the students indicated that the POOREST teacher did so. In fact, 64% of the students (102) indicated that the POOREST teacher either never made clear the purposes of the course, or made only indirect reference to them.

Whether or not the instructor related the material of the course to other areas of knowledge was also significant in distinguishing students' perceptions of BEST and POOREST teacher, since over 77% of the students (112) identified their BEST teacher as having met this criterion, while 69.9% (112) of the students perceived their POOREST teacher as "never" or "rarely" ever doing this.

Grading procedures also significantly distinguished students' perception of BEST and POOREST teacher since about 75% of the students (120) indicated being "more satisfied with most courses, or very satisfied" with the grading procedures of the BEST teacher, while only 3.7% of the students (6) perceived the POOREST teacher meeting this criterion.

To the question, "How well were the materials of the course organized?" 73% of the students (117) identified their BEST teacher as being well organized, and only 3% of the POOREST teachers were so identified.

That part of the questionnaire which dealt with the "Instructional Technique Used Most Often" by the BEST and POOREST teacher contained twelve categories, and the student was given the opportunity to mark those techniques which best described the teacher he was identifying. The following table lists in rank order student responses:



<u>In Rank Order BEST Teacher</u>	<u>Table 8 Instructional Technique</u>	<u>In Rank Order POOREST Teacher</u>
1	Formal Lectures	1
2	Lectures broken by occasional questions discussion	2
3	Class discussion	3
4	Written reports or term papers	4
5	Individual student reports to the class	5
6	Small group discussion or reports	9
7	Films, slides, other audio-visual aids	6
8	Recitations based on assigned readings	8
9	Demonstrations	6
10	Case histories presented by the teacher	11
11	Field trips	12
12	Laboratory work	10

When the tabulation was completed, students had signified that the use of "Films, slides, other audio-visual aids" was identical to the number of responses to "Demonstrations", as instructional techniques used by the POOREST teacher.

The rank order of the first nine is practically identical for BEST and POOREST teacher except for the different placement of "Small group discussions or reports" and "Demonstrations."

Students responses to this part of the questionnaire showed no significant differences that might shed some light on the "charisma" of the BEST teacher. And the old cry that lectures should have been buried in the Stone Age may not be supported by this evidence. Williams suggests that relationships between teaching techniques may indicate that most students do not want to be in the spotlight and that they prefer to remain relatively anonymous, or, at least, not to expose themselves except on their own terms.<sup>24</sup> One may be presumptuous to suggest that perhaps it isn't the cloth but the wool and the warp that may lend brilliance and fashion to the identity of the BEST teacher.

In this study, there was little difference, too, in students' perceptions of the "Instructional Aim or Objective Which Was Emphasized Most" by the BEST and POOREST teacher. And it is surprising that the students, when identifying both BEST and POOREST teacher, identified him most frequently



with the instructional aims or objectives that simply could have been dealt with by the students themselves, and that they identified their POOREST teacher with the instructional aim "Acquiring the methodology for attacking problems in the subject area" more frequently than they did their BEST teacher.

Table 9  
The Instructional Aim or Objective which was Emphasized Most

<u>In Rank Order BEST Teacher</u>	<u>Instructional Aim or Objective</u>	<u>In Rank Order POOREST Teacher</u>
1	Learning basic terminology and facts	1
2	Identifying the trends, developments, or directions of the discipline	2
3	Learning about reliable sources of information in the field	4
4	Gaining a rounded and systematic view of the subject	7
5	Learning the important principles or generalizations in the subject	3
6	Analyzing organization, form pattern, purpose, point of view	9
7	Applying the principles and methods of the discipline	6
8	Analyzing relationships between hypothesis and conclusion, cause and effect, etc.	8
9	Acquiring the methodology for attacking problems in the subject area	5

The what of the instructional aim or objective, and the procedural method, may not be as significant, perhaps, as the students' understanding of the why of its use, its relationship to the subject at hand and to other fields or disciplines, its meaning to the students' here and now concern, and its contribution to the students' sense of adequacy.



### C. Student Perceptions - Traits

To attempt to isolate meaningful traits that might distinguish BEST and POOREST teachers, this survey relied on the characteristics that Williams identified in his research of three liberal arts colleges in 1965, when he determined that the most potent predictors of good teaching seem to be the personality factors identifiable as comention, surgency, cyclothymia, and super ego strength; and the most potent predictors of poor teaching as coasthenia and guilt proneness. These six traits were adaptations from Cattell's 16 Personality Factors and were chosen by Williams because he felt there was "already limited empirical evidence which suggested they might differentiate between effective and ineffective teachers." <sup>25</sup>

The potent traits are described in this order of importance:

1. Comention - analytical, intellectual interests; leads rather than shows or tells; poise, polish and composure even under stress; introspection and sensitivity.
2. Surgency - happy-go-lucky cheerfulness; intellectual flexibility and eagerness to try new things in the classroom.
3. Cyclothymia - warm, open trusting relationship with others; not easily frustrated; has good sense of humor; is interested in others and accepts them as they are.
4. Super ego - orderly, conscientious, non-punitive individual with strength a drive to achievement and moral behavior.

The two traits associated with poor teaching, Williams identifies in this order:

1. Coasthenia-slow in getting the point; displaying obstinancy and passive resistance; being absent-minded and meek; and having personal and peculiar interests.
2. Guilt-proneness, worrying, lonely, sensitive, suspicious and discouraged.

This part of the questionnaire contained forty-nine pairs of traits that could be identified with one of the six Cattell Personality Factors described by Williams, and the student had the opportunity of checking along a five-point scale to indicate which of the traits in each pair best identified the teacher he was describing. In one part of the questionnaire the student was asked to check the paired phrases for his BEST teacher, and at a latter interval in the survey he was asked to check another set of these paired traits for his POOREST teacher.



There were seventeen phrases that could be described as related to the comention factor (analytical, intellectual interests; leads rather than shows or tells; poise, polish, and composure under stress, etc.) and in eight of them students distinguished the BEST teacher by recording responses greater than fifty percent over those they recorded for the POOREST teacher.

For example, while 116 students (73%) identified their BEST teacher as "being generous with time and energy" only 20 per cent of the students (32) so identified their POOREST teacher. The eight comention traits which showed these differences of greater than 50 per cent in responses identifying the BEST teacher are as follows:

<u>Factor</u>	<u>Rank</u>	<u>Per Cent</u>
Is self-sufficient	1	91
Has analytical, intellectual interests	2	87
Is a skillful leader	3	83
Cooperates in enterprises	4	81
Does not lose composure under stress	5	80
Evaluates intellectually	6	78
Is introspective, sensitive	7	76
Is generous with time and energy	8	73

There were four traits (out of 9 phrases) that could be described as related to the surgency factor and which showed differences in students' responses greater than 50 per cent for BEST teacher, and they were:

<u>Factor</u>	<u>Rank</u>	<u>Per Cent</u>
Seldom daydreams	1	86
Is quick in speech and movement	2	85
Optimistic, enthusiastic	3	83
Considers suggestions for change	4	73

There were three traits (out of 10 phrases) that could be described as related to the cyclothymia factor and which showed differences of greater than 50 per cent in students' responses for BEST teacher.



<u>Factor</u>	<u>Rank</u>	<u>Per Cent</u>
Recovers readily from anger	1	93
Is interested in people and their problems	2	80
Is humorous and witty	3	75

There were three traits (out of 13 phrases) that could be described as related to the super ego strength factor and which showed differences of greater than 50 per cent more responses in students' perceptions of BEST teacher.

<u>Factor</u>	<u>Rank</u>	<u>Per Cent</u>
Is conscientious	1	90
Is orderly, takes things step-by-step	2	90
Is quick to understand	3	88

Of the two personality factors which seem to distinguish ineffective teachers, the coasthenia factor had 20 paired phrases that could be described as related, and 8 of them showed differences of greater than 50 per cent in students' responses describing the POOREST teacher.

<u>Factor</u>	<u>Rank</u>	<u>Per Cent</u>
Is sometimes slow in getting the point	1	83
Seems to have a one-track mind	2	78
Is dull, phlegmatic	3	72
Insists that things be done the way he has always done them	4	72
Uses random hit-and-miss approach	5	68
Limits time available to others	6	67
Has limited, object-centered interests	7	54
In inactive, quiet, meek	8	52

The quilt-proneness factor had two paired phrases (out of 16) which were perceived by students to show differences greater than 50 percent in



their responses describing the POOREST teacher.

<u>Factor</u>	<u>Rank</u>	<u>Per Cent</u>
Tends to be reserved and impersonal	1	67
Is reserved, crude	2	61

It appears, then, that the effective teacher is obviously more transparent in such traits as: student-centered, acceptant, trusting, understanding, conscientious, enthusiastic, active, orderly, well-organized, generous with time, humorous, optimistic.

The ineffective teacher appears to be obviously more transparent in terms of being impersonal, lacking student interest, neither intellectually nor emotionally wrapped up in his work, inflexible, passive, perhaps even threatening to the students' sense of being.

#### D. Single Characteristic of BEST--POOREST Teacher

When students were given a free response opportunity to describe the "single personal characteristic of the good teacher that stands out most in your mind," perceptions were recorded in a number of ways. The student may have indicated in his free response both personal and professional characteristics and there was no attempt to structure his response.

I report them here in the eleven categories in which I think it was possible to list them. They are in rank order:

1. Interested in students
2. He communicated well
3. Showed enthusiasm and optimism
4. Knew his subject
5. Challenged students
6. Fair and honest
7. Displayed intellectual curiosity
8. Was witty and humorous
9. Well organized
10. Self-confident
11. Flexible

When students were given a free response opportunity to describe the "single personal characteristic of the poorest teacher that stands out most in your mind," perceptions were recorded in a number of ways and I report them



here in the eight categories in which I think it was possible to list them. They are in rank order:

1. Impersonal, detached
2. Uninteresting, dull
3. Lacked organization
4. Unable to communicate
5. Did not teach anything
6. Was rigid, narrow, inflexible
7. Disturbing mannerisms
8. Incompetency--lack of subject knowledge

#### E. Most Rewarding Experience in Best Teacher's Class

When students were given a free response opportunity to describe what they found "most rewarding in the best teacher's class," this is what they reported. I attempted to list them without changing their meaning. They are in rank order:

1. Tolerance
2. Knew his subject
3. Fair in evaluating
4. Purposes were made clear
5. Related subject to other fields
6. Organization of material

#### F. Least Rewarding Experience in Poorest Teacher's Class

When students were given a free response opportunity to describe what they found "least rewarding in the poorest teacher's class," this is what they reported. Again I attempted to list them without changing their meaning. They are in rank order:

1. Lacked organization
2. Gained little knowledge
3. Lack of interest and concern
4. Attitude--personality
5. Intolerant
6. Irrelevancy of the material
7. Lack of knowledge of the subject
8. Punitive evaluation procedures



FOOTNOTES

<sup>19</sup>Mary E. Corcoran, "The Role of Personal Attitudes in Student Evaluation of an Introductory Education Course." Unpublished PhD. Thesis, University of Minnesota, 1957.

<sup>20</sup>Williams, op. cit.

<sup>21</sup>Ryans, op. cit.

<sup>22</sup>Keller, op. cit.

<sup>23</sup>Williams, op. cit.

<sup>24</sup>Williams, op. cit.

<sup>25</sup>Williams, op. cit.



## SUMMARY AND RECOMMENDATIONS

My intent in this survey of student attitudes was to be descriptive and not interpretative, and to encourage each one of us of the Wilkes faculty to consider these results and other data that could contribute to our being more effective in our educational objectives, responsibilities, and relationships with students. A summary of these attitudes at this point can serve to place the suggestions later on in better perspective.

The sampling group consisted of 160 students who were in the process of completing their requirements for provisional certification to teach in public schools in Pennsylvania. There were more females (67.5%) participating than males (32.5%). More of the respondents reported their father's occupation as "white collar" (52.4%) than "blue collar". And while there was no attempt to identify students by single academic field of preparation, 98 per cent of them could be grouped as having prepared in the humanities and social sciences. Slightly less than three out of four (70.6%) of the students indicated his grade-point average for all college work to be between a C+ and C-.

While the largest number of BEST and POOREST teachers were identified in the 30 to 39 age category, it well may be that this is the age of the largest number of faculty.

Since the typical class size at the college during the time of this survey was between 20 to 25 students, it is not surprising that the optimum class size identified with BEST teachers was in this category. The fact that 10.6 per cent of the students identified their BEST teacher in a class grouping of 100 or more students would not support a theory that the smaller the class size the greater the number of effective teachers, since only 3 per cent of the students identified their BEST teacher in a class of less than ten students.

How students identified BEST and POOREST teachers according to instruction methods used rather clearly pointed to some factors which they perceived to be meaningful. While over 94 per cent of the respondents identified their BEST teacher as "usually tolerant of other views", and "actively welcoming differences of opinion", almost half of the students (45.6%) perceived their POOREST teacher as "often intolerant of other views", and "rejected opinions other than his own". The atmosphere of the liberal arts college that would encourage and support other points of view, especially differences expressed by students, and that should be a natural experience in all classrooms may be something more dreamed of than witnessed.



While knowledge of subject matter is usually high on the list of many studies seeking to measure teaching efficiency, the relationship of scholarship to classroom effectiveness is not so easily determined. Slightly over 50 per cent of the students indicated their POOREST teacher as "having broad and accurate - or reasonably good knowledge of the subject".

Students' perception of effective teaching and satisfaction with examinations and grades given in the course were most revealing of a very challenging problem. Less than 7 per cent of the students perceived their POOREST teacher as providing examinations that were "better than average or highly superior", and only 3 per cent indicated they were "more satisfied than with most courses, or very satisfied" with the grading procedures of their POOREST teacher.

Clearly outlining the purposes of a course and relating the materials of one course to other areas of knowledge also were significant in distinguishing students' perceptions of BEST and POOREST teachers.

The rank order of instructional techniques used most often by BEST and POOREST teacher does not support an assumption that "formal lectures" or "lectures broken by occasional questions" are the most desirable, nor that they are the least desirable of the instructional techniques. One would expect that "class discussion", "small group discussion or reports", would have been higher on the priority list in distinguishing POOR from BEST teacher, but what relationship class size, a student's unwillingness to participate, the teacher's display of authority, and his unwillingness to accept student's views have to their perceptions of BEST and POOREST teachers is not evident. The fact that most students apparently have more classroom experience in their secondary school programs and on campus that they identify with "formal lectures" or "lectures broken by occasional questions" may only attest to the administrative and instructional expediency of such classroom teaching techniques. Such responses from so many of the respondents should raise many questions about the teacher-student relationship and how this may be effectively altered.

Probably one of the most surprising results of this survey is the one identifying the instructional aim or objective which was emphasized most by BEST and POOREST teachers. The greatest number of responses indicated that most students identified BEST and POOREST teacher with the objective that was limited in scope in terms of challenging the student's ability to "analyze form, pattern, and point of view of the discipline", "applying principles and methods of the discipline", "analyzing relationships between hypothesis and conclusion", and "acquiring the methodology for attacking problems in the subject area".



But rather they indicated that both BEST and POOREST teachers emphasized most those objectives for which students could have been singularly charged with responsibility. Thus "learning basic terminology and facts", which ranked first as the instructional aim or objective emphasized most by BEST and POOREST teacher could be accomplished outside of class, under minimum supervision, with individual programmed learning experiences provided, and with a minimal competency level defined by the teacher for all students.

While that part of the questionnaire dealing with personality traits shows that area to be most interesting and yet most elusive, it nevertheless was designed to permit students to describe their BEST and POOREST teacher. Their descriptions were most revealing. More than 90 per cent of the students perceived their BEST teacher as manifesting the ability to recover readily from anger (93%), self-sufficiency (91%), conscientious (90%), orderly, takes things step-by-step (90%). These traits were rated higher than "having analytical and intellectual interests", "quick to understand", "skillful leader", "quick in speech and movement", "optimistic and enthusiastic", and "interested in people".

The traits most frequently identified by students describing their POOREST teacher indicate that his "slowness in getting the point", "having a one-track mind", "dull, phlegmatic", "insisting that things be done the way they always have been done", "a random hit-or-miss approach", and "tends to be reserved and impersonal" were of most concern to them.

From the free responses, students indicated that BEST teachers are more revealing in terms of their sincerity-genuineness-understanding-ability to relate to their students; and POOREST teachers are more readily described as impersonal, detached, and uninteresting.

Perhaps the major factor distinguishing the BEST and POOREST teacher at Wilkes is related to the "psychic income" that some students feel when they seem to be more sensitive to those experiences in the classroom that contribute to their sense of adequacy - to our confirming their being. Sidney M. Jourard makes this point when he states, "...if we would be helpful, or should I say human, we must grow to loving stature and learn, in Buber's terms, to confirm our fellow man in his very being. Probably, this presumes that we must first confirm our own being".<sup>25</sup>



The comention factors, which Williams found to be the strongest indicators of good teachers and teaching, suggest a person who is transparently adequate, and perhaps the teacher who feels adequate and has captured a shadow of his own identity and has satisfied many of his own needs is better able to contribute to the need satisfaction of others.

Barzun also identifies with this factor when he states: "To sum up, the student feels that he suffers from neglect. He is conscious of a greater maturity than his teachers credit him with or they would not subject him to cavalier treatment as they so often do - unpunctual, slipshod in marking papers, ill-prepared in lecture, careless about assignments - results, all of them, of the academic route previously described".<sup>26</sup>

There is no doubt that each of us brings to the classroom different abilities and dispositions. The perceptions of our students in helping us to identify these talents and uniquenesses, and the circumstances in which they cannot productively be employed, may help us to add to the shadow of our identity, while we enhance that of the student's. We should continue to ask them for their perceptions. They are describing them to one another anyway. Wouldn't it be better for them and for us, to have them describe them to us for our mutual understanding and development?

My suggestions are few and simple, and are based on the assumption that more effective studies will need to be done, not only outside of our institution, but also within its ivied walls. Therefore, with a certain amount of presumption, I propose that the College consider the following:

1. Establish a budget for continued, expanded educational research, especially in the area of student-teacher relationships, as this relates to identifying good teachers and good teaching at Wilkes so that all of us may improve our competency.
2. Organize a faculty orientation program for new faculty--all of us are engaged in the discipline Education.
3. Continue this type of study- with modifications, of course - beginning with the Class of 1969 and continuing it over the next three years, and then at regular intervals thereafter.
4. Encourage the faculty to seek active inquiry in all departments of the College, designed and directed at identifying those factors and elements that are related especially to student-teacher relationships, and effective and ineffective teachers and teaching within departments.



Now let me recall the experience the grade teacher had with her six year old when I began this presentation, only this time after she finished struggling with his boots and sought to send him on his way, he looked up lovingly and said, "These are not my boots." A little annoyed and impatient, she replied, "They must be yours - they are the only ones around." After the two of them searched the room, she reminded him that their lunch period was quickly passing and that he had better go to lunch. And again he said, "These are not my boots." When she asked, "How do you know they are not yours?" he replied, "Mine had snow on them."

With this same sense of assurance we, too, might be able to identify the "boots" we could be looking for. I plan to keep looking and I hope you will join me.



APPENDIX A \*

PART I  
STUDENT INFORMATION

In this section, please check or fill in the appropriate answer to each of the following items about yourself. (Ignore the numbers in parentheses. They are for purposes of machine sorting only.)

1. Year in college:

- \_\_\_\_\_ (1) Freshman  
\_\_\_\_\_ (2) Sophomore  
\_\_\_\_\_ (3) Junior  
\_\_\_\_\_ (4) Senior  
\_\_\_\_\_ (5) Unclassified

2. Major: Minor:

- \_\_\_\_\_ (1) English, Speech, Drama  
\_\_\_\_\_ (2) Foreign Language and Literature  
\_\_\_\_\_ (3) Music, Art  
\_\_\_\_\_ (4) History, Economics, Political Science, Philosophy  
\_\_\_\_\_ (5) Psychology, Sociology  
\_\_\_\_\_ (6) Religion  
\_\_\_\_\_ (7) Biological Sciences  
\_\_\_\_\_ (8) Physical Sciences  
\_\_\_\_\_ (9) Mathematics  
\_\_\_\_\_ (0) Education  
\_\_\_\_\_ (2) \_\_\_\_\_ (3) Other: (specify) \_\_\_\_\_

3. Sex:

- \_\_\_\_\_ (1) Male  
\_\_\_\_\_ (2) Female  
(4)

4. Grade point average for all college work to date:

- \_\_\_\_\_ (1) A  
\_\_\_\_\_ (2) A-  
\_\_\_\_\_ (3) B+  
\_\_\_\_\_ (4) B  
\_\_\_\_\_ (5) B-  
\_\_\_\_\_ (6) C+  
\_\_\_\_\_ (7) C  
\_\_\_\_\_ (8) C-  
(5)



5. Father's Occupation:

- \_\_\_\_\_ (1) Professional man (lawyer, banker, doctor, teacher, minister, dentist, etc.)
- \_\_\_\_\_ (2) Owner of business (store, gas station or garage, insurance agency, hotel or cafe, newspaper, etc.)
- \_\_\_\_\_ (3) Office worker (bookkeeper, cashier, postal clerk, etc.)
- \_\_\_\_\_ (4) Salesman (real estate, insurance, retail store, etc.)
- \_\_\_\_\_ (5) Owner or manager of farm
- \_\_\_\_\_ (6) Skilled tradesman (carpenter, electrician, machinist, etc.)
- \_\_\_\_\_ (7) Factory worker (laborer, farm laborer, janitor, mine laborer, etc.)
- \_\_\_\_\_ (8) Other occupations: (be specific) \_\_\_\_\_

(6)

6. Your occupational choice: \_\_\_\_\_



PART II  
TEACHER AND CLASS INFORMATION - BEST TEACHER

Think of the best teacher you have had during your entire college career and a specific course which you took from that person. Check the appropriate answers below.

1. Sex of teacher:

- (1) Male  
 (2) Female  

---

  
(7, 50)

2. Academic area of course:

- (1) English, Speech, Drama  
 (2) Foreign Language and Literature  
 (3) Music, Art  
 (4) History, Economics, Political Science, Philosophy  
 (5) Psychology, Sociology  
 (6) Religion  
 (7) Biological Sciences  
 (8) Physical Sciences  
 (9) Mathematics  
 (0) Education  
Other: (specify) \_\_\_\_\_  

---

  
(8, 51)

3. Estimated age of teacher:

- (1) 20 to 29 years  
 (2) 30 to 39  
 (3) 40 to 49  
 (4) 50 to 59  
 (5) 60 or over  

---

  
(9, 52)

4. Year in college when course being rated was taken:

- (1) Freshman  
 (2) Sophomore  
 (3) Junior  
 (4) Senior  

---

  
(10, 53)



5. Size of class:

- \_\_\_\_\_ (1) Less than 10
- \_\_\_\_\_ (2) 10 to 14
- \_\_\_\_\_ (3) 15 to 19
- \_\_\_\_\_ (4) 20 to 24
- \_\_\_\_\_ (5) 25 to 29
- \_\_\_\_\_ (6) 30 to 34
- \_\_\_\_\_ (7) 35 to 39
- \_\_\_\_\_ (8) 40 to 49
- \_\_\_\_\_ (9) 50 to 99
- \_\_\_\_\_ (0) 100 or more

(11, 54)

Do not mark in this space:

- A \_\_\_\_\_ (12-13)
- F \_\_\_\_\_ (14-15)
- G \_\_\_\_\_ (16-17)
- J \_\_\_\_\_ (18-19)
- K \_\_\_\_\_ (20-21)
- O \_\_\_\_\_ (22-23)



PART III  
TRAITS--BEST TEACHER

Next indicate which of each of the following pairs of phrases most aptly describes this "best" teacher, as you know him by checking at the point below the appropriate phrases. The procedure is illustrated in the following example:

A	Mostly A	More A Than B	More B Than A	Mostly B	B
Optimistic	_____				Pessimistic

If the individual described is usually quite optimistic, place a check mark at the extreme left of the scale as shown below:

A	Mostly A	More A Than B	More B Than A	Mostly B	B
Optimistic	X _____				Pessimistic

If, on the other hand, the individual is neither decidedly optimistic or pessimistic, but tends to be pessimistic, the check would be to the right of the middle line as shown below:

A	Mostly A	More A Than B	More B Than A	Mostly B	B
Optimistic	_____ X _____				Pessimistic

There may be some cases where it is hard to decide which of the alternatives best fits the individual, or you may not know about some characteristic of the individual. You will then check in the middle of the scale. Wherever possible, though, try to indicate which of the phrases at the left or right best describes this individual. Be sure to check every item.

A	Mostly A	More A Than B	More B Than A	Mostly B	B
1. Is inactive, meek, quiet.	_____				Is active, assertive.
2. Tends to hold a grudge.	_____				Recovers readily from anger.



A	Mostly A	More A Than B	More B Than A	Mostly B	B
3. Is conscientious.	_____				Not much concerned with responsibilities to others.
4. Frequent shifts in attitudes and behavior.	_____				Consistent in day-to-day attitudes and behavior.
5. Is sociable, responsive.	_____				Prefers solitary activities.
6. Shows social initiative.	_____				Usually a follower in social situations.
7. Optimistic, enthusiastic.	_____				Tends to be Pessimistic.
8. Is awkward, clumsy.	_____				Is poised and polished.
9. Random, hit-and-miss approach.	_____				Orderly, takes things step-by-step.
10. Dislikes group activities.	_____				Active in a number of organizations.
11. Is sometimes irritable.	_____				Is even-tempered.
12. Makes decisions quickly.	_____				Is slow to make up mind.
13. Is subject to personal emotional appeals	_____				Goes by the letter of the law.
14. Passively resists, obstructs "on principle".	_____				Cooperates in enterprises.



A	Mostly A	More A Than B	More B Than A	Mostly B	B
15. Insists that things be done the way he has always done them.					Considers suggestions for change.
16. Is placidly open about his feelings and ideas.					Is unwilling to let others know where he stands.
17. Goes with the group.					Acts individually.
18. Is self-confident.					Is inclined to worry.
19. Limits time available to others.					Is generous with time and energy.
20. Is absent-minded.					Has a good memory.
21. Is interested in people and their problems.					Tends to be reserved and impersonal.
22. Accepts others as they are.					Questions the motives and behavior of others.
23. Has strong civil or social interests.					Has little civic or social interests.
24. Shows continuity of interests.					Interests seem to come and go.
25. Becomes upset when things go wrong.					Does not lose composure under stress.
26. Has limited, object-centered interests.					Has analytical, intellectual interests.



A	Mostly A	More A Than B	More B Than A	Mostly B	B
27.	Is little concerned about worldly success.				Feels that success is highly desirable.
28.	Completes tasks which he has begun.				Does not finish jobs which he starts.
29.	Is lacking in ambition.				Tries to advance himself.
30.	Has aesthetic tastes.				Has practical tastes.
31.	Is somewhat egocentric, doesn't like to work with others.				Is modest and cooperative.
32.	Follows through on promises.				Forgets commitments.
33.	Has personal peculiar interests.				Has common, "wide" interests.
34.	Is humorous, witty.				Is dull, phlegmatic.
35.	Is insensitive, crude.				Is introspective, sensitive.
36.	Evaluates by commonly accepted standards.				Evaluates intellectually.
37.	Seldom daydreams.				Daydreams a good deal of the time.
38.	Thinks of many possibilities.				Seems to have one-track mind.
39.	Is lonely.				Is self-sufficient.
40.	Is good at doing several things at once.				Prefers to take one thing at a time.
41.	Is sensitive, "fine-grained".				Is tough, inflexible.



A	Mostly A	More A Than B	More B Than A	Mostly B	B
---	-------------	------------------	------------------	-------------	---

- |     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 42. | Often blames others<br>when things go <u>wrong.</u>   |  |  |  | Seldom blames<br>others.   |
| 43. | Is eager to experi-<br>ment and try new<br>things.  |  |  |  | Cautiously con-<br>siders matters<br>before doing any-<br>thing new. |
| 44. | Is a skillful leader.   |  |  |  | Tells or shows,<br>but seldom leads.                                 |
| 45. | Is impersonal and<br>detached in dis-<br>cussions.  |  |  |  | Injects personal<br>experiences and<br>stories in dis-<br>cussion.   |
| 46. | Is talkative.   |  |  |  | Is uncommunicative,<br>introspective.                                |
| 47. | Is self-sufficient.   |  |  |  | Likes to receive<br>attention from<br>others.                        |
| 48. | Is quick in speech<br>and movements.  |  |  |  | Is slow in speech<br>and movements.                                  |
| 49. | Is sometimes slow<br>"in getting the point".  |  |  |  | Is quick to<br>understand.   |
| 50. | What was the single personal characteristic of the good teacher that<br>stands out most in your mind? _____ |  |  |  |  |



PART IV  
TEACHER AND CLASS INFORMATION--POOREST TEACHER

Think of the poorest teacher you have had during your entire college career and a specific course which you took from that person. Check the appropriate answers below:

1. Sex of teacher:

- (1) Male  
 (2) Female  

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 (24, 50)

2. Academic area of course:

- (1) English, Speech, Drama  
 (2) Foreign Language and Literature  
 (3) Music, Art  
 (4) History, Economics, Political Science, Philosophy  
 (5) Psychology, Sociology  
 (6) Religion  
 (7) Biological Sciences  
 (8) Physical Sciences  
 (9) Mathematics  
 (0) Education  
Other (specify) \_\_\_\_\_  

---

 (25, 51)

3. Estimated age of teacher:

- (1) 20 to 29 years  
 (2) 30 to 39 years  
 (3) 40 to 49 years  
 (4) 50 to 59 years  
 (5) 60 or over  

---

 (26, 52)

4. Year in college when course being rated was taken:

- (1) Freshman  
 (2) Sophomore  
 (3) Junior  
 (4) Senior  

---

 (27, 53)



5. Size of class:

- \_\_\_\_\_ (1) Less than 10
- \_\_\_\_\_ (2) 10 to 14
- \_\_\_\_\_ (3) 15 to 19
- \_\_\_\_\_ (4) 20 to 24
- \_\_\_\_\_ (5) 25 to 29
- \_\_\_\_\_ (6) 30 to 34
- \_\_\_\_\_ (7) 35 to 39
- \_\_\_\_\_ (8) 40 to 49
- \_\_\_\_\_ (9) 50 to 99
- \_\_\_\_\_ (0) 100 or more

(28, 54)

Do not mark this space

- A \_\_\_\_\_ (29-30)
- F \_\_\_\_\_ (31-32)
- G \_\_\_\_\_ (33-34)
- J \_\_\_\_\_ (35-36)
- K \_\_\_\_\_ (37-38)
- O \_\_\_\_\_ (39-40)



PART V  
TRAITS - POOREST TEACHER

Following the same procedure as in Part III, indicate which of each of the following phrases most aptly describes this "poorest" teacher, as you know him, by checking at the point below the appropriate phrases.  
Be sure to check every item.

A	Mostly A	More A Than B	More B Than A	Mostly B	B
1. Is inactive, meek, quiet.	_____				Is active, assertive.
2. Tends to hold a grudge.	_____				Recovers readily from anger.
3. Is conscientious.	_____				Not much concerned with responsibilities to others.
4. Frequent shifts in attitudes and behavior.	_____				Consistent in day to day behavior.
5. Is sociable, re- sponsive.	_____				Prefers solitary activities.
6. Shows social initiative.	_____				Usually a follower in social situations.
7. Optimistic, enthusiastic.	_____				Tends to be pessimistic.
8. Is awkward, clumsy.	_____				Is poised, polished.
9. Random, hit-and- miss approach.	_____				Orderly, takes things step-by-step.
10. Dislikes group activities	_____				Is active in a number of organizations.
11. Is sometimes irritable.	_____				Is even-tempered.



A	Mostly A	More A Than B	More B Than A	Mostly B	B
12. Makes decisions quickly.					Is slow to make up mind.
13. Is subject to personal emotional appeals.					Goes by the letter of the law
14. Passively resists, obstructs "on principle".					Cooperates in enterprises.
15. Insists that things be done the way he has always done them.					Considers suggestions for change.
16. Is placidly open about his feelings and ideas.					Is unwilling to let others know where he stands.
17. Goes with the group.					Acts individually.
18. Is self-confident.					Is inclined to worry.
19. Limits time available to others.					Is generous with time and energy.
20. Is absent-minded.					Has a good memory.
21. Is interested in people and their problems.					Tends to be reserved and impersonal.
22. Accepts others as they are.					Questions motives and behavior of others.
23. Has strong civic or social interests.					Has little civic or social interests.
24. Shows continuity of interests.					Interests seem to come and go.
25. Becomes upset when things go wrong.					Does not lose composure under stress.



A	Mostly A	More A Than B	More B Than A	Mostly B	B
26.	Has limited object-centered interests.				Has analytical, intellectual interests.
27.	Is little concerned about worldly success.				Feels that success is highly desirable.
28.	Completes tasks which he has begun.				Does not finish jobs which he starts.
29.	Is lacking in ambition.				Tries to advance himself
30.	Has aesthetic tastes.				Has practical tastes.
31.	Is somewhat egocentric, doesn't like to work with others.				Is modest and cooperative.
32.	Follows through on promises.				Forgets commitments.
33.	Has personal, peculiar interests.				Has common, wide interests.
34.	Is humorous, witty.				Is dull, phlegmatic.
35.	Is insensitive, crude.				Is introspective, sensitive.
36.	Evaluates by commonly accepted standards.				Evaluates intellectually.
37.	Seldom daydreams.				Daydreams a good deal of the time.
38.	Thinks of many possibilities.				Seems to have a one-track mind.
39.	Is lonely.				Is self-sufficient.



- | A   | Mostly<br>A | More A<br>Than B | More B<br>Than A | Mostly<br>B | B  |
|---|-------------|------------------|------------------|-------------|--|
| 40. Is good at doing<br>several things at<br>once.  |             |                  |                  |             | Prefers to take one<br>thing at a time.                        |
| 41. Is sensitive,<br>"fine grained".  |             |                  |                  |             | Is tough, flexible.  |
| 42. Often blames others<br>when things go wrong.  |             |                  |                  |             | Seldom blames others.  |
| 43. Is eager to experiment<br>and try new things.   |             |                  |                  |             | Cautiously considers<br>matters before doing<br>anything new.  |
| 44. Is a skilful leader.  |             |                  |                  |             | Tells or shows, but<br>seldom leads.                           |
| 45. Is impersonal and<br>detached in<br>discussions.  |             |                  |                  |             | Injects personal ex-<br>perience and stories<br>in discussion. |
| 46. Is talkative.   |             |                  |                  |             | Is uncommunicative,<br>introspective.                          |
| 47. Is self-sufficient.   |             |                  |                  |             | Like to receive<br>attention from others.                      |
| 48. Is quick in speech<br>and movements.  |             |                  |                  |             | Is slow in speech and<br>movements.                            |
| 49. Is sometimes slow<br>in 'getting to the point'.   |             |                  |                  |             | Is quick to understand.  |
| 50. What was the single personal characteristic of the poorest teacher which<br>stands out most in your mind? |             |                  |                  |             |  |



PART VI  
INSTRUCTION - BEST TEACHER

Again, think of the same "best" teacher as you did in Part II and the same specific course which you used in answering the items there. Under questions #1 through #10, check the alternative which best expresses your view:

1. How well did you understand the purposes of the course?  
 (1) They were never made clear.  
 (2) There was only indirect reference to them.  
 (3) They were occasionally mentioned.  
 (4) They became reasonably clear as the term progressed.  
 (5) They were clearly outlined from the beginning.  
(41, 55)
2. How much did the students participate in the planning of the course?  
 (1) Not at all.  
 (2) Less than in most classes.  
 (3) About the same as in most classes.  
 (4) More than in most classes.  
 (5) Far more than in most classes.  
(42, 56)
3. How well were the materials of the course organized?  
 (1) There was no apparent organization.  
 (2) They were loosely organized.  
 (3) They were organized to some degree.  
 (4) They were fairly well organized.  
 (5) They were extremely well organized and integrated.  
(43, 57)
4. How satisfied were you with the procedures used in awarding grades?  
 (1) Very dissatisfied.  
 (2) Less satisfied than with most courses.  
 (3) As satisfied as with most courses.  
 (4) More satisfied than with most courses.  
 (5) Very satisfied.  
(44, 58)
5. How good were the examinations in the course?  
 (1) Highly superior.  
 (2) Better than average.  
 (3) Average.  
 (4) Poorer than average.  
 (5) Badly in need of improvement.  
(45, 59)



6. How much informal contact did you have with the teacher outside of class?

- (1) A great deal.
- (2) Much.
- (3) Some.
- (4) Little.
- (5) None.

(46, 60)

7. How much work did you do outside of class for the course?

- (1) None or very little.
- (2) Less than average for the credits received.
- (3) About average for the credits received.
- (4) More than average for the credits received.
- (5) Great amount for the credits received.

(47, 61)

8. To what extent did the instructor relate the material of the course to other areas of knowledge?

- (1) Never.
- (2) Rarely.
- (3) Sometimes.
- (4) Usually.
- (5) Always.

(48, 62)

9. How tolerant was the teacher of opinions other than his own?

- (1) Actively welcomed differences of opinion.
- (2) Usually tolerant of other views.
- (3) Reaction varies with views expressed--sometimes tolerant, sometimes intolerant.
- (4) Often tolerant of other views.
- (5) Rejected opinions other than his own.

(49, 63)

10. How well did the teacher appear to know his subject?

- (1) Thorough and profound scholarship.
- (2) Broad and accurate knowledge.
- (3) Reasonably good knowledge of the subject.
- (4) Occasional gaps in knowledge.
- (5) Relatively poor grasp of the subject involved.

(50, 64)



11. In the first column, check each of the instructional techniques used in this particular course. Double check in the second column the one instructional technique used most often.

(✓) (✓✓)

- \_\_\_\_\_ (1) Formal lectures.
- \_\_\_\_\_ (2) Lectures broken by occasional questions and discussions.
- \_\_\_\_\_ (3) Class discussions.
- \_\_\_\_\_ (4) Small group discussions or reports.
- \_\_\_\_\_ (5) Demonstrations.
- \_\_\_\_\_ (6) Films, slides and other audio-visual aids.
- \_\_\_\_\_ (7) Recitations based on assigned readings.
- \_\_\_\_\_ (8) Individual student reports to the class.
- \_\_\_\_\_ (9) Written reports or term papers.
- \_\_\_\_\_ (0) Case histories presented by the teacher.
- \_\_\_\_\_ (X) Field trips.
- \_\_\_\_\_ Other (specify) \_\_\_\_\_

(51-2) (65-6)

12. In the first column, check each of the instructional aims or objectives which received attention in this particular class. Double check in the second column the one which was emphasized most.

(✓) (✓✓)

- \_\_\_\_\_ (1) Learning basic terminology and facts.
- \_\_\_\_\_ (2) Learning about reliable sources of information in the field.
- \_\_\_\_\_ (3) Identifying the trends, developments, or directions of the discipline.
- \_\_\_\_\_ (4) Acquiring the methodology for attacking problems in the subject area.
- \_\_\_\_\_ (5) Applying the principles and methods of the discipline.
- \_\_\_\_\_ (6) Learning the important principles or generalizations in the subject.
- \_\_\_\_\_ (7) Gaining a rounded and systematic view of the subject.
- \_\_\_\_\_ (8) Analyzing relationships between hypothesis and conclusion, cause and effect, etc.
- \_\_\_\_\_ (9) Analyzing organization, form, pattern, purpose, point of view, etc.
- \_\_\_\_\_ (0) Devising a plan for solving a problem or testing a hypothesis.
- \_\_\_\_\_ (R) Evaluating a work on the basis of logical consistency or accuracy.
- \_\_\_\_\_ (X) Comparing a work with the highest known standard in its field.

(53-4) (67-8)



13. What did you find most rewarding in the good teacher's class?

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PART VII  
INSTRUCTION - POOREST TEACHER

Now think of the same "poorest" teacher that you described in Part IV and the same specific course which you used in answering the items there. Under questions #1 through #10, check the alternative which best expresses your view.

1. How well did you understand the purposes of the course?

- (1) They were never made clear.
- (2) There was only indirect reference to them.
- (3) They were occasionally mentioned.
- (4) They became reasonably clear as the term progressed.
- (5) They were clearly outlined from the beginning.

(55)

2. How much did the students participate in the planning of the course?

- (1) Not at all.
- (2) Less than in most classes.
- (3) About the same as in most classes.
- (4) More than in most classes.
- (5) Far more than in most classes.

(56)

3. How well were the materials of the course organized?

- (1) There was no apparent organization.
- (2) They were loosely organized.
- (3) They were organized to some degree.
- (4) They were fairly well organized.
- (5) They were extremely well organized and integrated.

(57)

4. How satisfied were you with the procedures used in awarding grades?

- (1) Very dissatisfied.
- (2) Less satisfied than with most courses.
- (3) As satisfied as with most courses.
- (4) More satisfied than with most courses.
- (5) Very satisfied.

(58)



5. How good were the examinations in the course?

- (1) Highly superior.
- (2) Better than average.
- (3) Average.
- (4) Poorer than average.
- (5) Badly in need of improvement.

(59)

6. How much informal contact did you have with the teacher outside of class?

- (1) A great deal.
- (2) Much.
- (3) Some.
- (4) Little.
- (5) None.

(60)

7. How much work did you do outside of class for the course?

- (1) None or very little.
- (2) Less than average for the credits received.
- (3) About average for the credits received.
- (4) More than average for the credits received.
- (5) Great amount for the credits received.

(61)

8. To what extent did the instructor relate the material of the course to other areas of knowledge?

- (1) Never.
- (2) Rarely.
- (3) Sometimes.
- (4) Usually.
- (5) Always.

(62)

9. How tolerant was the teacher of opinions other than his own?

- (1) Actively welcomed differences of opinion.
- (2) Usually tolerant of other views.
- (3) Reaction varied with views expressed--sometimes tolerant, sometimes intolerant.
- (4) Often intolerant of other views.
- (5) Rejected opinions other than his own.

(63)



10. How well did the teacher appear to know his subject?

- (1) Thorough and profound scholarship.
- (2) Broad and accurate knowledge.
- (3) Reasonably good knowledge of the subject.
- (4) Occasional gaps in knowledge.
- (5) Relatively poor grasp of the subject involved.

(64)

11. In the first column, check each of the instructional techniques used in this particular course. Double check in the second column the one instructional technique most often used.

() ()

- (1) Formal lectures.
- (2) Lectures broken by occasional questions and discussions.
- (3) Class discussions.
- (4) Small group discussion or reports.
- (5) Demonstrations.
- (6) Films, Slides, and other audio-visual aids.
- (7) Recitations based on assigned readings.
- (8) Individual student reports to the class.
- (9) Written reports or term papers.
- (0) Case histories presented by the teacher.
- (R) Laboratory work.
- (X) Field trips.
- Other (specify) \_\_\_\_\_

(65-6)

12. In the first column, check each of the instructional aims or objectives which received attention in this particular class. Double check in the second column the one which was emphasized most.

() ()

- (1) Learning basic terminology and facts.
- (2) Learning about reliable sources of information in the field.
- (3) Identifying the trends, developments, or directions of the discipline.
- (4) Acquiring the methodology for attacking problems in the subject area.
- (5) Applying the principles and methods of discipline.
- (6) Learning the important principles or generalizations in the subject.
- (7) Gaining a rounded and systematic view of the subject.



- \_\_\_\_\_ (8) Analyzing relationships between hypothesis and conclusions, cause and effect, etc.
- \_\_\_\_\_ (9) Analyzing organization, form, pattern, purpose, point of view, etc.
- \_\_\_\_\_ (0) Devising a plan for solving a problem or testing a hypothesis.
- \_\_\_\_\_ (R) Evaluating a work on the basis of logical consistency or accuracy.
- \_\_\_\_\_ (X) Comparing a work with the highest known standards in its field.

(67-8)

13. What did you find least rewarding in the poor teacher's class?

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\* Permission to use this questionnaire in the Wilkes study was granted by Howard Y. Williams.



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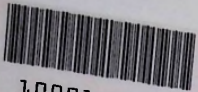
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