

ATTITUDES OF PUPILS
TOWARD TEACHERS IN INTERMEDIATE
SCHOOLS OF KENYA COLONY, AFRICA

by

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FOREWORD

This study was made to find out the qualities of good and poor teachers which are most important in the opinions of Kenya African intermediate school pupils. A pilot study conducted in Kenya African Teacher Training Center furnished the materials which were incorporated into the opinionnaire which was used. Two thousand five hundred one pupils filled out the opinionnaire. The method used in determining results is a weighted score. Seventy-two per cent of the pupils who participated in the survey are boys. This situation is brought about by boys being given preference in an opportunity to attend school since Kenya does not have compulsory education.

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CHAPTER I

INTRODUCTION

This study deals with one of the perplexing educational problems of the day; namely, the evaluating of a teacher's effectiveness in the classroom. Opinions of students and their attitudes do condition their mind set with respect to classroom and subsequent studies, and it might be helpful for the improvement of teaching that attitudes be determined.

The primary test of effective teaching is not the body of facts which the teachers have taught, but the changes which they have wrought in the attitudes, the visions, and the ideals of students. One real test of the performance of any teacher is the effect he has upon his pupils or the way they react to him day after day. Proposals for the evaluation of teachers by their students are intended to help teachers improve their teaching.

Formal education in Kenya Colony is comparatively new. The last twenty-five years have witnessed the establishment of several schools. Pupils are having educational opportunities which were denied their fathers and mothers. This primitive culture has left its impact upon the education of youth. Teachers are held in awe similar to the rulers of the

tribe. Pupils are controlled or disciplined through the means of corporal punishment. The teacher commands obedience through rigid discipline and the fathers do not object to control or means of control enforced on children by their teacher.

There are instances when teachers exploit students by using student labor to dig, cultivate and harvest crops for teacher's own personal gain. This practice is frowned upon by all members of European Supervisory Staff; however, African members would have tendency to treat such matters lightly.

The teacher fears the wrath of the community in instances where few students pass their government examination, the first being given at the end of grade four. The primitive handling of the teacher may result in members of the community beating the teacher and driving him from their village.

Statement of the problem.--The problem is to discover the beliefs or attitudes held by African pupils of North Nyanza, Kenya Colony, with respect to the qualities that are desirable or undesirable in a teacher. In other words, this study attempts to discover the opinions held by African elementary students concerning the traits of teachers which are liked best or least among students.

Limitations of this study.--The growth of importance and validity of public opinion polls in the United States is

due to the fact that they have become increasingly accurate in their predictions. During recent years public-opinion research has increasingly attracted the attention of those charged with responsibility for formulating educational policies and programs. Opinion research is concerned with the means and techniques of obtaining expressions of attitudes and judgments of individuals. Opinion polls are subject to error because the individual can change opinion with a suddenness that is startling. Another weakness is that people fail to reveal their actual opinion for fear of social disapproval.

The African's culture may intimidate him in speaking his honest thoughts about elders and this may have influenced responses toward teacher opinions.

The Opinionaire's specific limitations are believed to be:

1. Opinions are likely to be influenced by cultural traditions.
2. The opinions expressed may not remain the same or may change in degree.
3. One cannot be sure that the questions were fully understood by those who answered.

In spite of all limitations cited, however, one can be reasonably sure these are the beliefs of the boys and girls who participated in answering the Opinionaire.

Reason for the study.--The purpose of this study was to attempt to evaluate some of the factors which contribute to a teacher in Kenya culture being liked or disliked by

students. The way people react as a whole in situations which confront them in their daily work depends to some extent on their cultural background.

This survey was made in Kenya Colony to call attention to desirable or undesirable attitudes of which Kenya teachers may be unaware. It will provide teacher trainees with an opportunity to view teacher traits that pupils rank as important. It should result in improved relations between future teachers and pupils. It may lead to information which will help the teacher in the improvement of his own personality.

Procedure.--This study was divided into two parts: the construction of the Opinionaire and the administering of the Opinionaire.

1. The method employed in construction of the Opinionaire was to have the students of Murhila Teacher Training Centre, which is T3 Training Center, write out statements of their opinions of good and poor teachers. Fifty-five students expressed themselves in 2,500 statements. These statements were reviewed and their ideas of good and poor teachers are incorporated into this Opinionaire.
2. This Opinionaire was given in schools of North and Central Nyanza Districts, Kenya Colony. In filling out the Opinionaire, 2,509 students participated. Eight copies of the Opinionaire were not usable. This survey consists of the tabulations of 2,501 papers.

Kenya Colony and Protectorate, a British Crown Colony, covers an area of 224,960 square miles on the East coast of Africa. It lies between Lake Victoria and the Indian Ocean.

The Northern part of the Colony, which represents almost half of the whole, is arid and almost waterless. All economic production is centered in the Southern strip, which comprises a low-lying coastal area and a plateau, raised by volcanic action to an altitude of from 3,000 to 10,000 feet. In this area are Mount Kenya (17,040 feet), Mount Elgon (14,000 feet), the Aberdare Range (12,000 - 13,000 feet) and part of the Great Rift Valley.

The Great Rift Valley is a huge volcanic rift in the surface of the earth, extending from the Red Sea through Africa by the way of the Central lakes to Nyanzaland. It crosses Kenya as a deep valley, generally from 30 to 40 miles wide, and from 2,000 to 3,000 feet below the level of the country bounding it on either side. The Valley is studded with extinct volcanoes. The flanks on either side are covered in forest, and vegetation on the floor of the Valley consists of umbrella-shaped thorn trees.¹

Kenya Colony and Protectorate are administered under British Colonial Office by a Governor, a Council of Ministers, and a Deputy Governor. The territory of land is divided into six provinces and one extra provincial district. The setting for this paper is North Nyanza district, North Nyanza Province.

The North Nyanza district is composed largely of reserve land, although a portion of highlands is Crown land which has been sold to Europeans. The density of the Reserve as a whole averages 120 persons per square mile, while there are parts--notably Maragoli and Bunyore--where it is twice, even three times, higher.

¹Robert Hale, Ltd., Year Book and Guide to East Africa 1955. (London, England, 1955), p. 27.

The Government attempts

indirect rule in the Reserves. Native district councils have been established throughout the reserves, but their powers are inadequate as they have limited power. The Native Council has no control over land budget. Their main function is to provide an outlet for native opinion in regard to policy of administration. To make indirect rule really effective, the government should harmonize its policy with social and judicial institutions of the people.²

The name Bantu has been given to a collection of tribes forming the bulk of the population of Central and South Africa. The term Bantu refers to a language family; however, it is used ethnologically in referring to peoples speaking different dialects but having the same stem or root form of words.

Ethnologists agree that Hamites and Semites are to be regarded as having stemmed from a common stock. The Hamites are important not only as a distinct racial group but for the influence they have upon other peoples of Africa, which has been profound.³

The Bantu of North Nyanza are Negroes modified by the mingling of Negro and Hamite blood. The Bantu show a great love of cattle. The herds are usually looked after by the men of the tribe. The agricultural work is carried on by the women, who continue to use primitive implements and methods.

The Bantu of North Nyanza live in villages characterized by a definite social pattern. The family group is often complicated by the practice of polygamy.

²Walter Fitzgerald, Africa, (London, 1934).

³C. P. Groves, Planting of Christianity in Africa, (London, Butterworth Press, 1948), p. 19.

The African child is taught social behavior that is acceptable to the family and also the larger unit called the Clan. The birthright membership in the Clan is patrilineal. The Bantu have great regard for their ancestors. The influence of tribal custom in the life of an individual is expressed by Matthews:

All his life from birth every act done to him or for him or by him has been controlled by the customary life of the tribe. . . His graduation into manhood, the selection of the girl whom he shall marry, the plan of the house that he will build and the actual building of it, his hunting and fishing; and his relations with his wife, his parents, and his children are guided at each step all day and every day by the automatic sleepless control of the spirit world with its potent moral authority. Our young African has no private property; all that he uses being his to use so long as he is of service to his tribe. He is less a person than a limb of the tribal tree.⁴

The education of children is rather incidental in tribal life until the children have reached puberty. Boys herd the cattle while girls carry water, care for younger children, and assist with women's work of the household.

In the life cycle of the male, circumcision, together with elaborate initiation rites that surround the actual operation, is unquestionably the most striking single event in a boy's life. This custom takes place every three years in the autumn, beginning in or near October, when the crops have been harvested and the food is plentiful. This primitive education is almost unconscious of its own aims. Fitting the

⁴Basil Matthews, Consider Africa, (New York, Friendship Press, 1936), p. 22.)

individual into the group constitutes a major part of primitive education. These circumcisional rites have a deep emotional effect on all who pass through them. Young men learn to respect and obey the old men; to share their belongings with the tribe. After the youth has passed through all ceremonials, he has developed social status and a feeling of belonging to the larger group called the tribe.

These schools of adolescence strangely blend brutality and gross bestiality with education and courtesy to elders, in preparation for marriage, and in enduring hardness as a training for tribal citizenship.⁵

The formal (school) pattern in Kenya follows closely the traditional pattern of education in England. A pupil is judged by the criteria of written examination.

We are now attempting to encourage the Africans to develop a form of civilization of their own, by enabling them to develop their own language and preserve all that is sound in their own organization; their culture, their traditional arts and crafts and ceremonial observances. This must be based on a scientific study of the black races.⁶

The problems facing the educators in Africa are very different from those in a rich and highly-developed country like America or Canada. In Kenya there are settled populations of Europeans and Asians as well as Africans, and the Africans themselves belong to different races and a great variety of tribes and cultures. The peoples of Kenya are economically under-privileged.

⁵Matthew, *op. cit.*, p. 27.

⁶A. G. Church, *East Africa: A New Dominion*, (London, H. F. and G. Witherly, 1927), p. 107.

Kenya has had a great increase in population which has been brought about through cessation of tribal warfare and partly from the work of medical services in preserving life. Improvement in agriculture has not kept pace with the great increase in population. The African soil which could carry the small numbers, needs improved methods and implements to cope with greater numbers.

The African farmer, like farmers all over the world, is passionately attached to the land, to the Gods or Ancestral Spirits who dwell there, and to the ways of farming which the Gods themselves know and sanction.⁷

The Colonial Government is responsible for the education of the Africans as well as for economic development. The broad principles set out are thirteen in number, ranging in paragraphs from one hundred to four hundred words each. They may be summarized thus:

Government themselves control educational policy, but they will cooperate with other agencies.

Education should be adapted to the mentality, aptitudes, occupations, and traditions of the various peoples, conserving as far as possible all sound and healthy elements in the fabric of their social life; adapting them where necessary to changed circumstances and progressive ideas, as an agent of natural growth and evolution. This includes the fostering and educational use of African arts and culture, and will, it is hoped, narrow the hiatus between the educated class and the rest of the community whether Chiefs or peasantry.

Religion and character training is of the greatest importance, the central difficulty lies in finding ways to improve what is sound in indigenous tradition.

7 _____, Educational Policy in British Tropical Africa, (H. M. Stationery Office, York House, Kingsway, London, 1939).

African teaching staff must be adequate in numbers, in qualifications, and in character, and should include women. The training of teachers is essential.⁸

The educational process is slow in Kenya because there are not enough schools, but expansion of the schools requires trained teachers.

To extend the primary schools too widely, before the advanced institutions for training teachers and other African social workers are yet in working order, might not be the quickest way to universal education.⁹

In 1935 the Advisory Committee of British Colonial Office produced a fresh memorandum on "The Education of African Communities." New emphases were directed toward cooperation between schools and other agencies in raising the level of community life. These efforts had incomplete success because of lack of funds to carry out properly. Shortage of money brought a shortage of staff for immediate goals as well as for any long-time planning which needed a great deal of research.¹⁰

In the 1944 Report of Mass Education in African Society, the purpose identified was "to educate the African child with design to help the whole community toward better living." There was a growing feeling that local leaders should endeavor to spread new ideas among their people. The growing demand

⁸Ibid.

⁹William Malcom Hailey, An African Survey, (London, Oxford Press, 1939), p. 1235.

¹⁰University of London Institute, Studies and Reports, No. IX, Oxford University Press, 1936).

for schools was faster than the Government could supply the schools and teachers.¹¹

During 1952 a study of educational policy and practice was carried out in British Tropical Africa by a group of educators from Oxford. This Conference did not make up policies to be imposed upon the territories which participated. The main object was to set forth views which could be formulated into policies by those responsible for carrying on educational work. The main criticisms of African education were two:

1. Too few children had a chance of any schooling at all, and of these few, too small a number in proportion carried their schooling to the stage at which it would be really useful to them.
2. Education was effective in breaking up the old African life, but not in adapting its pupils to the conditions of the new. It was bookish divorced from reality, and gave its pupils a distaste for manual work and rural life. The educators could reply that these results were not mainly due to the schools, but to all the other influences to which young people in Africa are subjected.

The findings of above report are discussed and views are considered in formulating new policies for Kenya.¹²

The Academic education of the African in Kenya is organized in three four-year stages: the primary grades, one to four, which use vernacular as a medium of instruction; the

¹¹Colonial Offices Advisory Committee on Education in the Colonies, Mass Education in African Society, (His Majesty's Press, London, 1944).

¹²Nuffield Foundation and Colonial Office, African Education, (University Press, Oxford, 1953).

intermediate stage, primary six through Form II, which uses English as a medium of instruction. At the end of the intermediate course the pupils take the Kenya African preliminary examination, on the results of which they are selected for further education or various forms of training in specific jobs. The third stage is Form III through Form VI. Upon completing Form VI, students take the Cambridge examination.

Most of the teacher training centers are operated by Missions under the auspices of the British Government. There are four levels of training for teachers: T4, T3, T2, and K-T1.

A T4 Center admits students who have passed Kenya preliminary examination. These pupils study two years and are allowed to teach Grades One through Four in Primary schools, where the medium of vernacular is used. The T4 center has one qualified European instructor for every class enrolled. A class consists of twenty-five students as a maximum number. Subjects taught are agriculture, pedagogy, English, music, arithmetic, biology, history, Bible, Swahili (the lingua franca of the Colony), plus considerable work in directed observation and student teaching.

The T3 Center is similar, except that all who are admitted must have passed the Kenya African preliminary examination with credit in English. They may teach grades One through Six.

The T2 student must have passed Form IV successfully to be admitted as candidate for training. These teachers spend two years in special preparation and are permitted to teach in the intermediate schools, grades Primary Six through Form II.

The K-T1 is for those who have finished Form VI. They study three years and usually act as headmasters of intermediate schools or staff members of teacher-training schools.

CHAPTER II

REVIEW OF PREVIOUS RESEARCH

The amount of research in the United States devoted to teacher rating or evaluation indicates the great interest in the problem. An investigation to discover similar studies failed to reveal any studies of this type which have been carried out in British East Africa. It is realized, however, that numerous American studies under various titles might give information on the subject for personality traits of teachers is a frequent subject for discussion in education periodicals.

Early research into this problem was carried on in Sioux City schools by Kratz.¹ The method employed was writing the question on the blackboard and having students write their answers on paper. The purpose of this study was "to learn something of the children's ideas as to what constitutes the most helpful teacher and what are chief characteristics of the best teacher."

2,411 papers from second to eighth grade were collated in the superintendent's office. . . . A careful study of these replies suggests the thought that pupils are generally more appreciative of the earnest, intelligent efforts of their teachers to train and develop them, especially along the line of character building,

¹H. E. Kratz, "Characteristics of the Best Teachers as Recognized by Children," The Pedagogical Seminary, Vol. 3, (1894-1895), pp. 413-418.

than is commonly supposed, and that this sense of appreciation, while it is often concealed beneath a careless or impassive exterior, has been aroused and will intensify as years come and go.

Bell began his study in 1896 using the questionnaire method. Questionnaires were administered to Mr. Bell's own classes in psychology and pedagogy at the Northern Indiana Normal School at Valparaiso, Indiana. Later the questionnaires were administered at Indiana University and Chattanooga, Tennessee Normal School. A total of 1,050 sets of answers was turned in, but 19 sets were not used because of vagueness or omissions. The 1,031 sets of answers used consisted of 543 from men and 488 from women. Bell used a topical method of questionnaire which consisted of twelve topics the students were to enlarge upon.²

Topical Questionnaire

List I

Recall all your past teachers and single out the one that did you the most good.

1. In what way was he or she most helpful to you?
2. How old were you and how long were you under her care?
3. Was there any one thing that she said or did that particularly influenced you? If so, give details.
4. Did she affect your after life? If so, in what way?
5. Give personal description of her, including both physical and mental traits.

²Sanford Bell, "A Study of the Teacher's Influence," The Pedagogical Seminary, Vol. 7 (1900), pp. 492-525.

6. Single out one you loved most, and tell what made you love her.
7. Was she the same one that helped you most?

List II

Single out the teacher you loved least.

1. Did you have any positive dislike or hatred for her? If so, what caused it?
2. Was there ever any one thing which she said or did which deeply affected you? If so, tell us as exactly as you can what it was and how it affected you at that time.
3. How long did this effect last? If transient, what caused it to leave? If permanent, what has been its influence on your life?
4. How old were you, and how long were you under her charge?
5. Give your present age, sex and temperament - whether sanguine, phlegmatic, choleric or melancholy.

The summary or the most important facts which this study reveals are. . .

Five kinds of good are emphasized: (1) moral influences; (2) intellectual influences; (3) personal interest in the pupil, kindness, encouragement, sympathy, politeness, etc.; (4) self-reliance; (5) social graces. The moral influences predominate . . .

There is much evidence running through the testimonies of List II emphasize the fatal effects of the malevolent attitude of the teacher toward his pupils.

The expression of students reveal how sensitive they are to kindness, politeness and encouragement.

The greatest charm of adolescence is the promise it contains. Personal interest, kindness, encouragement and politeness on the part of teachers are powerful aids in the realization of that promise.³

³Ibid.

Book employed a different method of investigating students' points of view, what their favorite teachers are like; and what their model teacher's qualifications are, and what their most helpful teachers actually do.⁴ This research was carried on by having 1,067 Senior High School students (334 M; 733F) write a composition on "High School Education." The compositions were collected from sixteen different high schools in Massachusetts, Rhode Island, New York, Indiana, Illinois, Colorado, Montana and Utah.

Summarizing the various character qualifications approved and admired we get as it were a composite photograph of what pupils' favorite and most helpful teacher's character is. He was most often described as pleasant, cheerful, good natured, jolly, witty, even-tempered and sociable; i.e., never unpleasant, of a critical turn of mind, a fault finder, or a scold. Again he was said to be kind, forgiving, generous, never sarcastic, rude, harsh, nor given to ridicule, but patient, considerate, reasonable, thoughtful of the feelings of his pupils, never cranky, over-particular, or unreasonably strict, to be thoroughly unselfish, self-sacrificing, rather decisive, business like, not easy in his requirements of good work, firm, strict, and the like. As a rule he possessed a strong character, had the power of self-control, was often described as noble, original, a true gentleman if a man, truly feminine and womanly if a woman. For the girls he must be inspiring, have a strong personality, be unreserved, easy to approach and the like. For the boys he must not be "over-bearing," "proud of the fact that he commands," nor "consider himself as above those that he instructs." A few like a teacher who is serious, earnest, unassuming, quiet, good, polite, gentle, courteous and refined.⁵

Grace Bird attempted to measure the differences in responses of boys and girls, and of high school and Normal School

⁴William F. Book, "The High School Teacher from Pupils Point of View," The Pedagogical Seminary, Vol. 12 (1905), pp. 239-288.

⁵Ibid.

students. Data for her study were collected from 139 high school girls, 253 high school boys, and 150 Normal School students, by asking them to write, "What are the five or six best qualities of the best teachers you ever had?" The qualities mentioned in rank order were

Kindness
Fairness
Sociability
Sense of humor
Good temper
Discipline
Neatness
Patience
Preparation
Clearness of expression

Very close correlation existed between the opinions of boys and girls, of high school and of Normal School students.

By the Pearson-product-moments formula the correlation between the opinions of high school girls and boys is .80. Between high school girls and Normal School girls it is .88. The probable error for the first correlation is about .05, and for the second .07. . . If the causes of failures, and the requirements of pupils are compared, the parallelism of desirable characteristics is no doubt closer than it seems because of the similarity of idea behind the loose, general terms, which at first glance may be interpreted as indicating different qualities. One requirement which appears in every such list of requisite qualifications is discipline. This in its best and broadest sense, perhaps, includes all others. Without juggling with terms, however, the fact remains that pupils appreciate most the ordinary virtues fundamental to character.⁶

People change opinions, and students change from day to day and from week to week. On this basis the following research was carried out. The researcher was interested

⁶Grace E. Bird, "Pupils' Estimates of Teachers," Journal of Educational Psychology, Vol. VIII (1917) pp. 35-40.

in the validity of students' ratings. Fritz carried out research for the expressed purpose of determining "how stable the judgment of students and how much is it to be relied upon?" At the end of a semester's work 106 students were asked to rate the instructor. A week later they were again asked to rate the instructor just as they had the first time. The aim being to give the two ratings close enough together to prevent the formation of new judgments, but far enough apart so that memory would play only a small part.

The ten points scored upon were

1. Accuracy of thought.
2. Clear and definite assignments.
3. Systematic presentation of subject matter.
4. Interest in presentation of work.
5. Freedom of course from filler.
6. Adherence to subject.
7. Facility of expression.
8. Volume of voice fitted to room and situation.
9. Approachableness
10. Prompt dismissal

Conclusion: Student ratings are of value when combined estimate of a group is taken. In this way quite stable averages for each particular item can be secured. The average class is probably large enough to give a stable rating.

An efficiency rating by students has value because it calls attention to certain factors of weakness in instruction which are possibly escaping the attention of the instructor.⁷

Schutte expressed belief in a teacher evaluating himself.

To do this he must know the judgments others make of him.

Many teachers either fail or make no improvement largely because they seldom, if ever, analyze themselves. They

⁷Martin F. Fritz, "Variability of Judgment in the Rating of Teachers by Students," Education Administration and Supervision, Vol. 12 (1926), pp. 630-634.

tend to take a self-satisfied attitude, enjoying their popularity if they have any or blaming others for their failure if they are not successful.⁸

Schutte wished to compare the students' rating of him with his own opinion of his own teaching. The research was carried out with 207 students participating in rating the teacher. The questionnaire method was used in this study. The conclusion would lead one to believe that the professor deemed this method of rating teachers as valuable to the instructor involved.

Conclusion from this study is that teachers would do well to give students an opportunity occasionally to rate them. Unfavorable criticisms given and received in the right spirit will serve to take the conceit out of some instructors by showing them weaknesses of which they were not aware. Commendation, instead of making the conscientious and capable teacher self-satisfied, will serve as a powerful incentive to effort and improvement that he may really merit the high esteem which is bestowed upon him.⁹

Lehman, Professor of Ohio University, objected to students rating the faculty. "The critical factor in successful teaching is not what the instructor does, it is what he succeeds in getting the pupil to do." Professor Lehman holds to the idea that students do not generally understand the principle of learning through activity as might be desired.

Undergraduate attempts seriously to rate the general instructional ability of their teachers will probably serve merely to add to the already long list of student distractions. The persuasion that that teaching is best

⁸T. H. Schutte, "The Teacher, Through the Students' Eyes," School Board Journal, Vol. 73 (1926), pp. 73-78.

⁹Ibid.

which pleases the majority of students is surely a most glowing example of the "democracy fallacy."

A second objection to students' ratings of faculty members is the difficulty of introspection. It is an open question that undergraduate students, unaccustomed to introspection, are competent to examine their own mental processes or to discern their own educational growth.¹⁰

Guthrie carried out his investigation in the University of Washington, 1925.

Students have an opportunity for observing the quality of teaching that no fellow-teacher, head of department or school authority ever enjoys. They alone have a direct classroom acquaintance with their teachers.¹¹

This research was carried out keeping the following two questions always in the foreground when making evaluations: "the reliability and consistency of student judgment of teachers" and the other question concerns the "ultimate validity of student judgments." The author found substantial agreement between under and upper classmen. However, there were a number of teachers consistently given higher ratings by freshmen than by seniors or by seniors than by freshmen.

Conclusions were: There is, in fact, more consistency in student judgments of the faculty than in faculty judgments of the faculty. It is quite possible that a just and objective method of measuring the worth of a man as¹² a teacher should take student judgment into account.

Hartshorne and May found that children's emotional reactions are closely related to the teacher's effect upon

¹⁰Harvey C. Lehman, "Can Students Rate Teachers?" School Administration and Supervision, Vol. 13 (1927), pp. 459-466.

¹¹E. R. Guthrie, "Measuring Student Opinions of Teachers," School and Society, XIV, (1927), pp. 175-177.

¹²Ibid.

them. One group of children changed from being the most "dishonest" to the most "honest" group in their school during one year's time.

Where relations between teachers and pupils are characterized by an atmosphere of cooperation and good will, there is less deception. The significant factor is the personal relation of the teacher and pupils rather than other elements of technique.¹³

Alice Hanthorn, an elementary supervisor, approached teacher rating from pupils' standpoint. Pupils wrote themes entitled "My Best Teacher." The data were collected from 6,404 themes. Material was summarized into four classes.

Personal appearance, traits of character, discipline, and teaching ability. Of the 6,404 themes examined, 262 mentioned personal appearance; 5,118 spoke of traits of character; 1,896 of discipline; and 3,621 of teaching ability. Teachers of good disposition were rated very high.¹⁴

Stalnaker and Remmers carried out research: "Can students discriminate traits associated with success in teaching."¹⁵ The author's question as to relative value of students' reactions, which are numerous, but admit that these reactions do have some weight.

The Purdue Rating Scale was developed to measure in an objective way the students' opinion of the ability of an instructor for his task. All traits measured are ones which

¹³High Hartshorne and Mark May, "Studies in Deceit," Character Education Inquiry, Vol. I, (New York, Macmillan Company), 1928, pp. 5-6.

¹⁴Alice Hanthorn, "What Pupils Think of Their Teachers," Elementary School Journal, Vol. 28 (1928), pp. 644-645.

¹⁵J. M. Stalnaker and H. H. Remmers, "Can Students Discriminate Traits Associated with Success in Teaching," Journal Applied Psychology, XII, (1928).

an instructor may, with effort, alter. Therefore, the scale presents an instrument which may be used for the improvement of teaching.

The qualities rated are (1) interest in subject, (2) sympathetic attitude toward students, (3) fairness in grading, (4) liberal and progressive attitude, (5) presentation of subject, (6) sense of proportion and humor, (7) self-reliance and confidence, (8) personal peculiarities, (9) personal appearance, (10) stimulating intellectual curiosity.

The Purdue Rating Scale for Instructors led to the following conclusions in this study:

1. Students show a high degree of agreement in their judgments of the relative importance of the ten traits of the Purdue Rating Scale for Instructors.
2. There is little halo effect in student judgments of teacher traits.
3. Each of the traits comprising the scale adds something to the total picture of the teacher as seen by the student.¹⁶

David Newmark conducted a survey in the Philadelphia Normal School in June, 1927, trying to gather data from students as to the characteristics possessed by their "best" elementary teacher and their "poorest" elementary teacher. Students were asked to compile lists of characteristics that most nearly described their teachers. The author compiled and studied these characteristics and arrived at the following conclusions.

1. Normal school students should be acquainted with the characteristics which are essential to efficiency of teaching.

¹⁶Ibid.

2. Normal school students should try to avoid the development of negative teacher characteristics. The list of characteristics of the poorest teachers should be helpful in this respect.
3. The individual who is unable to transmit his ideas to his pupils effectively is not a teacher.
4. The individual who is able to transmit his ideas to his pupils effectively has teaching ability.
5. Children respect a good teacher and have no regard for an inefficient teacher.
6. The best teacher is one who makes you want to learn.
7. The poorest teacher is one who kills your desire to learn.¹⁷

Birkelo carried out research to find out, "what characteristics in teachers impress themselves most upon students." There were listed twenty-four desirable traits or characteristics of a good teacher and students were asked to select any ten of these traits and rank them in the order of their importance.

Conclusions: Pupils appear to recognize genuine teaching ability. Teachers are remembered by their scholarship and knowledge of subject.¹⁸

There have been numerous research studies carried out during the past sixty years endeavoring to shed light upon the characteristics most liked or disliked in teachers. Psychologists have entered into the research trying to determine how attitudes of teachers affect their teaching.

¹⁷David Newmark, "Students' Opinions of Their Best and Poorest Teachers," Elementary School Journal, Vol. 29 (1929).

¹⁸C. P. Birkelo, "What Characteristics in Teachers Impress Themselves Most Upon Students," Education Administration and Supervision, Vol. 15, (1929), pp. 453-456.

An unsigned author was interested in having pupils evaluate her work because she wished to improve her teaching. The teacher gave the pupils a scale which they were to enlarge upon either favorably or unfavorably. The scale consisted of words or phrases as leads; personality, sympathy and understanding, attitude and disposition, method of conducting course, assignments, delivery in and out of class, play spirit, store of knowledge, experience, adaptability, sense of fairness, character, sincerity, sense of freedom and self-expression, willing to help, classroom discipline, absence of fear and self-development. This questionnaire allowed for the criticism of the teacher as a teacher and a person.

Mention good and bad characteristics and discuss the course of study and methods of conducting it. Do this favorably or adversely as the case may be. You are not supposed to put down flattering remarks about me to make me feel good, but state the truth as it appears in every point. Do not sign names, and you may be sure I cannot recognize your handwriting. Now, go as freely as you can, because unless you are absolutely truthful your papers will be of no use to me or to the class.¹⁹

This unknown teacher used the answers obtained as aids to self-improvement.

Clem submitted a checking list to his students following their courses in education. The checking list contained seventy-five items, the majority of which were to be marked "True" or "False"--some were to be checked. No names were

¹⁹ Anon., "Students Help in Growth of Teacher," Journal of Educational Method, Vol. I (1930), pp. 30-33.

placed on the papers. The author does not claim that the checking list gives the final answer to a teacher's problems.

This checking list represents a form of practical research distinguishable from pure research. The writer advocates this technique as generally applicable for practical use in schools from the kindergarten through graduate level. Results obtained from practical experiment should aid the teacher in corrective self-teaching which should result in marked improvement.

The technique involved in this experiment trains the teacher in taking criticism. Most teachers, indeed most "homines," natively resent criticism. Somehow, at any cost, through "defense mechanisms" or otherwise, we mortals must protect the ego. But as teachers we must learn to "take it." Teachers in general have certain detracting mannerisms of which they are totally oblivious. To discover that a large per cent of their students have discovered these mannerisms is gall and wormwood. But we must learn that teachers and prize-fighters who cannot "take it" are short-lived professionally. Here is a field rich in possibilities for even the teacher of character education.²⁰

MacDonald carried out research over a period of three years involving three hundred twenty students that participated in rating their teachers. This survey was made among students in teacher-training institutions.

Conclusions were that teachers were appreciated that possessed:

sense of humor, justice, consideration, friendliness, good voice and address, and an attractive personal appearance. As far as practices of their teachers are concerned, students appreciate especially, among

²⁰O. M. Clem, "What Do My Students Think About My Teaching?" School and Society, Vol. XXXI (1930), pp. 96-100.

other desirable practices, accepted procedures regarding assignments and testing, well-organized class work, good discipline, and variety in procedure.²¹

Root made a study of student-teacher critique to measure the efficiency of instruction at college level. A questionnaire of fifty specific questions was used, answered by "Yes" or "No." The questionnaire was formulated by a check list submitted to students and education faculty of other institutions.

The original list of fifty questions was submitted to two hundred students of a given teacher with the following instructions:

You are asked to make judgments of your instructor according to the questions asked in the list below. If, on the whole, he evidences the characteristic embodied in the question, underscore "Yes" at the end of the line; if on the whole, he does not evidence the characteristic embodied in the question, underscore "NO."²²

This type of questionnaire differs from any of the others reviewed as it was a "yes" and "no" type. It differed further in that blanks were submitted to students, then without any discussion were resubmitted four weeks later. All items with a reliability below .85 were omitted in the second form of the blank.

²¹M. E. MacDonald, "Students' Opinions as Regards Desirable and Undesirable Qualifications and Practices of Their Teachers in Training Institutions," Education Administration and Supervision, Vol. 17 (1931), pp. 139-146.

²²Alfred C. Root, "Student Rating of Teachers," Journal of Higher Education, Vol. 11 (1931), pp. 311-315.

Conclusions of this study:

These student-teacher critiques may not only point out to the instructor points of weakness in his teaching, but also if it so desires, the administration may use them for securing single numerical statements of instructional strength of the faculty from a student point of view. Subtracting the average adverse criticism of a given class on all questions from 100 per cent gives a single measure of the general strength of the teacher's technique.²³

The survey carried out by Principal Messler of State Normal School, Jersey City, was conducted to find out what kind of a teacher elementary school pupils like best. The questionnaires were given in thirty-nine classes representing twenty-nine suburban schools. The questionnaire was made up of thirty-seven questions which the author classified under "1. teaching power; 2. personality; 3. personal appearance; 4. justice and 5. relations with pupils." The author was aware that the classifications contained considerable overlapping, but it served as basis for analysis.

The following percentages were computed on the total number of pupils questioned:

- 57 per cent spoke of teaching power;
- 56 per cent were impressed by the relations of the teacher with them;
- 44 per cent were impressed by the personality of the teacher;
- 15 per cent liked the teacher because she was fair and just;
- 6 per cent were attracted by her personal appearance.²⁴

Flinn had a certain teacher of mathematics graphed by four supervisors. Likewise a graph was made of the ratings

²³Ibid.

²⁴W. A. Messler, "Are You the Best Teacher?" The Grade Teacher, Vol. 49 (1932), pp. 800-829.

of the same teacher, as given by four different groups of students. This study was carried on over a period of ten years, was conducted in three schools, in different parts of the country, even in different subjects.

Conclusion: The graphs seem to prove that the pupils' own opinions are often a better basis for self-study and attempts at self-improvement than are the opinions of a few supervisors. One wonders if pupil ratings might not serve other purposes, too.²⁵

Root carried out extensive study to demonstrate the practical utility of student-teacher rapport. Two techniques were used. Statements were solicited from the students. Two comparable groups were selected by matching abilities according to Otis General Intelligence Examination Higher Form A.

From this brief study there is a presumption that the attitudes of students toward an instructor and an instructor toward students are capable of change on the basis of a critique such as used here, and that this increase in a wholesome relationship shows itself in increased output.²⁶

Corey and Berry, who investigated the relationships between attitudes toward a subject and liking for the teacher giving instruction in that subject. The course of one's life work from early preferences and aspirations to eventual retirement may be viewed from different vantage points. Students'

²⁵Vee Flinn, "Teacher Rating by Pupils," Educational Methods, Vol. II (1932), pp. 290-294.

²⁶A. C. Root, "Student-Teacher Rapport," Journal Higher Education (1934), pp. 133-135.

choices in their field of work may impinge themselves upon the attitudes held toward teachers of certain subjects.

It seems that disliking a high-school teacher, even though the subject to be taught was liked, is enough to discourage pupils from electing to continue with the study of that subject in College. Out of thirty-one instances of popular high-school subjects taught by unpopular teachers, there were only four cases (thirteen per cent) where the subject was elected for continued study in college. On the other hand where both teacher and subject were well-liked (two hundred ninety-two cases) there were one hundred ninety instances (sixty-five per cent) of electing to continue with the subject in college. Where neither the subject nor teacher was liked (eighty-two cases) only four students (five per cent) elected to continue the subject in College.²⁷

The authors were agreed that the classroom teacher is one of the primary factors in the learning of school children.

The importance of children's attitudes and the importance of the teacher in learning situations with which the school is concerned--it seems wholly logical and practically as well as theoretically important to obtain adequate measures of children's attitudes toward their teachers.²⁸

Tchechtelin worked out a scale where the teacher's personality was summed up under seven general areas. For each of the seven areas there were selected seven statements as scaled which belonged to the category so that the whole long scale is made up of seven shorter scales. Each statement was rated with five choices.

²⁷S. M. Corey and G. S. Berry, "Effect of Teacher Popularity upon Attitude Toward School Subjects," Journal of Educational Psychology, Vol. XXIX (December, 1938), pp. 665-670.

²⁸Ibid.

In summary the preceding presentation warrants the statement that an instrument of sufficient validity and reliability has been constructed to make possible the following application.

1. Self-supervision and self-remediation of teachers in situations in which undesirable pupil attitudes are obtained is made possible.
2. An additional research instrument is provided by means of which it will be possible to study the interrelationships of the various factors operating in the total achievement of school children.
3. For the supervisor and administrator so inclined it will be possible to obtain measures of known reliability and validity of the attitudes of children toward teachers under their direction.
4. In the training of prospective teachers while they are serving their apprenticeship or internship as practice teachers the instrument here provided can serve a most useful function.²⁹

Alberts attempted to analyze the rating of seventy-eight Brackenridge High School teachers of San Antonio, Texas. The author carried out this research that the "results might be used for the improvement of teachers in service." Questionnaires were presented to 2,106 students, 1,588 usable questionnaires were tabulated for conclusions of this study. The object of the study is self-improvement for the teacher in service. There is an attempt, too, to let the teacher see the superior teacher as the administrators see him.

The author's conclusions for the study were:

1. Pupil rating of teachers is reliable, valid, practical and inexpensive.

²⁹M. A. Tchechtelin and John Francis Hipskind, "Measuring the Attitudes of Elementary School Children Toward Their Teachers," Journal Educational Psychology, Vol. 31 (1940), pp. 195-203.

2. Teachers can be benefited by pupil rating.
3. Pupils are sufficiently consistent in the rating of teachers for the results to be meaningful.
4. Administrators cannot agree upon the characteristics of the superior teacher.
5. Administrators know very little of what pupils think of their teachers.
6. Teachers know more accurately than administrators what pupils think of their teachers.³⁰

The study was conducted by obtaining a listing of characteristics liked and disliked about teachers from 450 Junior High students. Approximately 8,000 individual "likes" or "dislikes" were tabulated according to frequency of mention.

It seems logical to conclude, therefore, that pupils are fairly consistent and reliable in their judgments of teacher characteristics as far as personal likes and dislikes are concerned. It seems fair, also, to conclude that a particular teacher behaviorism or characteristic which is distasteful to one pupil is very apt to be distasteful also to most other pupils.³¹

Tiedman had multiple purposes in conducting his survey of pupil-teacher relationships. He wished to determine "characteristics, habits and practices of teachers disliked greatly and which were liked very much." The author also was interested in finding out "as pupils grow older and move from grade to grade, if certain types of teacher behavior become more or less displeasing to them."

³⁰H. R. Albert, "Analysis of Teachers Rating by Pupils in San Antonio," Education Administration and Supervision, Vol. 27, (1941), pp. 267-274.

³¹Stuart C. Tiedeman, "A Study of Pupil-Teacher Relationships," Journal of Education Research, Vol. 35 (1942).

An author's study grew out of a unit on "Personality" taught to tenth-grade pupils. The authors selected twelve personality traits which they considered a representative group of desirable personality traits. A total of 304 judgments were obtained for the twelve traits. It is usually understood by students of personality that individuals rate other persons somewhat higher than would some objective and absolute evaluation. The instructor who has been subject of personality rating should discount the results in order to prevent inflated estimate of his own value as a teacher.

Conclusions reached were:

1. The age of the person making the judgment has little effect on the personality rating.
2. The ratings of fellow-teachers tend to be slightly higher than those of pupils.
3. Certain traits may be rated high or low because opportunities for observation of that trait have been greater in one situation than in another.
4. This type of personality measurement tends to give the individual too high a rating.
5. There is apparently no significant difference between the judgments of pupils taking different subjects from the teacher rated except as explained by third conclusion.
6. Instruction in the judgment of personality tends to lower the ratings.

From the conclusions it is reasonable to suppose that the judgment of personality made by a single class will be sufficiently accurate picture of the teacher.³²

³²Harold Ferguson and Ovde O. Herman, "Improving Teaching Personality by Pupil Rating," School Review, Vol.50, (1942).

Paul Witty carried on research by radio broadcasting program in 1949 (Quiz Kids).³³ Children were given the opportunity through letter writing of describing: the teacher who has helped me most. Approximately 12,000 letters were received and analyzed from pupils distributed throughout the country. It was found that the traits mentioned by boys and girls were fairly consistent in the overall picture.

Conclusions of this research were that the twenty-four traits mentioned by 12,000 boys and girls should have value for teachers who want to influence boys and girls effectively.

Williams' study consisted of when pupils rate the teacher.³⁴ This research was conducted in freshman social science class at Clovis Union High School, near Fresno, California. The median chronological age of fourteen years was used as a criteria for the selection of students. There were 135 boys and 144 girls who participated in this study. The questionnaire given students covered three areas--school relations, recreation, vocations--in which students were asked to list personality problems in each area. The pupils suggested ways in which teachers could help them in these problems.

The analyses of this research revealed pupils had a strong desire to be understood by their teachers. The pupils also had a desire to become better acquainted with other pupils. They suggested ways of getting.

³³Paul A. Witty, "Rating by Students," Education Administration and Supervision, LXVI, (April, 1950), pp.193-208.

³⁴C. C. Williams, "When Pupils Rate the Teacher," Phi Delta Kappan, (April, 1954), p. 284.

acquainted as school assemblies, clubs, parties and dances arranged by the teachers. They expressed desire for help in planning for the future.

The ideal teacher as rated by the freshmen in this study, is understanding, sympathetic and friendly; one who will discuss a pupil's personal problems and offer helpful suggestions; one who will sponsor school activities and help pupils in planning for their future. This study seems to justify school boards giving considerable weight to personality traits in the selection of teachers.³⁵

Leeds conducted a study on teacher behavior liked and disliked by pupils. This study was carried out using pupils of fourth-, fifth- and sixth-grade levels. The reaction of 1,000 pupils was secured through the means of a questionnaire made up and administered by Dr. Leeds personally. These questionnaires provided space for pupils' comments: (1) Why I like this teacher, and (2) Why I don't like this teacher.

Conclusions drawn from the study are:

Underlying this study was the multiple assumption that social and emotional development of the child is a responsibility of the school; that the teacher plays a principal role in the development, and the attitudinal reaction of pupils toward the teacher and her classroom behavior is of great significance in pupil adjustment.

Rating of teachers made by fourth-, fifth-, and sixth-grade pupils indicated that affection, personal and human factors provided the basis for differentiating teachers well liked by pupils and those greatly disliked.

To be appreciated and well liked, teacher behavior must stem from a personality basically well-adjusted and characterized by a sincere liking for children, a kind pleasant disposition, and a balanced outlook on life.³⁶

³⁵Ibid.

³⁶C. H. Leeds, "Teacher Behavior Liked and Disliked by Pupils," Education, (September, 1954), 75, pp. 29-37.

The writer's unpublished manuscript which is on file at Butler University consists of a study carried out in Indiana schools. The purpose of the research was to investigate student opinions of "Good and Poor Teachers."

The study was divided into two parts. The method employed in the construction of the opinionaire was to interview students privately or in groups of not more than six at any one time. Forty-seven students were interviewed and their ideas of good and poor teachers were incorporated into the opinionaire that was used in the second phase of the study. Two hundred eighty-six students participated in filling out the opinionaires.

Conclusions of this study showed that students are, to a great degree, agreed upon traits they like or dislike in a teacher.

CHAPTER III

FINDINGS OF THIS STUDY

This study is confined to African students attending intermediate schools in the north and central districts of Nyanza Province, Kenya Colony, Africa. Kenya does not have compulsory education and boys are given preference in the opportunity to attend school. The schools contacted had seventy-two per cent boys against twenty-eight per cent girls attending school.

In this chapter will be found tables and figures which contain the relative ranking of qualities liked and disliked by two thousand five hundred one Kenya-born pupils.

Opinionaires were administered to two thousand five hundred nine students. Eight papers were destroyed because they lacked the information necessary for scoring the papers. Tabulations have been weighted according to the degree of importance which students rated the statements. Pupils were asked to mark five statements under "likes" and five under "dislikes in the order of importance which the student considered the statement. Instructions were given pupils to rate most important statement number one, next important

number two and to continue in that order until five statements were marked.

Weighted scoring of the items was carried out by giving an item marked number one, five points; an item marked number two, four points; an item marked three, three points; an item marked four, two points; an item marked five, one point.

Tables I through VI show how each individual class rated likes and dislikes of teachers on a weighted rank-order basis.

Table VII gives comparison of boys and girls. This table shows that boys and girls were fairly consistent in the way they rated the teacher. The one thousand eight hundred eight boys and six hundred ninety-three girls showed they differed in eight of the twelve points but out of the first seven they were in agreement on three of the likes and only varied one degree on four others. Boys and girls agreed on four of twelve dislikes but their points of agreement varied more on dislikes than on traits liked about the teacher.

Table VIII gives the totals of two thousand five hundred one pupils which rated the traits of good and poor teachers. These likes and dislikes reveal the cultural background of students who participated in filling out the opinionaires.

TABLE I

GOOD AND POOR TEACHERS
CLASSIFIED IN ORDER OF RANK HIGH TO LOW

Relative Ranking of 747 Boys in Primary VI	Rank Order	Weighted Score
Likes		
Encourages students to work hard toward further education	1	2,100
Is Christian and encourages students to attend church	2	2,041
Teaches adequate material to enable students to pass examinations .	3	1,357
Loves children and never despises people.	4	1,070
Whose character is a good example for students to follow	5	978
Is clean and smartly dressed.	6	864
Obeys government and respects Chiefs and Elders	7	853
Is interested in the progress of his/her people	8	824
Is cheerful and kind.	9	545
Displays good manners at all times.	10	474
Uses school time for pupil's advancement in learning.	11	438
Cooperates with parents and the school community.	12	266
Dislikes		
Drinks alcohol and participates in night dances	1	1,376
Disobeys government and location rules.	2	1,368
Cannot be trusted with school funds or school property.	3	1,238
Does not follow syllabus while teaching	4	1,172
Works pupils outside of school for his/her gain	5	1,138
Is always gloomy.	6	1,006
Is not interested in pupil's difficulties	7	922
Punishes students by beating them	8	745
Behaves immorally in the school or community.	9	692
Is indolent or lazy	10	683
Who treats the slow learners as "fools"	11	390
Humiliates students in presence of other pupils	12	341

TABLE II

GOOD AND POOR TEACHERS
CLASSIFIED IN ORDER OF RANK HIGH TO LOW

Relative Ranking of 314 Girls in Primary VI	Rank Order	Weighted Score
Likes		
Is Christian and encourages students to attend church	1	1,071
Encourages students to work hard toward further education	2	907
Whose character is a good example for students to follow.	3	481
Teaches adequate material to enable students to pass examinations .	4	449
Loves children and never despises people.	5	362
Is interested in the progress of his/her people	6	310
Obeys government and respects Chiefs and Elders	7	276
Uses school time for pupil's advancement in learning.	8	232
Displays good manners at all times.	9	204
Is clean and smartly dressed.	10	153
Is cheerful and kind.	11	152
Cooperates with parents and the school community.	12	148
Dislikes		
Drinks alcohol and participates in night dances	1	653
Cannot be trusted with school funds or school property.	2	601
Behaves immorally in the school or community.	3	489.
Disobeys government and location rules.	4	464
Is always gloomy.	5	431
Works pupils outside of school for his/her gain	6	429
Is not interested in pupil's difficulties	7	416
Does not follow syllabus while teaching	8	409
Punishes students by beating them	9	202
Is indolent or lazy	10	192
Who treats the slow learners as "fools"	11	169
Humiliates students in presence of other pupils	12	127

TABLE III

GOOD AND POOR TEACHERS
CLASSIFIED IN ORDER OF RANK HIGH TO LOW

Relative Ranking of 741 Boys in Form I	Rank Order	Weighted Score
Likes		
Encourages students to work hard toward further education	1	2,310
Is Christian and encourages students to attend church	2	2,095
Whose character is a good example for students to follow.	3	1,149
Teaches adequate material to enable students to pass examinations .	4	1,087
Loves children and never despises people.	5	917
Obeys government and respects Chiefs and Elders	6	867
Is interested in the progress of his/her people	7	708
Is clean and smartly dressed.	8	445
Uses school time for pupil's advancement in learning.	9	375
Cooperates with parents and the school community.	10	354
Displays good manners at all times.	11	348
Is cheerful and kind.	12	329
Dislikes		
Cannot be trusted with school funds or school property.	1	1,422
Disobeys government and location rules.	2	1,387
Drinks alcohol and participates in night dances	3	1,342
Works pupils outside of school for his/her gain	4	1,114
Is always gloomy.	5	1,064
Is not interested in pupil's difficulties	6	1,013
Does not follow syllabus while teaching	7	984
Is indolent or lazy	8	702
Behaves immorally in the school or community.	9	666
Punishes students by beating them	10	576
Who treats the slow learners as "fools"	11	391
Humiliates students in presence of other pupils	12	215

TABLE V

GOOD AND POOR TEACHERS
CLASSIFIED IN ORDER OF RANK HIGH TO LOW

Relative Ranking of 320 Boys in Form II	Rank Order	Weighted Scores
Likes		
Encourages students to work hard toward further education	1	1,138
Is Christian and encourages students to attend church	2	820
Whose character is a good example for students to follow.	3	478
Is interested in the progress of his/her people	4	454
Loves children and never despises people.	5	449
Obeys government and respects Chiefs and Elders	6	349
Teaches adequate material to enable students to pass examinations .	7	335
Cooperates with parents and the school community.	8	178
Is cheerful and kind.	9	161
Is clean and smartly dressed.	10	139
Displays good manners at all times.	11	115
Uses school time for pupil's advancement in learning.	12	108
Dislikes		
Cannot be trusted with school funds or school property.	1	774
Disobeys government and location rules.	2	671
Does not follow syllabus while teaching	3	512
Drinks alcohol and participates in night dances	4	476
Works pupils outside of school for his/her gain	5	397
Is not interested in pupil's difficulties	6	375
Is always gloomy.	7	362
Behaves immorally in the school or community.	8	279
Is indolent or lazy	9	258
Punishes students by beating them	10	255
Who treats the slow learners as "fools"	11	121
Humiliates students in presence of other pupils	12	50

TABLE VI

GOOD AND POOR TEACHERS
CLASSIFIED IN ORDER OF RANK HIGH TO LOW

Relative Ranking of 147 Girls in Form II	Rank Order	Weighted Scores
Likes		
Encourages students to work hard toward further education	1	507
Is Christian and encourages students to attend church.	2	506
Whose character is a good example for students to follow.	3	297
Teaches adequate material to enable students to pass examinations .	4	148
Loves children and never despises people.	5	147
Obeys government and respects Chiefs and Elders	5	147
Is interested in the progress of his/her people	6	122
Cooperates with parents and the school community.	7	108
Is clean and smartly dressed.	8	94
Is cheerful and kind.	9	75
Uses school time for pupil's advancement in learning.	10	68
Displays good manners at all times.	11	47
Dislikes		
Cannot be trusted with school funds or school property.	1	470
Drinks alcohol and participates in night dances	2	296
Does not follow syllabus while teaching	3	247
Disobeys government and location rules.	4	237
Is always gloomy.	5	210
Behaves immorally in the school or community.	6	162
Works pupils outside of school for his/her gain	7	154
Is not interested in pupil's difficulties	8	96
Is indolent or lazy	9	94
Who treats the slow learners as "fools"	10	91
Punishes students by beating them	11	63
Humiliates students in presence of other pupils	12	37

TABLE VII

GOOD AND POOR TEACHERS

Relative Ranking Between Boys and Girls	Boys	Girls
Likes		
Is interested in the progress of his/her people	7	7
Encourages students to work hard toward further education	1	2
Loves children and never despises people	5	5
Is clean and smartly dressed	8	12
Is Christian and encourages students to attend church.	2	1
Displays good manners at all times	10	10
Teaches adequate material to enable students to pass examinations.	3	4
Whose character is a good example for students to follow	4	3
Cooperates with parents and the school community	12	9
Is cheerful and kind	9	11
Obeys government and respects Chiefs and Elders.	6	6
Uses school time for pupil's advancement in learning	11	8
Dislikes		
Cannot be trusted with school funds or school property.	1	1
Disobeys government and location rules	2	5
Works pupils outside of school for his/her gain.	5	7
Does not follow syllabus while teaching.	4	3
Behaves immorally in the school or community	10	4
Humiliates students in presence of other pupils.	12	12
Is not interested in pupil's difficulties.	7	8
Punishes students by beating them.	8	10
Is always gloomy	6	6
Who treats the slow learners as "fools".	11	11
Drinks alcohol and participates in night dances.	3	2
Is indolent or lazy.	9	9

TABLE VIII

GOOD AND POOR TEACHERS
CLASSIFIED IN RANK HIGH TO LOW

Total Ranking for 2,501 Students	Rank Order	Weighted Scores
Likes		
Is Christian and encourages students to attend church.	1	7,346
Encourages students to work hard toward further education.	2	6,876
Whose character is a good example for students to follow	3	3,772
Teaches adequate material to enable students to pass examinations.	4	3,711
Loves children and never despises people	5	3,183
Obeys government and respects Chiefs and Elders.	6	2,701
Is interested in the progress of his/her people.	7	2,543
Is cheerful and kind	8	1,386
Uses school time for pupil's advancement in learning	9	1,380
Is clean and smartly dressed	10	1,334
Displays good manners at all times	11	1,291
Cooperates with parents and the school community	12	1,212
Dislikes		
Cannot be trusted with school funds or school property	1	5,000
Drinks alcohol and participates in night dances.	2	4,742
Disobeys government and location rules	3	4,370
Is always gloomy	4	4,364
Does not follow syllabus while teaching.	5	3,767
Works pupils outside of school for his/her gain.	6	3,460
Is not interested in pupil's difficulties.	7	3,100
Punishes students by beating them.	8	2,986
Behaves immorally in the school or community	9	2,611
Is indolent or lazy.	10	2,074
Who treats the slow learners as "fools".	11	1,310
Humiliates students in presence of other pupils.	12	871

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions are based upon the results of opinionnaire responses from two thousand five hundred and one pupils attending intermediate schools in North Nyanza Province of Kenya Colony, British East Africa.

Alterations in education are continually taking place in Kenya Colony as the government gradually assumes responsibility for the education of the African people. This survey was made in Nyanza Province where education was first introduced to the Africans by church societies. The Christian influence permeates the curriculum of Kenya schools, which would account for, or partially explain, the characteristics of teachers who were liked or disliked by students.

The questionnaire used in this study was made up of twenty-four statements taken from a pilot study conducted in the Mwhilia Teacher Training Center. Fifty-five teacher trainees expressed themselves in 2,500 statements of traits most liked or disliked in teachers. The statements were then incorporated in the questionnaire.

The results obtained from this study should aid teacher trainees in cultivating and developing those traits which will make them more effective teachers. Students participating in this survey showed a high degree of agreement in identifying those traits most liked and most disliked in teachers.

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APPENDIX

UNIVERSITY OF NAIROBI
LIBRARY

GOOD TEACHERS AND POOR TEACHERS

MALE ___ FEMALE ___ GRADE IN SCHOOL P. 6 ___ FORM I ___ FORM II ___

like the teacher who: (rank five qualities in order of importance to you)

1. Most important, etc.

is interested in the progress of his/her people

encourages students to work hard toward further education

loves children and never despises people

is clean and smartly dressed

is Christian and encourages students to attend church

displays good manners at all times

teaches adequate material to enable students to pass examinations

whose character is a good example for students to follow

co-operates with parents and the school community

is cheerful and kind

obeys government and respects Chiefs and Elders

uses school time for pupil's advancement in learning

unlike the teacher who: (rank five qualities in order of importance to you)

cannot be trusted with school funds or school property

disobeys government and location rules

works pupils outside of school for his/her gain

does not follow syllabus while teaching

behaves immorally in the school or community

humiliates students in presence of other pupils

is not interested in pupil's difficulties

punishes students by beating them

is always gloomy

who treats the slow learners as "fools"

drinks alcohol and participates in night dances

is indolent or lazy