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Comparative Study of Activities Preferred by Elementary Pupils vs. Teacher-Directed Activities

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A COMPARATIVE STUDY OF ACTIVITIES PREFERRED BY ELEMENTARY PUPILS VS. TEACHER-DIRECTED ACTIVITIES

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

When a student is involved in an interest, he learns a great deal and enjoys what he is doing. Because this has been recognized by teachers, the individualization of instruction and the building of programs to fit the needs or interests of students have become the concerns of many teachers.

However, teachers and curriculum planners have had to judge for themselves or make assumptions about the preferences of students, because there has been little research to indicate the activities preferred by students.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the activities elementary school students prefer to do while they are attending school; (2) to determine the activities that are now being used by teachers; and (3) to compare the activities preferred by students with those used by teachers. More specifically, the purpose of this study was to determine what activities Bellevue elementary school students preferred, and to compare these activities with those used by Bellevue elementary school teachers.

Importance of the study. A student spends much of his school day engaged in teacher-directed activities. However, these activities have been selected by teachers or curriculum planners and may not be the activities that children would prefer to do.

If a teacher is to have a good program for students, it is important that sutdent interests be determined. Or, as stated by Otto,

> Teachers who are familiar with the interests vital to the age groups that teach can utilize these interests as avenues for promoting children's attainment of the purposes of instruction (9:377).

II. DEFINITIONS OF TERMS USED

Interest. The term interest, when used in this study, will be used in the way it is described in the following paragraph.

> Let us remember that interests pertain primarily to activities (things children like to do) and that, with a few exceptions, interests are not motives or purposes, or goals or rewards; they are not objectives of instruction. They do represent activities which children enjoy, activities in which they like to engage because they find them useful in achieving their goals (9:376-77).

Elementary students. When the term elementary student is used throughout the study, it refers to children who are in grades one through six inclusive.

Teacher-directed activities. Teacher-directed activities indicate the interests in which the students engage, that have been selected by the teacher.

Bellevue School District. When the Bellevue School District is referred to, it will indicate King County School District No. 405 which encompasses the city of Bellevue, Washington and the surrounding area.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II will review the literature concerning the research and observations of student interests and its effects upon learning. The third chapter will present in detail the procedures used in this study and a description of the population samples. The two remaining chapters will present the results with statistical analysis and a summary with the recommendations implied from the results of this study.

CHAPTER II

REVIEW OF THE LITERATURE

It has been recognized by educators that students learn better and enjoy learning more if they are working in an area where they have a genuine interest. Dewey, an early writer on the subject, recognized this when he said,

> In behalf of interest it is claimed that it is the sole guarantee of attention; if we can secure interest in a given set of facts or ideas, we may be perfectly sure that the pupil will direct his energies toward mastering them . . . (5:1)

Or, as clearly stated by Otto,

> Teachers realize that the child who manifests interest in a learning activity is likely to apply himself diligently, to reveal sustained effort, and to learn a great deal. Teachers also realize that little learning takes place unless interest has been developed. The teacher's effort to motivate pupils consist of ways of arousing interest (9:370).

Individual or even class interest has been used to motivate learners, and the whole curriculum has been built around a single-interest focal point. Anyone who has been involved in such a program realizes how much the student's interest in the subject adds to his attitude toward school and the amount of learning that takes place.

Because of this realization that interest is a great motivating force, many studies have been made which deal with the interests of school children. However, most of these

studies have dealt with subject matter likes and dislikes of students.

I. ACADEMIC INTERESTS

The Jersild and Tasch study. The Jersild and Tasch study (5) seems to be the most prominent in the area of academic interests. Two thousand children in grades one through twelve were asked what they liked or disliked most about school. The greatest number of responses dealt with subject matter areas and from these responses a list of subject likes and dislikes was established. Language arts and mathematics were mentioned most frequently with science gaining popularity in the upper grades. The social studies area received the most negative reaction.

Amatora study. Sister Mary Amatora has also made studies dealing with the academic interests of children. She reported the results of one study dealing with fourth grade interests in the Education magazine.

She questioned fourth grade students in ten private schools in different states. The students answered the question, "What are three of your greatest interests connected with school life, in the order of importance to you?" Sister Amatora's data was compiled from 347 papers returned to her. The composite interest areas of fourth grade boys and girls

were as follows (1:36):

1. math and science
2. social studies
3. language arts
4. music and art
5. religion
6. intermissions
7. activities

II. OTHER INTERESTS OF STUDENTS

Little research was found dealing with interests other than subject matter likes and dislikes of students. However the following study covers a very broad area.

Moorhead and Danielson study. In an effort to determine what is important to children, Moorhead and Danielson (8:11-14) questioned 3,300 Oregon school children in grades one through twelve. The students were asked to write an essay on "What Makes a Good School Day for Me?" From these essays, lists of the items most frequently mentioned were compiled. This study was not limited to items that occurred during school hours and therefore included before and after school items. The responses were divided into grade categories and the results were reported for grades three through eight and grades nine through twelve. Since the items on both lists were similar and this study is dealing with elementary students, only the results from grades three through eight will be reported in the order that they were most frequently mentioned by the students (8:12-13).

Children believe the school day is good:

1. When we have activities such as field trips, demonstrations, experiments, parties, something new and challenging.
2. When I have a good teacher and she explains things to me.
3. If my teacher is happy.
4. If my friends and classmates are happy.
5. When I get good grades.
6. When others like me and I have friends.
7. When I have time to finish my work.
8. If the weather is good.
9. When there is happiness at home.
10. If my attitude is good and I am happy.
11. If the room is quiet.
12. When no one is mad at me and I can get along with others.
13. If the room is neat and clean and attractive.
14. When I can go home at night and say, "I have learned something today."
15. When the lessons are interesting.
16. When I can work without interruptions.
17. When I have a good night's sleep.
18. When I eat a good breakfast.
19. When I don't have worries such as grades, tests, pleasing my teacher or parents, and so on.
20. When my teacher pays attention to me and compliments me.
21. When we have conversation and discussion while learning.
22. When I am kept busy.
23. If my teacher greets me.
24. When I can help someone.
25. When we do not waste time.
26. When the classroom is not too warm.
27. When my teacher is fair and impartial.
28. When my teacher is dressed prettily and neatly.
29. When I don't have to sit too long at a time.
30. If my clothes and hair are satisfactory.
31. When my teacher goes out to play with us.
32. When I am neat and clean.

From this list it was hoped that both parents and teachers could gain insights into ways that a child will be happier and more successful at school. However, because there was no

focal point of the study a broad area was covered with no depth in any single aspect.

Pilot study. A very short survey was conducted for an Education 552 class (Advanced Human Growth and Development) by this writer in an attempt to cover a more limited area and to discover what activities were preferred by children while at school. The children, twenty third graders and nine fourth graders, were asked to respond to a like-dislike scale for nine activities. A tally was made of the like responses. The items most preferred by the students were:

1. seeing films
2. actual experiences (field trips, etc.)
3. making things (maps, charts, etc.)
4. choosing activities
5. independent study

The items preferred the least were:

1. listening to the teacher
2. writing about subjects
3. telling the class what was learned
4. reading the text

No general conclusions could be reached with such a small sample. However, it appeared that the items most preferred were the activities seldom used in most classrooms, and the items least liked were the activities most often used in classrooms.

III. SUMMARY OF THE LITERATURE

These studies and others like them can be helpful to a teacher in determining what academic and personal interests

are important to children, and programs can be planned accordingly. However there are many other things that are important to children at school and these also must be taken into consideration when planning takes place.

As Sister Amatora recognized,

> Considerably more research in the broad field of children's interest is necessary for the improvement of instruction at this age and grade level. Both intensive and extensive research is /sic/ needed in the relation of children's interests to motivation, to curriculum, and to the objectives of the school (1:37).

Since children are involved in some type of activity at all times during the school day, it appears that research exploring the preferred activities of students is appropriate.

IV. LIMITATIONS OF THIS STUDY

Number of students. The twenty-five to thirty-five students questioned from each grade level may not have been sufficient to establish the true interests of all children of these ages.

Limited sample area. All of the students and teachers came from the Bellevue School District. Such a limited area may not have been representative of all students and teachers.

CHAPTER III

PROCEDURES OF THE STUDY

The study was conducted in the Bellevue School District. The city is a suburb of Seattle which depends greatly on a large aerospace industry in the surrounding areas. Most of the community is composed of middle-class families (average income $11,000). Most parents of the students surveyed are college educated and are engaged in managerial or professional employment.

I. STUDENTS

Instrument. The questionnaire containing the activities that students may do while at school was given to each child.

Subjects. Twenty-eight to thirty-five students in each grade were surveyed. The students came from two elementary schools in the Bellevue School District. Grades one, three, and five were surveyed at one school which had all one-grade classes and one classroom unit was used for each grade. The second, fourth, and sixth grade students came from another school which had both multi-grade and single-grade classrooms. Therefore, the second graders came from two classrooms which contained both first and second grades. The fourth graders

came from one self-contained classroom and the sixth graders came from three classrooms which had fifth and sixth grades. The third, fourth, and fifth grades were surveyed as a classroom unit.

Collection of the data. The students in these grades were told that they would receive a questionnaire dealing with different activities that they might do while attending school. The students were told that they were being asked these questions so that teachers would have a better idea of the things that school children like to do while they are at school. They were asked not to discuss their answers until the forms had been collected.

The questionnaire was then distributed and the students were told not to begin until asked to do so. After the instructions were read orally, the following sample question was put on the chalkboard.

"Eating in the room"

A) always
B) most of the time
C) not too often
D) never

They were told that if they would want this activity included in their perfect school day that they should underline A) always. If they would probably want this activity

included in their perfect school day, but not all of the time, to underline B) Most of the time; if they don't think they would like this activity included very often, to underline C) Not too often; and if they are sure they would not like to have this activity included in their perfect school day, to underline D) Never.

Any questions concerning the proper way to fill out the questionnaire were then answered. They were then asked not to include their name. After all were finished, the forms were collected.

The students in grade six received the same introduction, but in groups of ten to fourteen. After the introduction they were asked to return to their seats and complete the questionnaire.

The same introduction was used for students in the first two grades, except that each child was interviewed individually and the questions and responses were oral.

II. TEACHERS

Instrument. The questionnaire containing the activities that children may do while at school was given to each teacher.

Subjects. Thirty-six questionnaires were returned from eighty elementary teachers who were asked to complete the questionnaire. The teachers were from four elementary schools in the Bellevue School District.

Collection of data. The questionnaires were given to the principals of the four buildings. An explanatory letter was attached to the questionnaire for the teachers. The principal was asked to distribute the questionnaire and to collect them from the teachers when they were completed.

CHAPTER IV

ANALYSIS OF THE DATA

Before any comparison could be made between student preferrences of activities and those used by teachers it was necessary to determine whether the students themselves were consistent in their preference of activities.

I. AGREEMENT OF STUDENTS

Kendell's coefficient of concordance. Kendell's coefficient of concordance ω was chosen to determine if the students were consistent in their choices of activities across grade levels. However, grades one and two could not be included in this comparison because they did not respond to item five on the questionnaire which dealt with reading texts.

Grades three through six ranked each item as shown on Table I.

Kendell's coefficient of concordance $\omega = .711$ $p < .05$ (6:180-81).

The size of this coefficient of concordance indicates that there is high agreement among these four grades in the ranking of the fourteen activities.

TABLE I

RANKING* OF ACTIVITIES BY STUDENTS
IN GRADES THREE THROUGH SIX

	GRADES			
ITEM	3	4	5	6
1	1	4	10	5
2	9	2	7.5	3
3	8	8	5.5	7
4	13	12	2	6
5	12	14	13	13
6	4	7	5.5	9
7	3	4	3	2
8	10	13	14	14
9	11	6	12	12
10	2	1	1	1
11	14	11	7.5	10
12	5	4	4	4
13	7	10	9	8
14	6	9	11	11

*The item ranked highest is indicated as rank 1, and the item least preferred is indicated as rank 14.

Spearman Rho rank-order correlation coefficient. To determine whether there was agreement between the middle and upper elementary grades in their choice of activities, the Spearman Rho correlation coefficient (3:129) was used to analyze the average rank for grades three and four and grades five and six.

Table II shows the average rank for grades three and four and grades five and six.

A correlation of .72 was found between the two ranks. This indicates high agreement between the middle and upper elementary, as well as across the four grade levels in their choice of activities.

II. STUDENT-PREFERRED ACTIVITIES VS. TEACHER-DIRECTED ACTIVITIES

Since it was found that students do agree about the activities they prefer, it was then possible to compare these activities with those used by teachers.

Table III (p. 18) shows how each grade level ranked each activity, how the teachers ranked the activities, and the composite rank by the students.

TABLE II

AVERAGE RANKING* OF ITEMS FOR GRADES 3 AND 4 AND GRADES 5 AND 6

	GRADES	
ITEM	3rd, 4th	5th, 6th
1	2.5	7.5
2	5.5	5.25
3	8	6.25
4	12.5	4
5	13	13
6	5.5	7.25
7	3.5	2.5
8	11.5	14
9	8.5	12
10	1.5	1
11	12.5	8.75
12	4.5	4
13	8.5	8.5
14	7.5	11

*The item ranked highest is indicated as rank 1, and the item least preferred is indicated as rank 14.

TABLE III

RANKING* OF ITEMS ON QUESTIONNAIRE

Question	Teacher Rank	Composite Student Rank	GRADES					
			1st	2nd	3rd	4th	5th	6th
7	1	4	7.5	5	1	4	10	5
1	2.5	5	6	7.5	9	2	7.5	3
10	2.5	6	3	6	8	8	5.5	7
14	4	11	12	10	13	12	2	6
9	5	12	7.5	12	12	14	13	13
2	6	8	11	9	4	7	5.5	9
11	7	2	1	1.5	3	4	3	2
8	8	13	13	13	10	13	14	14
5	9	14	-	-	11	6	12	12
4	10	1	2	1.5	2	1	1	1
6	11	9	5	7.5	14	11	7.5	10
12	12	3	4	3	5	4	4	4
3	13	10	10	11	7	10	9	8
13	14	7	9	4	6	9	11	11

*The item ranked highest is indicated as rank 1, and the item ranked lowest is indicated as rank 14.

Spearman Rho rank-order correlation coefficient. To determine the agreement between the teachers and students on the activities, a Spearman Rho rank-order correlation coefficient (3:129) was chosen to compare the teachers' rank of the activities with the composite student rank as shown in Table III.

A correlation of .04 was found between the activities preferred by students and those used by teachers. This indicates that there is a lack of agreement between the students and the teachers on the items listed.

III. AGREEMENT ON ITEMS

Since there was little or no general agreement between students and teachers on the items, a Chi Squared was chosen to determine the items where a significant difference existed between the preference of students and the activities used by teachers.

Below, each item will be given and the Chi Squared result will indicate whether there is a significant difference between student preference and teacher use. The Phi coefficient (2:207) will be given showing the numerical relationship between the two.

The .05 level was chosen as the significance level for acceptance or rejection.

Item number one, SEEING FILMS

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	34	2	31	5
Students	158	29	161	26

$\chi^2 = 2.5$ 1 d.f. $\phi = -.11$

No significant difference

Item number two, MAKING THINGS (maps, charts, models, etc.)

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	14	21	21.9	13.1
Students	125	62	117.1	69.9

$\chi^2 = 9.03$ 1 d.f. $\phi = -.20$

$p < .05$

Item number three, LISTENING TO THE TEACHER

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	19	16	21.1	13.9
Students	115	72	112.9	74.1

$\chi^2 = .63$ 1 d.f. $\phi = -.06$

No significant difference

Item number four, ACTUAL EXPERIENCES (field trips, etc.)

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	131	56	121.3	65.7
Students	13	22	22.7	12.3

$\chi^2 = 13.99$ 1 d.f. $\phi = -.25$

$p < .05$

(one teacher response unusable)

Item number five, READING TEXT BOOK

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	27	9	23.6	12.4
Students	81	48	84.4	44.6

$\chi^2 = 1.82$ 1 d.f. $\phi = -.09$

No significant difference

(Grades one and two did not respond to this item.)

Item number six, WRITING ABOUT TOPICS I CHOOSE

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	28	8	23.6	12.4
Students	118	69	122.4	64.6

$\chi^2 = 2.84$ 1 d.f. $\phi = -.11$

No significant difference

Item number seven, READING LIBRARY BOOKS

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	28	8	17.5	18.5
Students	80	106	90.5	95.5

$\chi^2 = 14.63$ 1 d.f. $\phi = -.23$

$p < .05$

(one student response unusable)

Item number eight, WRITING ABOUT WHAT WAS LEARNED

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	30	5	15.1	19.9
Students	65	120	79.9	105.1

$\chi^2 = 30.76$ 1 d.f. $\phi = -.37$

$p < .05$

(one teacher response and two student responses unusable)

Item number nine, TALKING IN FRONT OF CLASS

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	32	3	18	17
Students	82	104	96	90

$\chi^2 = 26.64$ 1 d.f. $\phi = -.34$

$p < .05$

(one student and one teacher response unusable)

Item number ten, INDEPENDENT STUDY

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	34	2	29.3	6.7
Students	146	39	150.7	34.3

$\chi^2 = 4.84$ 1 d.f. $\phi = -.14$

$p < .05$

(one student response unusable)

Item number eleven, FREE TIME

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	28	5	28.3	4.7
Students	161	26	160.7	26.3

$\chi^2 = .026$ 1 d.f. $\phi = -.01$

No significant difference

(two teacher responses unusable)

Item number twelve, GAMES, CONTESTS

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	30	5	29.8	5.2
Students	159	28	159.2	27.8

$\chi^2 = .01$ 1 d.f. $\phi = -.03$

No significant difference

Item number thirteen, LISTENING TO RECORDINGS

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	20	14	22.9	11.1
Students	128	58	125.1	60.9

$\chi^2 = 1.29$ 1 d.f. $\phi = -.08$

No significant difference

(one teacher and one student response unusable)

Item number fourteen, GROUP DISCUSSIONS

	Observed		Expected	
	frequently/ sometimes	seldom/ never	frequently/ sometimes	seldom/ never
Teachers	32	2	22.3	11.7
Students	112	74	121.7	65.3

$\chi^2 = 14.48$ 1 d.f. $\phi = -.27$

$p < .05$

(one teacher and one student response unusable)

To summarize the results, there was found to be a significant difference between student preference and teacher use on the following items:

Item # 2 making things
Item # 4 actual experiences
Item # 7 reading library books
Item # 8 writing about what was learned
Item # 9 talking in front of the class
Item #10 independent study
Item #14 group discussions

There was found to be no significant difference between the students and teachers on the following items:

Item # 1 seeing films
Item # 3 listening to the teacher
Item # 5 reading text
Item # 6 writing about what I choose
Item #11 free time
Item #12 games, contests
Item #13 listening to recordings

Open-ended items. The open-ended items on the questionnaire have not been included in this study because very few of the responses dealt with activities. However, a summary of the data on this portion of the questionnaire appears in the appendix.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Previous literature had dealt with the interests of students, but the area of preferred activities had been neglected (9).

Therefore, the purpose of this study was to compare the activities preferred by students with those used by teachers.

Questionnaire and results. To determine the interests of each group, questionnaires were completed by 187 students in grades one through six and thirty-six elementary teachers in the Bellevue School District.

The Kendell ω and Spearman Rho results indicated that students across grade levels agree about the activities they prefer. However, when these activities were compared with those used by teachers, on the basis of the Spearman Rho, little or no correlation was found.

The Chi Squared and the Phi coefficient analysis of each activity showed a significant difference between what the student preferred to do and what the teachers use on seven of the items. The exceptions were (1) seeing films; (2) listening to the teacher; (3) reading text; (4) writing about

what I choose; (5) free time; (6) games, contests; and (7) listening to recordings.

II. CONCLUSIONS

On the basis of this study it appears that there was high agreement among students as to the activities they prefer. However, there was little or no correlation between the activities preferred by students and those used by teachers.

III. RECOMMENDATIONS

There seems to be general agreement among educators that children learn better and enjoy school more if they like what they are doing.

It is therefore advantageous for the individual teacher to use whatever is available to make the learning process more enjoyable for the students.

Much of the information found within this study may be used by teachers to accomplish this task. The studies dealing with academic interest can be used to determine the areas in which students prefer to work. The study by Moorehead and Danielson gives insight into many other things that are important to children. And this study can be used to determine the activities preferred by students.

However, if an area or activity does not appear to be liked by students, it does not mean that the area or activity should be ignored. But it does indicate the necessity to prepare the students in a way that will overcome their dislikes.

If teachers are aware of student interest, the task of preparing and presenting materials that are enjoyable to students becomes much easier.

Future studies. The results of this study led to other questions which could be explored in depth: (1) Would different economic groups or geographical areas give the same results? (2) Does preference or use of activities remain much the same at the secondary level?

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APPENDIX A

DATA FROM QUESTIONNAIRES

TABLE IV

TEACHER AND STUDENT RESPONSE TO QUESTIONNAIRE

Question	Grade Level						
	1	2	3	4	5	6	Teacher
1. A	11	10	8	14	5	14	24
B	16	15	12	3	21	19	10
C	1	2	10	4	5	2	2
D	0	3	2	0	0	0	0
2. A	6	12	10	9	6	3	18
B	15	7	14	11	21	11	1
C	3	11	6	11	4	20	2
D	4	0	2	0	0	1	1
3. A	6	9	16	6	9	6	9
B	16	6	6	9	13	13	15
C	4	5	6	16	8	11	11
D	2	10	4	0	1	5	1
4. A	23	23	24	20	16	25	13
B	5	7	3	5	15	8	19
C	0	0	5	6	0	2	3
D	0	0	0	0	0	0	0
5. A	-	-	11	8	8	4	20
B	-	-	10	17	12	11	7
C	-	-	9	5	9	11	9
D	-	-	2	1	2	9	0
6. A	16	10	2	5	8	3	17
B	8	13	13	12	15	13	11
C	3	6	11	11	8	15	8
D	1	1	6	3	0	4	0
7. A	14	15	23	10	8	10	28
B	10	11	8	17	13	17	8
C	3	4	1	4	10	8	0
D	1	0	0	0	0	0	0
8. A	2	2	9	3	1	1	17
B	11	6	9	6	11	5	13
C	8	14	8	18	15	15	5
D	7	7	6	4	4	14	0

TABLE IV (continued)

Question	Grade Level						
	1	2	3	4	5	6	Teacher
9. A	14	9	9	2	4	3	20
B	10	4	4	4	9	10	12
C	3	5	15	20	13	14	3
D	1	12	4	5	4	8	0
10. A	19	15	11	7	7	9	24
B	7	10	10	14	19	18	10
C	2	3	9	9	5	7	2
D	0	1	2	1	0	0	0
11. A	26	25	20	14	12	21	18
B	1	3	6	9	14	10	10
C	1	2	5	8	5	4	4
D	0	0	1	0	0	0	1
12. A	18	20	13	13	11	17	11
B	7	5	14	12	17	12	19
C	2	5	4	5	3	5	5
D	1	0	1	1	0	1	0
13. A	10	17	13	6	6	5	7
B	14	9	9	16	16	7	13
C	4	4	7	7	8	20	13
D	0	0	2	2	1	3	1
14. A	7	9	2	6	15	11	20
B	7	11	13	6	11	14	12
C	6	6	12	13	5	9	2
D	8	4	4	6	0	1	0

APPENDIX B

QUESTIONNAIRES

CENTRAL WASHINGTON STATE COLLEGE
Graduate Department

Dear Teacher,

Please find attached a questionnaire dealing with activities which you may have your students do.

It should take about five minutes to complete this questionnaire. The information will be used for a thesis study and the results will be made available to the district.

Your cooperation in filling out this questionnaire will be greatly appreciated.

Please complete this form as soon as possible and return to your building principal by March 20.

Sincerely,

/s/

Ron Munson

Below are lists of activities that you may have your students do while they are at school. In order to determine how often each type of activity is used, underline the answer that best fits how often you use this activity.

1.	Seeing films	A. frequently B. sometimes C. seldom D. never
2.	Making things (maps, charts, models, etc.)	A. frequently B. sometimes C. seldom D. never
3.	Lecturing	A. frequently B. sometimes C. seldom D. never
4.	Actual experiences (field trips, experiments, etc.)	A. frequently B. sometimes C. seldom D. never
5.	Reading text book	A. frequently B. sometimes C. seldom D. never
6.	Writing with student-selected topics	A. frequently B. sometimes C. seldom D. never
7.	Reading library books	A. frequently B. sometimes C. seldom D. never
8.	Writing about what was learned	A. frequently B. sometimes C. seldom D. never
9.	Speaking before group	A. frequently B. sometimes C. seldom D. never

10. Independent study
A. frequently
B. sometimes
C. seldom
D. never

11. Free time
A. frequently
B. sometimes
C. seldom
D. never

12. Games, contests
A. frequently
B. sometimes
C. seldom
D. never

13. Listening to recordings
A. frequently
B. sometimes
C. seldom
D. never

14. Group discussions
A. frequently
B. sometimes
C. seldom
D. never

List anything else that you feel should be included to make your students' day successful.

List those things that you feel should <u>not</u> be included in a successful school day.

What is the <u>one</u> most important thing that would make a school day successful?

Grade Level _____

Below are lists of activities that you can do while you are at school. If you could choose a perfect school day and include whatever activities you wanted, what would you do with the following activities? Underline how often you would include each activity in your perfect school day.

1.	Seeing films	A. always B. most of the time C. not too often D. never
2.	Making things (maps, charts, models, etc.)	A. always B. most of the time C. not too often D. never
3.	Listening to the teacher tell about a subject	A. always B. most of the time C. not too often D. never
4.	Actual experiences (field trips, experiments, etc.)	A. always B. most of the time C. not too often D. never
5.	Reading text book	A. always B. most of the time C. not too often D. never
6.	Writing about topics I choose	A. always B. most of the time C. not too often D. never
7.	Reading library books	A. always B. most of the time C. not too often D. never
8.	Writing about what I learn	A. always B. most of the time C. not too often D. never

9. Talking in front of the class
   A. always
   B. most of the time
   C. not too often
   D. never

10. Independent study
   A. always
   B. most of the time
   C. not too often
   D. never

11. Free time
   A. always
   B. most of the time
   C. not too often
   D. never

12. Games, contests
   A. always
   B. most of the time
   C. not too often
   D. never

13. Listening to recordings
   A. always
   B. most of the time
   C. not too often
   D. never

14. Group discussions
   A. always
   B. most of the time
   C. not too often
   D. never

List anything else that you feel should be included to make your school day "perfect."

List other things that could NEVER be included in a "perfect" school day.

What is the ONE most important thing that would make your school day perfect?

APPENDIX C

RESEARCH INFORMATION

PHI DELTA KAPPA

EIGHTH AND UNION
BLOOMINGTON, INDIANA
47401

TELEPHONE
812, 339-1156

RESEARCH SERVICE CENTER

WILLIAM J. GEPHART
Director

SCHOOL RESEARCH INFORMATION SERVICE

Dear SRIS User:

The document search you requested has been completed, and I regret to inform you that neither the SRIS files, nor the ERIC holdings of the U. S. Office of Education contain any documents relevant to your specific interest.

There were some documents available that had some slight relevance to parts of your topic, but none that related directly to your request.

Thank you for your interest in SRIS. If we can be of any future assistance, please do not hesitate to call on us.

Sincerely,

Research Assistant
SRIS Requests

Note: We have no information concerning "Activities" and "Elementary School Students" or Elementary School Teachers". If you would like an additional search, I suggest you use specific activities rather than the general term "activities"

IS

Please note:
The signature has been redacted due to security reasons.

APPENDIX D

OPEN-ENDED QUESTIONS

Question number one: List anything else that you feel should be included to make your school day "perfect."

The students thought play or recess was most important but also mentioned art and physical education frequently.

The teachers thought that a variety of interesting activities was most important but also thought that the student should be personally involved in what he is doing.

Question number two: List other things that could NEVER be included in a "perfect" school day.

The students most frequently mentioned the language arts and social studies. They also mentioned frequently an unhappy teacher.

Teachers do not like confusion or the wasting of time. They also agree with the students that a cross or tired teacher should not be included in a "perfect" school day.

Question number three: What is the one most important thing that would make your school day perfect?

Art, physical education, and being able to do their school work was most important to the students.

The teachers thought good use of time and a good teacher were most important. They also mentioned a concern for the child such as his ability level, success, and happiness.