Analysis of the Relationship Between Levels of Ability Grouped Students & Their Attitudes Toward Teachers & the Learning Process

Martha Davis
Western Kentucky University

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Davis,

Martha Scifres

1990
ANALYSIS OF THE RELATIONSHIP BETWEEN LEVELS OF ABILITY GROUPED STUDENTS AND THEIR ATTITUDES TOWARD TEACHERS AND THE LEARNING PROCESS

A Project
Presented to
the Faculty of the
Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the
Educational Specialist Degree

By
Martha Scifres Davis
June, 1990
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ANALYSIS OF THE RELATIONSHIP BETWEEN LEVELS OF ABILITY GROUPED STUDENTS AND THEIR ATTITUDES TOWARD TEACHERS AND THE LEARNING PROCESS

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ANALYSIS OF THE RELATIONSHIP BETWEEN LEVELS OF ABILITY GROUPED STUDENTS AND THEIR ATTITUDES TOWARD TEACHERS AND THE LEARNING PROCESS

Approved  May 17, 1990
Date

Elmer Gray
Dean of the Graduate College

Recommended
Director of Project

Committee Member

Committee Member
The purpose of this study was to investigate the relationship between the ability grouping of a student and his/her attitude toward teachers and the learning process.

Three groups of students enrolled in the Logan County School System in the spring of 1988 were administered the Arlin-Hills Attitude Survey. These groups of students were those who had been identified as gifted/talented, special education (EMH or LD) and regular class students.

The findings of this study indicated that the three groups did not differ significantly in attitudes toward teachers or attitudes toward the learning process.
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INTRODUCTION

A student's attitude toward school is a concern of teachers, parents, administrators, his peers. Some teachers feel that a student's positive attitude leads to greater academic achievement. Likewise, some teachers feel those students with "bad" attitudes are usually the ones on the lower end of the academic ladder. Parents may be inclined to excuse poor academic performance by saying, "Well, my child just doesn't like school." Administrators find that some students with negative attitudes are the ones who are sent to the principal's office most often for inappropriate behavior. Some students feel that going to school is the absolute worst thing that happens to them during their adolescent years. Some students have been heard to say, "I can hardly wait to get out of school. Prison would not be as bad as this place is!"

STATEMENT OF THE PROBLEM

There are several reasons why a favorable school attitude is desirable. Students with positive attitudes generally seem to behave better, get along with school personnel, and complete assignments on time. These pupils
are the ones who receive rewards from teachers and principals. They get plenty of smiles for their perseverance in doing all the "right things." These students appear to be the ones initially chosen by the teachers to run errands, to be "team captains," to be first in the lunch line or the first to be dismissed when the day is over. They are the chosen to work on a class play, to take up money for a needy teacher or cafeteria worker, to be excused from school for a trip with the school principal to pick up a school award, and to take the school newsletter around to all the classes during their own class time.

Students who have academic struggles are the ones who are on the receiving end of the teacher's frustrations and lack of patience when it concerns the students' mastery of educational tasks. These pupils get frowny faces, the bad grades, and "why-weren't-you-listening-when-I-went-over-that" lectures, and the "I'm-going-to-call-your-mother" speech. They have to sit out at recess, they know they are in the last reading group, and they invariably say, "I HATE SCHOOL!"

The problem which was researched for this study was to determine if any relationship existed between students' academic abilities and their attitudes toward teachers and the learning process.

This topic is of importance to this author in her role as a middle school guidance counselor. Students have been
seen for counseling who have academic achievement and attitude problems. Their hostility toward principals, teachers and school in general is acutely discomforting; some of these students seem to have never experienced success or positive, consistent appreciation from their teachers or principals.

The more academically able students have also been seen for counseling. These students, as a group, are the prizes of the school. The principals chat with them in the hall or the cafeteria; their teachers smile and talk reverently about them in the teacher’s lounge. For most of these students, school (or their surface attitude toward it) is not the reason they are being seen by a counselor. Self-acceptance and relationship building skills are usually the objectives of counseling.

Both of these groups receive attention one way or another. The quiet, lower academically able student or the quiet middle level achiever is on his own. His attitude to teachers and learning seems to be one of complacency which is reflected by the attitude of school personnel. When this student is absent, he is not usually missed. The principal probably does not have occasion to learn his name or his face.

The topic of ability grouped students’ attitudes is important to educational administrators. It is hoped that administrators and teachers are assisted in understanding
their attitudes toward certain groups of students. Hopefully, this research will assist school personnel as they try to create a school climate that can be viewed positively by all the students.

DEFINITION OF TERMS

The term, "gifted and talented students" refers to those students who have met the system-wide criteria for inclusion into the Gifted and Talented Program. The students must have met four of these five criteria:

1. Have an IQ of 120 or above.
2. Score in the eighth or ninth stanine on a battery of tests,
3. Score at the 95th percentile or above on achievement tests,
4. Have a grade equivalence of two years above grade level, and
5. Have a teacher’s recommendation.

The term, "special education students," includes pupils who have met federal and state mandated guidelines for placement in Educable Mentally Handicapped Classes or in Learning Disabled Classes. Placement in either of these programs is based on results from a battery of testing instruments, teacher and parent recommendation, and the decision of a School Based Admissions and Release Committee.
The term, "regular class student," refers to those students who receive their academic instruction from the classroom teachers who teach a specific grade or subject. These students have not been identified as gifted or talented and have not been identified as special education students.

All of the gifted/talented and special education students who participated in this study were mainstreamed in the regular classroom but were pulled out for a period of time to receive specialized instruction by certified teachers.

RATIONALE

Investigation revealed that very little research was available to ascertain the relationship between academic ability and school attitude. There were studies relative to students' attitudes toward specific academic subjects. There were studies relative to ability-grouped practices. There was a study which referred to student attitude and achievement; there was a study concerning the self-concepts of these different academic groups.

There was no available research measuring the relationship between attitudes toward learning and toward teachers and the academic attitude level of students, the gifted/talented students, the special education students and
the regular class students.

HYPOTHESIS

The objective of this research was to study the relationship between the academic ability of a student and his/her attitudes toward teachers and toward the learning process. It was hypothesized that students placed in the gifted/talented program would have a more positive attitude toward school than students placed in the special education program. Additionally, it was hypothesized that students who were placed in neither of these programs, those who were in "regular" classes, would have a better attitude than students placed in the special education classes. Thus, based on the premise that "gifted students" get a lot of positive reinforcement and "special education students" get little positive reinforcement at school, the hypothesis for this study was as follows:

Higher academic ability will correlate positively with positive attitudes toward teachers and the learning process.

PROCEDURES

As an analytical survey, a comparison between the attitudes of Logan County students and the attitudes of the
norm group used by the authors of the Arlin-Hills Attitude Surveys was made. These surveys met the needs of all three groups, the gifted/talented, the special education, and the regular class students.

Two of the four instruments included in the surveys were used, “Attitude Toward Learning Processes” and “Attitude Toward Teachers.” These two levels were administered to identified gifted/talented and special education students in grades 4-8 who were enrolled in the Logan County School System in the spring of 1988. Classes of regular students were randomly chosen by the author to achieve approximately the same numbers at each level.

LIMITATIONS

There were several outstanding limitations. It was assumed that some true gifted/talented students were not identified as such and that some students who were identified as gifted/talented were overachievers. Additionally, it was assumed that some special education students remained unidentified; some students who were placed in the special education programs were misidentified.

Additionally, it must be acknowledged that different teachers and different teaching styles of the dissimilar student groups had an effect on the students’ attitudes. Obviously, the environmental background of the
students also undoubtedly had an effect on their attitudes.

The norms used to interpret the results were from the norm sample used in the Arlin-Hills Attitude Surveys. Their norms were determined from a selected sample of students (13,806) from a southern state in 1974. In comparing their norms with the results from the Logan County students, it must be emphasized that the Arlin-Hills norms were not national norms. They were also done several years ago and attitudes of all students may have changed somewhat during the intervening years. These limitations could not be removed and their impact on the results of the study were unknown. The most severe restriction concerns the limited population which impedes the generalness of the conclusion.

A survey administrative problem may have also colored the results. The author made a sincere effort to explain the administrative guidelines of the survey to the teachers but was unsuccessful with all of them. This mistake resulted in a more unequal number of acceptable responses than was initially anticipated.

However, even with all the limitations of the study, some relevant information was obtained about the attitudes of students in the Logan County School System toward teachers and the learning process.
CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

The purpose of this chapter is to review the literature related to student attitudes toward school.

In a study examining attitude, motivation, and achievement of seventh and eighth grade students in science, the most positive attitude throughout the school year was held by the advanced ability group and the least positive attitude was held by the lower ability group (Cannon & Simpson, 1985). Harty and Beall (1984) found that gifted students had more positive attitudes toward science than students who were not gifted, but the differences in the attitudes of both groups were not significant.

Newfield and McElyea (1983) found that with sophomores and seniors, "remedial group placement" did not lead to a significant difference in attitude toward school than placement in a regular class. In an earlier study, Neale, Gill and Tismer (1970) found with sixth graders that attitude toward school subjects had little to do with school achievement.

Although unrelated to overall school attitude, Engelberg and Evans (1986) did a study which compared gifted, learning-disabled, and "normal" elementary school
students' attitudes about school grading practices. Results indicated that the gifted students were less likely to see grades as a necessary part of school life than did the other two groups.

In a comparison of "gifted, general, and special learning needs students," Colangelo, Kelly and Schrepfer (1987) found the gifted students had self-concepts at least as high as nongifted students and that "special learning needs" students had the greatest needs of self-concept improvement intervention. It was unclear to this author if the "special learning needs" students were special education students or students who received remedial instruction in certain classes.

Thus, research concerning attitudes of students toward a particular academic subject was available; remedial group placement had little to do with attitudes toward school, and achievement was not significantly related to school attitude. Related research findings suggested that gifted students did not feel that grades were a necessary part of school life and that "special learning needs" students had the greatest demand of self-concept improvement remediation.

In spite of the scarcity of literature, it is felt that attitude toward school that is important and that a positive attitude toward school would evolve into a positive attitude toward self and, perhaps, toward life in general. Jacobson (1986) in his critique of The Attitude to School
Questionnaire stated that "... the attitudes of ... children toward school are extremely important and may forecast the quality of the future school-child relationship."
CHAPTER III

REPORT OF THE DATA

This chapter graphically reports the data collected as a result of the study.

INSTRUMENT USED

To compare the attitudes of the students, the Arlin-Hills Attitude Surveys were used because they seemed to meet the needs of all three groups, the gifted/talented, the special education and the regular class students. The surveys were designed to be short, reliable, and enjoyable for the students. A cartoon format was utilized with the purpose of enticing student interest.

The Arlin-Hills Attitude Surveys has four instruments, two of which were used in this study (Attitude Toward Learning Processes and Attitude Toward Teachers). The "Attitude Toward Learning Processes" primarily was designed to measure areas of learning such as freedom of movement, individualized progress, class participation, etc. The "Attitude Toward Teachers" included such information as the students' feelings about their teachers' humor, dominance, fairness. Trying to determine whether or not they liked their teachers was a goal. Both instruments were designed
to measure the attitudes of groups anonymously.

Each instrument had three levels which were congruent and allowed comparison across grades; each level had its own cartoon illustrations and language. The grade levels were as follows:

- Grades K - 3 . . . . . . . . . . Primary Level
- Grades 4 - 6 . . . . . . . . . . Elementary(Intermediate)Level
- Grades 7 - 12 . . . . . . . . . . High School Level

Statistical information about these surveys was as follows:

1. Reliability estimates of the attitude instruments corrected by the Spearman-Brown formula for length:
   - Teachers .86
   - Learning Process .90

2. The standard deviation of the "Attitude Toward Teachers" section was 8.8 and the standard deviation of the "Attitude Toward Learning Processes" section was 10.4.

3. "Using the . . . conservative interval of 95% . . . each classroom mean should be accurate within about plus or minus 3 points." (Arlin, 1976)

4. " . . . Scores from the instruments can be interpreted validly in evaluation projects . . . or comparing longitudinal cross-grade attitudes." (Arlin, 1976)
SUBJECTS

Subjects were students in the Logan County School System in the spring of 1988. Students in the system’s gifted/talented program, the system’s special education students (who had been identified as EMH or LD) and regular students from randomly selected classes were chosen to be a part of this study.

METHODOLOGY

Two levels (elementary and high school) of the attitudes surveys were administered. The instructions were carefully explained to the teachers of each student. The student were assured their answers were anonymous. The teachers appointed a "student monitor" to take up the completed responses, place them in an envelope and seal them without being examined by the teacher.

Each level for both instruments consisted of fifteen items. The students read each item and were instructed to indicate how they felt about the item by answering "no," "sometimes," "usually," or "yes." The survey’s administrative manual indicated that it was permissible to read the questions to the students, if needed. The special education teachers were instructed to read the items to their students, as it was felt by this author that complete
understanding of the items was very important.

Each question was scored on a 0-3 basis. Positive statements were scored from a 3 for agreement to a 0 for disagreement. Negative statements were scored from a 0 for agreement to a 3 for disagreement. The scores for all 15 items were added with a range from 0 (the most negative attitude) to 45 (the most positive attitude). Table I indicates the number of subjects by level for each student group.
TABLE I

NUMBER OF SUBJECTS

<table>
<thead>
<tr>
<th>STUDENT GROUPS</th>
<th>SPECIAL EDUCATION</th>
<th>REGULAR CLASS</th>
<th>GIFTED/TALENTED</th>
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<tr>
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<td>(Grades 4-6)</td>
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<td>2. Attitude Toward Teachers</td>
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<tr>
<td>High School</td>
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<td>(Grades 7-8)</td>
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FINDINGS

Tables II and III contained the mean raw scores from both attitude instruments for the three groups of Logan County students.

Statistical packages for Social Sciences, SPSS, was the statistical procedure used and was a general linear model procedure. A main line computer was used to run an analysis of variance.

Tables IV, V, VI and VII are the statistical findings.
### TABLE II

**ATTITUDE TOWARD TEACHERS**

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<td>Special Education</td>
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<tr>
<td>Regular Class</td>
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<tr>
<td>Gifted/Talented</td>
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<p>| <strong>HIGH SCHOOL LEVEL:</strong> Gr. 7-8 |
| Special Education | 24.54 |
| Regular Class | 28.14 |
| Gifted/Talented | 23.58 |</p>
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<td>Gifted/Talented</td>
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<td>Regular Class</td>
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ATTITUDE TOWARD TEACHERS
GRADES 4 – 6

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**Attitudes Toward Teachers**
**Grades 7 - 8**

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<td>Total</td>
<td>79</td>
<td>6432.75000000</td>
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# TABLE VI
ATTITUDE TOWARD LEARNING PROCESS
GRADES 4-6

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<th>SOURCE</th>
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ATTITUDE TOWARD LEARNING PROCESS
GRADES 7-8

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<th>SOURCE</th>
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CHAPTER IV

DATA ANALYSIS

The results from an analysis of variance of the data revealed facts about these different groups of students and their attitudes toward teachers and the learning process. The attitudes were measured from the student responses to the Arlin-Hills Attitude Surveys which were the "Attitude Toward Learning Processes" and the "Attitude Toward Teachers."

The SPSS, analysis of variance program was used in testing the multi-hypotheses.

A conservative level of significance, the .01 level, was used because of the multiple comparisons. When making multiple comparisons, comparing the same groups on attitude toward teachers and attitude toward the learning process, the probability of committing type I error is greater than the stated level of significance.

The results from Table IV indicated that the differences between means on the "Attitude Toward Teachers" surveys, grades 4-6, for the three groups was not significant. In fact, the means for the three groups were very similar. Differences between means as large as or larger than the observed differences would occur more than 90 times out of a hundred under the assumptions of the null hypothesis.
Data from Table V were relevant to the testing of the "null" hypothesis of no significant difference between group means of attitude toward teachers, grades 7-8. Differences between means for grades 7-8 are greater than the differences observed for grades 4-6. However, differences are not significant at the .01 level. The probability of differences as large as or larger than those reported in Table V is greater than .14. The "null" hypothesis is accepted as being tenable.

Table VI was indicative of the three groups' results from the "Attitude Toward Learning Process" in grades 4-6. Even though there appeared to be a sizeable difference between means, the F value was 1.14 which was not significant at the .01 level. The probability of this amount of difference or greater occurring by chance is greater than .32. The statistical analysis showed that the group means in this comparison came the nearest to being statistically significant. The seventh and eighth grade gifted/talented students in the sample had a poorer attitude toward the learning process than the regular class or the special education students. Differences between means were not significant at the .01 level. The probability of difference as large as or larger than those observed was greater than .07. Therefore, the "null" was not rejected.

Therefore, the data indicated there was no evidence to support any significant differences in the special education
students, the regular class students or the gifted/talented students at either of the two levels. This lack of significant differences was evident in both instruments used.

The original hypothesis was that the gifted students would have a better attitude toward the learning process and toward the teachers because of personal observations made by this author over a twenty-one year period of working as a professional educator. This type of hypothesis, a substantive hypothesis, could not be tested statistically or measured. The author just thought the scores of the different groups of students would be different. The amount of difference which would be significant was unknown since the review of literature failed to reveal a model which would show just such significance.

Therefore, the question proposed had to be answered by resorting to the use of a null hypothesis. The model of a null hypothesis meant that all of the scores were expected to be the same or zero. Also, it meant that a statistical interpretation was possible in determining how likely the scores were to occur if nothing operated by chance.

Again, using the conservative .01 level, none of the scores was significantly different enough to rule out the chance factor.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The outcome of this research to find the attitudes of ability grouped students in the Logan County Schools toward teachers and toward the learning process was that there were no significant attitudinal differences among the groups. The differences in scores were not great enough to be ruled out as chance occurrences.

Therefore, this research indicated high, low, or middle possession ability (special education, regular classroom or gifted/talented students) had no significant bearing on students’ attitudes toward teacher or towards the learning process. The subjective observations by the author that large amounts of praise and support directed to students did not result in a more positive attitude by the students with higher academic ability; nor did the subjective observations of lack of positive support to students have a significant detrimental effect on the attitude by the students of lower academic achievement.
CONCLUSIONS

This research demonstrated that ability grouping, per se, did not have any significant relationship with students' attitudes toward teachers and toward the learning process. It would appear to be of benefit to consider areas under the control of the school which could influence attitude. Once these areas are identified specific strategies could be determined which would contribute to more positive student attitudes and hopefully to the realization of educational objectives.

RECOMMENDATIONS

School personnel have little, if any, say-so in shaping the over-all attitudes of students which are influenced and taught from areas outside the control of school programs. Students are influenced by many societal factors which would seem to mold their attitudes and shape their mindsets for teachers and for learning. Some of these factors could possibly include socio-economic status, the status of the family unit, etc.

It is felt by this author that the students need to understand that they are not responsible for the choices of their parents and that they cannot change the choices of their parents. One feasible role of the school is to
provide the students with skills, information, and ability to make healthy, positive choices for their own adult lives. The possibility of making any significant changes would appear to be greater if the research is directed toward areas of students' lives contained within the school day.

There are several areas which deserve further research based upon this study:

1. The relationship between the attitude of teachers and administrators and the attitude of students.
2. The relationship between the self-esteem of school personnel and that of students.
3. The relationship between the way school personnel view their success or happiness and students' attitudes.
4. The relationship between students' general attitudes and their attitudes toward school.
5. The number and type of interactions school personnel have with students and the effect of such interactions on students' attitudes.
6. The relationship between the structure and academic effectiveness of the school and the students' attitudes.


Education, 52 (1), 47-56.


Martha Davis was born on February 19, 1945, in Jonesboro, Arkansas. She graduated from Pine Bluff High School in Pine Bluff, Arkansas, in 1962. She then attended college at Baylor University in Waco, Texas, where she graduated in 1967 with a B.S. in Speech Pathology and Audiology. She then attended the University of Oklahoma and graduated in 1969 with a M.S. in Deaf Education. Martha was married in 1969 to William B. Davis. They have two children; Jon Paul, 15 and Jamie Lynn, 13. She then returned to school to earn a Rank I Certification in Elementary Counseling from Western Kentucky University in 1979. Martha also received in 1987 her Elementary Principal Certification from Western Kentucky University.

She has been employed 21 years with the Logan County Board of Education, 18 of those years as a speech therapist and three as a middle school guidance counselor.
January 12, 1988

Dear Principals:

I am working on a research project and would appreciate you looking over this material before I am back at your school. The project will involve all Special Education and G/T students from 4th grade to 8th grade and only a few county-wide regular classes (enough to get the numbers about even).

I won’t give this information to any of the teachers until I hear from you. Please also let me have recommendations and suggestions.

Thank you,

Martha Davis
January 12, 1988

Dear Friends:

I am doing some research which will hopefully tell which group of students (LD special ed, EMH special ed., gifted and talented students, or regular classroom students) have a more positive attitude toward school.

I need your help. However, if you feel like you had rather not participate in the study, I hope you know me well enough that you can tell me. I can assure you it will be O.K. and understandable.

It is very important that each teacher follow the same procedure. Here goes:

1. Testing will be done for students in grades 4-6 at the elementary level and students in grades 7-8 at the middle school (or secondary level).

2. SPECIAL EDUCATION TEACHERS ONLY: Test each child you have at his/her grade level, beginning with students in grade 4. Only mainstreamed special ed kids are to be included; self-contained students will not.

3. TEACHERS OF GIFTED AND TALENTED: All G/T students will be checked at appropriate grade levels, beginning at grade 4.

4. REGULAR CLASSROOM TEACHERS: ONLY YOUR STUDENTS WHO DO NOT GO TO SPECIAL ED OR TO G/T are to be checked. Remedial math and remedial reading students will be included in the study.

5. ALL TEACHERS: Please circle the appropriate letter on each answer sheet:

   R - Regular Class
   G - Gifted
   L - Learning Disabled
   E - EMH

6. It is O.K. to read the question aloud to the students if there is any doubt that they might have difficulty in understanding the material.

7. Each student will be given two "instruments", one to measure attitude toward teachers and one to measure attitude toward the learning processes. I can assure you that I am not going to peek to see whose students
scored what. Schools will not be compared, nor will teachers. I am going to put all the LD, EMH, G/T and regular class responses together as soon as I get the results.

8. The enclosed sheet is for instruction for administration of both surveys. When you have completed the surveys, have your helper place all answer forms in the big envelope, seal it and give it to me (or put in my box).

9. I feel pretty sure that I have not explained this as well as I could. Ask me questions as needed. This is a project for a course at WKU and I have put it off for a long time. However, I have set a goal of being through with it by spring. If you would like a copy of the final paper, I will be glad to give you one.

Thank you so much for your help with this project.

Sincerely,

Martha Davis
ARLIN-HILLS ATTITUDE SURVEYS
ADMINISTRATION

Preparation: The Arlin-Hills Attitude Surveys consist of four instruments at three different levels. Prior to administration check to make sure that you have the desired number of instruments for your class. Check the titles you will use (Teachers, Learning, Processes, Mathematics, Language Arts). Second, check to make sure you have the correct level for your class. (Primary for K-3, Elementary for 4-6, Secondary for 7-12).

Prior to administering the instrument, appoint a student assistant, explain to him/her his function (described below) and make sure he has a large envelope (e.g. 10" x 13") which has the name of your subgroup on the outside (e.g. Grade 7 Mr. Smith, or Grade 9 traditional group). Have a set of extra pencils ready.

The tests were designed primarily for group evaluation such as when the attitudes of a group of students in a new language arts program are compared to a group of students in a traditional language arts program. An honest reporting of attitudes is imperative in such group comparison so student anonymity must be protected.

Administration for Group Assessment: The following procedures are designed to convince students of confidential nature of their responses, in the hopes that they will respond honestly to the instruments. Say to students:

Today you are going to have a chance to tell us how you feel about school. You are going to take some questionnaires (or a questionnaire). They are not tests and there are no right or wrong answers. The questionnaires are short, and will not take much time. We want you to be able to tell us as honestly as possible how you feel about school, so neither I nor anybody else in school will be able to know how you answer. Do not write your name on the questionnaires. I will stay in the front of the room so I won't be able to see your answers. Answer all of the questions. When you are finished, ______(assistant's name)______ will collect the questionnaires, in the large envelope and take them to the principal's office for scoring. Are there any questions? Does everybody have a pencil? I have extra pencils here if you need them. You must answer all of the questions. Start when you receive the questionnaire.

Have the student assistant distribute the questionnaires.
At the younger grades or at your discretion, write two sample items on the board:
<table>
<thead>
<tr>
<th>I like hamburgers</th>
<th>NO</th>
<th>SOMETIMES</th>
<th>USUALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I like carrots</th>
<th>NO</th>
<th>SOMETIMES</th>
<th>USUALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Try to make sure pupils understand the words "sometimes" and "usually". Show how they would fill in the circles for each of the questions, depending on how they felt. Emphasize that there is no right or wrong answer. If assessment for individual diagnosis is desired, you must tell students you will see their responses. This may affect their frankness and make interpretation difficult. In this case students should write their names on the questionnaires.