

**THE ECONOMIC AND SOCIAL
RESEARCH INSTITUTE**

Memorandum Series No. 85 .

**TOWARD A MEASURE OF ACHIEVEMENT PRESS
IN EDUCATIONAL SETTINGS**

John Raven and Ruth Handy

1971

**Confidential: Not to be quoted
until the permission of the Author
and the Institute is obtained.**

Since Murray (1938) put forward his theory of motivation, a number of authors have attempted to develop measures, not only of individual needs, but also of environmental press toward various behaviour patterns. Authors explicitly using this model have included Stern (1962) and Bergthold (1971). Other authors have used the model in organizational settings (Litwin and Stringer, 1968). Still other authors have used a general framework of classroom climate, school climate or organizational or community climate. The focus of Stern's investigations, and the investigations of school climate (Coleman, 1961) and organizational climate (Likert, 1967) has been on a general description of the press in schools and organizations, rather than on measures of press relating primarily to achievement. Nevertheless it is clear that achievement is a primary unwritten concern of many authors, particularly those concerned with organizational development. The focus of our present studies is not so much to describe the overall press in educational settings, but to examine, in some detail, the press toward achievement affiliation, and power behaviours among pupils.

Although the study seeks to develop measures of press achievement, press affiliation, and press power in educational settings, the study has not been concerned with press arising from parents or from the community outside the school. These have been ignored, important though they are (Douglas, 1964; Plowden, 1966), owing to the difficulty of seeing any ways in which educationalists can influence these things without a radically different type of educational system.

The questionnaires being developed are intended to provide teachers with a picture of relevant presses operating on their pupils, and also to form the basis for problem solving discussions designed to help teachers understand, in detail, that aspect of motivational theory which is concerned with environmental press, and consider the specific steps they might take in their own classrooms in order to increase levels of achievement press through a wide variety of changes in input.

At this point it is probably worth summarizing the overall theory of motivation that is being pursued here. Briefly stated the theory says that people do what they do partly as a result of their own internal characteristics, that is their internal "needs", partly as a result of the tasks that are put in front of them, and partly

as a result of the pressures that are brought to bear on them from others in their environment, that is the "presses" we are concerned with here.

In considering motivation in educational settings, it is therefore appropriate to consider how the tasks that pupils are set can be changed in order to make them more interesting, to consider how higher levels of achievement or other motivation can be produced in the pupils themselves, that is how the structure of their "needs" can be changed, and to consider variations in external press. Herzberg's (1959) work has concentrated on developments in tasks in organizational settings, while McClelland's (1965), and De Charmes (1969) work has concentrated on influencing the pattern of internal needs of adults and children.

While the main focus of the present work is on structuring environmental pressures in order to get pupils (as they come) to perform given tasks (left as decreed by tradition or the authorities), it is, in practice, impossible to entirely separate the three components of the theoretical model. Once one starts to consider the dimensions of environmental press one has to consider press from the task itself, and the influence of the behavioural models provided both by the teachers themselves and by characters in the literature and other materials with which the pupils deal, on the need-structure of the pupils. Thus, while we are primarily concerned with environmental press, much of the material we shall consider is expected to produce its results through an intervening stage of influencing the need-structure of the pupils, or derive its impact from changing the tasks that the pupils are set in such a way that the pupils can, in fact, experience the sorts of satisfaction brought out by Herzberg and McClelland. Similarly when considering environmental press in classroom settings it is necessary to consider the fact that different pupils in the class will have different need structures. To produce maximum effect, therefore, a variety of inputs, geared to the needs of different sections of the class, is required. In other words it cannot be said that certain types of change in environmental press are essential, and will produce effects, with all pupils. Some pupils will respond more to a change in class structure such that the tasks they have to do trigger off their achievement motivation. Other pupils will respond more to changes in class structure and environmental press which allow them to satisfy their affiliation needs by performing an achievement task. Ideally one would assess the need structure of each individual pupil and tailor the input to his particular requirements. While a

move in this direction will undoubtedly come about as a result of increasingly individualised and pupil-centred education through programmed learning, individual project work, group teaching, and pupil guidance and counselling, it is undoubtedly the case that many educational inputs will, for practical reasons, continue to be made on a group basis, to psychologically speaking, relatively heterogeneous groups. Under these circumstances the best that can be done, and it should be noted that it is often not done at the moment, is to provide a diversity of inputs explicitly geared to the needs of different groups within the class. While this will mean that all of the pupils find some of the inputs meaningless or irrelevant some of the time, it avoids the common situation in which some of the pupils find all of the inputs irrelevant all of the time. In other words, instead of directing one's teaching to one type of pupil and failing to bring the others with one, one provides a diversity of very different inputs such that one teaches all of the pupils some of the time.

As far as a move toward pupil-centred learning, group teaching, project work etc., is concerned, the fact is that an understanding of motivation, of individual needs, and environmental press is absolutely essential. If this understanding is absent, if the teacher's reasons for adopting pupil-centred education are not clear, if the teacher does not explicitly vary the pressure he brings to bear from one pupil to another, in order to allocate to each child the educational environment he needs in order to develop further from the psychological condition in which he finds himself, then pupil-centred learning degenerates into a laissez-faire situation in which the teacher abdicates leadership responsibility and the pupil is blamed for not taking responsibility for his own affairs and for not showing interest and initiative. If he fails to learn it will be said that it is his own fault! It should be stressed that the objective of pupil-centred education is to develop self-motivation, personal responsibility and initiative. The objective is not to throw children into a situation in which initiative is demanded and then leave them to sink or swim, to show initiative or learn nothing.

As a result, whichever way one seeks to progress, through class teaching or through individual project work, it is necessary to diagnose individual needs and provide a diversity of inputs suited to those different needs. There is no one best educational programme or educational environment suited to the needs of all pupils.

In an educational setting the main pressures operating on individual pupils arise from peers, teachers and educational materials. In the case of the first two, one is concerned both with the behavioural model the teachers or peers provide for the individual pupil, and with the rewards these two groups meet out for achievement related behaviour and for other types of behaviour. The question is whether teachers and peers provide behavioural models which conform to the picture of the high achiever which can be abstracted from the work of authors such as McClelland (1961) and MacKinnon (1962) and whether they reward such behaviour. In other words one wishes to discover the extent to which teachers and peers display the characteristics listed below and the extent to which they reward these behaviours in pupils.

The characteristics of the high achiever which emerge from the literature are: initiative, a desire to do new things, and do them exceptionally well, determination and resourcefulness in solving problems, noticing problems, creating resources, seeking the help of others to solve problems, listening to others, an orientation toward modern expert opinion rather than toward tradition as an authority, enjoyment of work, respect for others, forthrightness in dealing with others, a tendency to confront conflict and work it through rather than push it into the background, and determination to make the most of one's abilities. The characteristics also include pride, diligence, and joy in work, energetic goal directed activity, and considerable forward planning; setting realistic but challenging goals, anticipating obstacles which will be encountered in the achievement of these goals (whether these obstacles arise from personal limitations or external factors), seeking ways round the obstacles, turning one's emotions into what one is doing so that one allows oneself to enjoy the pleasures of success and experience and the dissatisfactions of failure, and avoidance of useless and routine tasks, while being able to tolerate considerable amounts of frustration in the pursuit of worthwhile goals. Further characteristics include concern for the community in which one lives, working for national and international betterment, confidence in the future, belief that one can be an origin and have some influence over what happens to one, rather than belief that one can have no control over one's fate, confidence in one's own ability to master situations in which others fail and refusing to work hard at a boring and routine task for a monetary incentive.

From the point of view of environmental press one is concerned not only with the extent to which these characteristics are present in the models provided by teachers

and peers, but also with the extent to which people who display these characteristics are rewarded by esteem, affiliation, support, etc., rather than greeted with cynical reactions, and a social climate which decries the behaviour of innovative individuals and categorises such people as nasty upstarts, as fools bent on the destruction of traditional values, and defines them as people whose work is to be positively undone.

When achievement oriented models are present (rather than models of down-trodden, ineffective, and fatalistic behaviour) and when these models are provided with material rewards, warmth and support, one would expect an infectious spirit of high morale to pervade the activities of pupils in a school or classroom. When some people who display these characteristics are present, but greeted with derisive reactions, the pupils would be exposed to a conflict situation, the results of which it would be interesting to study. When models of down-trodden, ineffective, dispirited, emotionally flat behaviour are present, coupled with derision of achievement models, little achievement behaviour would be expected.

As far as teacher behaviour and task structure is concerned, achievement activity would be predicted to be facilitated if the tasks set permitted pupils to experience achievement satisfactions, if they were clearly structured, if they provided possibilities for feedback and goal setting, if they were individually paced according to high standards for each individual pupil if they involved planning and the anticipation of obstacles, if they provided possibilities of experiencing feelings of success and joy in their accomplishment, and if they invoked satisfaction of non-achievement motives, such as affiliation and power, and provided rewards of a variety of sorts for those who did well at them.

If one is concerned with increasing levels of achievement at achievement (i.e., non-routine) tasks one therefore has a picture of an effective teacher as one who presents an achievement model, who provides warmth and support for achievement activities, who rewards achievement activities both in terms of allowing pupils to experience achievement satisfaction and also in terms of satisfaction of other motives, who sets high individual standards for pupils and differentiates markedly between those who attain high standards and those who attain only moderate standards, who provides opportunities for the exercise of individual responsibility and independence rather than insists on conformity (which, incidentally, illustrates the need to study

power motivation as well as achievement motivation, within the classroom), and who provides extensive, detailed, and usable feedback to pupils.

It is clear that as a means of stimulating constructive discussion among practicing teachers a number of items designed to tap each of these separate dimensions of achievement press would be desirable. In addition the process of trying to generate items should draw attention to neglected dimensions of press in classroom settings and hence to the development of a better theoretical model. The items listed under each heading in the accompanying questionnaire are therefore preliminary items intended to generate some sort of measure of each of the components of achievement press and at the same time lead to refinement in the conceptualization of the components themselves. In any questionnaire to be used for data collection research (as distinct from conceptual refinement) the items would be presented in a random order, so that the items relating to the same dimension were no longer together, and only a selection of the items would be used.

Acknowledgements

Acknowledgements and thanks must be given to the following people, as without their provocative comments, their insistence on the clarification of concepts and their urgent requests for some form of measuring instrument, the compilation of these questionnaires almost certainly would not have been attempted: Chris Coughlan, Jack Heaslip, Brian MacDiarmada, John McKay, Maurice Maxwell, Donald Moxham, Aidan Mulligan, Michael O'Brien, John O'Riordan, Marie Oxx, Tom Touhy, Ruaidhri O Tuairisg and Gillian Wray.

References

- Bergthold, G., (1971). Classroom Climate Questionnaire, personal communication.
- Coleman, J., (1961). The Adolescent Society, Glencoe, Illinois: Free Press.
- De Charmes, R., (1969). "Origins, Pawns and Educational Practice" in Lesser, G.S. (ed.), Psychology and the Educational Process, Glenview, Illinois: Scott, Foresman & Co.
- Douglas, J.W.B., (1964). The Home and the School, London: McGibbon & Kee.
- Herzberg, F., B. Mausner, and B.B. Snyderman, (1959). The Motivation to Work, New York: John Wiley & Sons.
- Likert, R., (1967). The Human Organization, New York: McGraw Hill.
- Litwin, A.M., and R.A. Stringer, (1968). Motivation and Organizational Climate, Harvard Graduate School of Business Administration (Division of Research).
- McClelland, D.C., (1961). The Achieving Society, Princeton, New Jersey: Van Nostrand.
- McClelland, D.C., (1965). "Toward a theory of motive acquisition," American Psychologist, 20, p. 321 f.
- MacKinnon, D.W., (1962). "The nature of creative talent," American Psychologist, 17, p. 491 f.
- Murray, M.A., (1938). Explorations in Personality, New York: Oxford University Press.
- Plowden Report, (1966). Central Advisory Council on Education: Children and their Primary Schools, Vols, I & II., HMSO.
- Stern, C.G., (1962). "Environments for Learning" in Sanford, W. (ed.), The American College, New York: John Wiley & Sons.

CLASSROOM CLIMATE

Profile to be Provided.

Press towards Achievement Behaviour.

Teacher

Achievement behaviour model
Warmth and support for achievement behaviour
Rewards for achievement behaviour
Stress on standards
Feedback, planning and goal setting.
Delegation of responsibility versus insistence on conformity.
Leadership style

Peers

Achievement behaviour model
Warmth and support for achievement behaviour.
Pressure to conform
Stress on independence and responsibility
Stress on standards
Concern with clarity.

Task Structure - Achievement Elements :

Organisation and clarity
Feedback possibilities
Possibilities of Innovativeness and excellence

Environment

Support for achievement behaviour.

Felt Satisfaction.

CLASSROOM CLIMATE QUESTIONNAIRE

Name

To answer each question ring the number to the right of the answer which you think is correct for this class.

P. Ach.

Teacher Ach Model

- | | | |
|--|---|---|
| 1. How energetically does the teacher seem to go about his work ? | Very energetically | 1 |
| | Fairly energetically | 2 |
| | Rather sluggishly | 3 |
| | Very sluggishly | 4 |
| 2. How much does the teacher seem to enjoy teaching ? | A great deal | 1 |
| | Quite a lot | 2 |
| | He seems to dislike it | 3 |
| | He seems to dislike it a great deal.... | 4 |
| 3. Do you think the teacher plans his work beforehand? | Always | 1 |
| | Most of the time | 2 |
| | Sometimes | 3 |
| | Hardly ever | 4 |
| 4. Does the teacher try to keep a check on how well he is doing? | Always | 1 |
| | Most of the time | 2 |
| | Occasionally | 3 |
| | Hardly ever | 4 |
| 5. Does the teacher seem to set goals for himself i. e. try to have something finished by a particular date? | Always | 1 |
| | Usually | 2 |
| | Occasionally | 3 |
| | Hardly ever | 4 |
| 6. Does he keep a check on whether or not he achieves these goals ? | Always | 1 |
| | Usually | 2 |
| | Sometimes | 3 |
| | Hardly ever | 4 |
| 7. Do you think the teacher tries to work out beforehand the sort of problems that are likely to arise when he is tackling something new ? | Always | 1 |
| | Usually | 2 |
| | Sometimes | 3 |
| | Hardly ever | 4 |
| 8. Do you think the teacher makes the best use of the resources (e. g. equipment, libraries, etc.) available to him ? | Always | 1 |
| | Usually | 2 |
| | Sometimes | 3 |
| | Hardly ever | 4 |
| 9. Does he make the best use of his own skills and abilities? | Always | 1 |
| | Usually | 2 |
| | Sometimes | 3 |
| | Hardly ever | 4 |
| 10. How often does he try to introduce new ideas? | Very often | 1 |
| | Quite often | 2 |
| | Occasionally | 3 |
| | Hardly ever | 4 |
| 11. Does the teacher enjoy tackling new tasks ? | Very much | 1 |
| | To some extent | 2 |
| | Very little | 3 |
| | Dislikes it | 4 |

12. Do you think he takes pride in his work?
- A great deal of pride 1
Some pride 2
Very little pride 3
None at all 4
13. How often does he try to do new things?
- Very often 1
Quite often 2
Occasionally 3
Hardly ever 4
14. Is he good at finding ways of doing things which at first seemed too difficult?
- Very good at it 1
Quite good at it 2
Not much good at it 3
Bad at it 4
15. Does the teacher seem to know exactly what he is trying to do ?
- Always 1
Usually 2
Sometimes 3
Hardly ever 4
16. Does he show confidence in his ability to cope with new situations and problems ?
- Always 1
Usually 2
Sometimes 3
Hardly ever 4
17. How does he treat his pupils ? How carefully does he listen to what they have to say ?
- Very carefully 1
Quite carefully 2
Pretends to listen 3
Doesn't listen at all 4
18. Do you think he trusts his pupils ?
- All the time 1
Most of the time 2
Only at some tasks 3
Hardly ever 4
19. How hard does the teacher work for the benefit of the community ?
- Very hard 1
Quite hard 2
Very little 3
Not at all 4
20. Do you think the teacher likes being responsible for important tasks ?
- Likes it very much 1
Likes it to some extent 2
Does not mind it 3
Dislikes it 4
21. What sort of standards do you think the teacher sets for his accomplishments ?
- Very high 1
Quite high 2
Average 3
Low 4
22. Do you think he takes his standards from the leading authorities on modern education or from traditional authority figures ?
- Always from modern authorities 1
Mostly from modern authorities but sometimes from traditional 2
Mostly traditional but sometimes from modern 3
Always from traditional authorities 4

23. How much do you think the teacher admires the following types of people :

	Admires very much	Admires quite a lot	Admires	Despises
people who are honest	1	2	3	4
people who work hard	1	2	3	4
" " enjoy their work	1	2	3	4
" " are resourceful	1	2	3	4
" " show a lot of initiative	1	2	3	4
" " make the most of their abilities	1	2	3	4
" " respect other people	1	2	3	4

24. How well informed do you think your teacher is in relation to new methods of teaching ?
- Very well informed 1
 Quite well informed 2
 Not well informed 3
 Very badly informed 4
25. Does the teacher appear to have trust and confidence in the Head ?
- Complete trust and confidence 1
 Some trust and confidence 2
 Very little trust and confidence 3
 No trust and confidence 4
26. Does the teacher appear to help and support the Head ?
- All of the time 1
 Most of the time 2
 Some of the time 3
 Very seldom 4
27. Does the teacher appear to help and support the staff ?
- All of the time 1
 Most of the time 2
 Some of the time 3
 Very seldom 4
28. About how many of the pupils in the class does he not respect as pupils ?
- Most of the class 1
 All of the duller pupils 2
 Very few 3
 No one 4
29. About how many of the pupils in the class does he not like as people ?
- Most of the class 1
 About half the class 2
 Very few of the class 3
 No one 4
30. How tolerant is the teacher of people with viewpoints different from his own ?
- Respects them 1
 Will listen to them 2
 Thinks them of little value 3
 Takes no notice of them 4
31. Is the teacher honest and open with his pupils ?
- Always 1
 Usually 2
 Sometimes 3
 Hardly ever 4
32. Is he open and forthright in his dealings with other teachers ?
- Very open 1
 Quite open 2
 Mealie-mouthed 3
 Very mouthed 4
33. Is he willing to ask for help or advice from other teachers ?
- Very willing 1
 Quite willing 2
 Somewhat reluctant 3
 Very reluctant 4

- 34. Does the teacher bring disagreements out into the open and try to work them out ?
- 35. Does the teacher tend to order people about or does he behave in a helpful way, trying to aid pupils reach their own goals ?

- Always 1
- Usually 2
- Tries to avoid the 3
- Ignores disagree..... 4
- Orders people about 1
- Asks people to do things 2
- Suggests how things might be done 3
- Helps pupils reach own goals 4

TEACHER WARMTH AND SUPPORT FOR ACH. BEHAVIOUR

- 36. How do you feel about giving wrong answers in class ?
- 37. How much do you think the teacher cares how well you do ?
- 38. If someone does well do you think the teacher is pleased more because (a) it shows that he is a good teacher or (b) because it is good for the person concerned to do well ?
- 39. About how many people in the class is the teacher interested in ?
- 40. How welcome would you feel you would be if you went to talk to the teacher after class ?
- 41. How often does the teacher get annoyed if you don't understand something he says ?
- 42. How likely is the teacher to listen to what the less bright pupils have to say ?
- 43. How willing are you to ask the teacher for help in class?
- 44. How likely would it be that if you asked the teacher for help he would make you feel a fool ?

- Very afraid 1
- Afraid 2
- Don't usually mind 3
- Not at all worried about it 4
- Very much 1
- Quite a lot 2
- A little 3
- Doesn't care 4
- Usually A 1
- Usually A but sometimes B 2
- Usually B but sometimes A 3
- Usually B 4
- Everyone 1
- Most people 2
- Only the bright people 3
- No -one 4
- Very welcome 1
- Quite welcome 2
- He wouldn't mind all that much 3
- Unwelcome 4
- Always 1
- Usually 2
- Sometimes 3
- Never 4
- Very likely 1
- Quite likely 2
- Unlikely 3
- Not at all likely 4
- Very willing 1
- Fairly willing 2
- Rather reluctant 3
- Very unwilling 4
- Very likely 1
- Quite likely 2
- Not very likely 3
- Not at all likely 4

45. If you do something unusual does the teacher .

	Usually	Sometimes	Occasionally	Never
I. Let you off early	1	2	3	4
II. Show that he likes you very much.....	1	2	3	4
III. Promote you to the top of the class	1	2	3	4
IV. Speak with pride about you.....	1	2	3	4
V. Give you a prize.....	1	2	3	4
VI. Give you a badge or star.....	1	2	3	4
VII. Show how pleased he is.....	1	2	3	4
VIII. Ask you to help him with something you are particularly interested in	1	2	3	4
IX. Let you do something else that you really want to do.....	1	2	3	4
X. Take no notice	1	2	3	4

46. If you manage something new does the teacher :

	Usually	Sometimes	Occasionally	Never
I. Let you off early.....	1	2	3	4
II. Show that he likes you very much	1	2	3	4
III. Promote you to the top of the class	1	2	3	4
IV. Speak with pride about you	1	2	3	4
V. Give you a prize.....	1	2	3	4
VI. Give you a badge or star.....	1	2	3	4
VII. Show how pleased he is.....	1	2	3	4
VIII. Ask you to help him with something you are particularly interested in	1	2	3	4
IX. Let you do something else that you really want to do.....	1	2	3	4
X. Take no notice.....	1	2	3	4

47. If you do something excellent that he didn't ask you to do does he :

	Usually	Sometimes	Occasionally	Never
I. Let you off early.....	1	2	3	4
II. Show that he likes you very much.....	1	2	3	4
III. Promote you to the top of the class.....	1	2	3	4
IV. Speak with pride about you.....	1	2	3	4
V. Give you a prize.....	1	2	3	4
VI. Give you a badge or star.....	1	2	3	4
VII. Show how pleased he is.....	1	2	3	4
VIII. Ask you to help with something you are particularly interested in.....	1	2	3	4
IX. Let you do something else that you really want to do.....	1	2	3	4
X. Take no notice.....	1	2	3	4

48. If you find what is wrong with an argument does he :

	Usually	Sometimes	Occasionally	Never
I. Let you off early.....	1	2	3	4
II. Show that he likes you very much.....	1	2	3	4
III. Promote you to the top of the class.....	1	2	3	4
IV. Speak with pride about you.....	1	2	3	4
V. Give you a prize.....	1	2	3	4
VI. Give you a badge or star.....	1	2	3	4
VII. Show how pleased he is.....	1	2	3	4
VIII. Ask you to help him with something you are particularly interested in.....	1	2	3	4
IX. Let you do something else that you really want to do.....	1	2	3	4
X. Take no notice.....	1	2	3	4

49. If you work particularly hard does he :

	Usually	Som. times	Occasionally	Never
I. Let you off early	1	2	3	4
II. Show that he likes you very much	1	2	3	4
III. Promote you to the top of the class	1	2	3	4
IV. Speak with pride about you	1	2	3	4
V. Give you a prize	1	2	3	4
VI. Give you a badge or star	1	2	3	4
VII. Show how pleased he is	1	2	3	4
VIII. Ask you to help him with something you are particularly interested in	1	2	3	4
IX. Let you do something else that you really want to do	1	2	3	4
X. Take no notice	1	2	3	4

50. If you find a better way of doing something does he :

	Usually	Sometimes	Occasionally	Never
I. Let you off early	1	2	3	4
II. Show that he likes you very much	1	2	3	4
III. Promote you to the top of the class	1	2	3	4
IV. Speak with pride about you	1	2	3	4
V. Give you a prize	1	2	3	4
VI. Give you a badge or star	1	2	3	4
VII. Show how pleased he is	1	2	3	4
VIII. Ask you to help him with something you are particularly interested in	1	2	3	4
IX. Let you do something else that you really want to do	1	2	3	4
X. Take no notice	1	2	3	4

51. If you successfully reach the goal you had set for yourself does he :

	Usually	Sometimes	Occasionally	Never
I. Let you off early	1	2	3	4
II. Show that he likes you very much	1	2	3	4
III. Promote you to the top of the class.....	1	2	3	4
IV. Speak with pride about you	1	2	3	4
V. Give you a prize	1	2	3	4
VI. Give you a badge or star	1	2	3	4
VII. Show how pleased he is	1	2	3	4
VIII. Ask you to help him with something you are particularly interested in.	1	2	3	4
IX. Let you do something else that you really want to do.	1	2	3	4
X. Take no notice.	1	2	3	4

52. If the teacher rewards you by letting you do something else what sort of thing does he let you do :-

	Usually	Sometimes	Occasionally	Never
Watch TV	1	2	3	4
Read anything you like.....	1	2	3	4
Chat with your friends	1	2	3	4
Take part in Athletics	1	2	3	4
Take part in Dramatics	1	2	3	4
Visit a friend	1	2	3	4
Go home.....	1	2	3	4
Do your hobby	1	2	3	4
Show off in front of the class	1	2	3	4
Gamble with your friends/do football pools.....	1	2	3	4
Compete with your friends	1	2	3	4
Anything else : please specify	1	2	3	4

53. If a pupil always tries to avoid doing anything unusual does the teacher :

	Usually	Sometimes	Occasionally	Never
I. Keep him in	1	2	3	4
II. Give him extra work.....	1	2	3	4
III. Slap him	1	2	3	4
IV. Demote him	1	2	3	4
V. Ignore him.....	1	2	3	4
VI. Ask him why he behaves like this.....	1	2	3	4

54. If a pupil makes a mess trying to do something new does the teacher :

	Usually	Sometimes	Occasionally	Never
I. Keep him in.....	1	2	3	4
II. Give him extra work.....	1	2	3	4
III. Slap him.....	1	2	3	4
IV. Demote him.....	1	2	3	4
V. Ignore him.....	1	2	3	4
VI. Ask him why he behaves like this.....	1	2	3	4

55. If a pupil does not work hard does the teacher :

	Usually	Sometimes	Occasionally	Never
I. Keep him in.....	1	2	3	4
II. Give him extra work.....	1	2	3	4
III. Slap him.....	1	2	3	4
IV. Demote him.....	1	2	3	4
V. Ignore him.....	1	2	3	4
VI. Ask him why he behaves like this.....	1	2	3	4

56. If a pupil does not reach a standard the pupil has set himself does the teacher :

	Usually	Sometimes	Occasionally	Never
I. Keep him in.....	1	2	3	4
II. Give him extra work.....	1	2	3	4
III. Slap him.....	1	2	3	4
IV. Demote him.....	1	2	3	4
V. Ignore him.....	1	2	3	4
VI. Ask him why he behaves like this.....	1	2	3	4

57. How often does the teacher show that he is very pleased with pupils who do well in relation to their own ability, even if they are not near the top of the class ?

- Very often..... 1
- Sometimes..... 2
- Seldom..... 3
- Hardly ever..... 4

TEACHER STRESS ON STANDARDS

58. How highly does the teacher value extremely good work :

- Very highly indeed..... 1
- Highly..... 2
- Indifferent - no more than poor work... 3
- Despises it..... 4

59. What are the teacher's reaction to poor work :

- Quite pleased with it..... 1
- Couldn't care less..... 2
- Slightly annoyed..... 3
- Disgusted with it..... 4

60. How high, in relation to his abilities, does the teacher expect each pupil to aim ?

- Very high..... 1
- Quite high..... 2
- Low..... 3
- Doesn't care..... 4

61. How many of the pupils in the class would be willing to turn in poor work ?	Nearly all of them 1 About half the class 2 A few of the class 3 None of them ; it would be quite unthinkable 4
62. How hard do you have to work to reach the standards expected in this class ?	Extremely hard 1 Hard 2 About average 3 Not at all hard 4
63. How much do you think the teacher knows about you personally? Does he really know when you are trying your best and when you are not ?	Always knows about how hard I am trying 1 Usually knows how hard I am trying 2 Seldom knows how hard I am trying 3 Doesn't know me at all 4
64. How important is it to your teacher that you work at your own speed (rather than some speed he sets you) but make sure that this is the hardest that you can work ?	Very important 1 Important 2 Doesn't much mind 3 Couldn't care less 4
65. How much more highly does the teacher think of <u>good</u> work than poor work ?	
Does he : Show that he is really delighted with good work and show that he thinks very poorly of bad work 1 Show that he is pleased with good work and doesn't like bad work 2 Show that he is quite pleased with good work but doesn't much mind about bad work 3 Not react very differently to good and bad work 4	

TEACHER FEEDBACK, PLANNING AND GOAL SETTING.

66. How often does the teacher correct your work ?	Very often 1 Quite often 2 Sometimes 3 Hardly ever 4
67. How often does the teacher discuss your mistakes with you :	Very often 1 Quite often 2 Sometimes 3 Hardly ever 4
68. How often does the teacher try to find out where you went wrong and why?	Very often 1 Quite often 2 Sometimes 3 Hardly ever 4
69. How often does the teacher really try to find out what you want to do and help you to do it ?	Very often 1 Quite often 2 Sometimes 3 Hardly ever 4
70. How often does the teacher get together groups of people to think about what went wrong in class and why everyone did not do as well as they might have ?	Very often 1 Quite often 2 Sometimes 3 Hardly ever 4

- 71. How hard do you find it to know whether or not you are doing well in this class ?
 - I always know how well I am doing 1
 - I usually " " " " " " 2
 - I find it difficult to know how well I am doing 3
 - I never know how well I am doing 4

- 72. How often does the teacher help you to decide how much work you personally should be doing ?
 - Very often 1
 - Quite often 2
 - Sometimes 3
 - Hardly ever 4

- 73. How often does the teacher have discussions with each pupil to discover what he is good at and what he has particular difficulty with ?
 - Very often 1
 - Quite often 2
 - Sometimes 3
 - Hardly ever 4

TEACHER DELEGATION OF RESPONSIBILITY

- 74. If you read ahead or study something which has not been set is the teacher :
 - Very pleased 1
 - Doesn't mind 2
 - Would rather we didn't 3
 - Annoyed 4

- 75. How often does the teacher ask the class for ideas about class affairs ?
 - Very often 1
 - Often 2
 - Seldom 3
 - Never 4

- 76. How often does he do something about suggestions made by the class ?
 - Very often 1
 - Often 2
 - Seldom 3
 - Hardly ever 4

- 77. If you think out and try your own methods of doing things is the teacher
 - Very pleased 1
 - Pleased 2
 - Doesn't mind 3
 - Annoyed 4

- 78. How often do you spend most of the class time listening to the teacher explain things ?
 - Almost every class 1
 - Quite often 2
 - Only occasionally 3
 - Hardly ever 4

- 79. If you want to get good marks from the teacher is it best to :
 - Repeat exactly what the book says 1
 - Put what the book says in your own words 2
 - Repeat what an authority figure has said 3
 - Give your own opinions 4

- 80. How often do you feel that the teacher expects you to be able to cope well without his advice ?
 - Always 1
 - Usually 2
 - Sometimes 3
 - Hardly ever 4

- 81. How often do you feel that the teacher fusses unnecessarily about whether or not you will be all right ?
 - Very often 1
 - Often 2
 - Seldom 3
 - Never 4

82. If you come across a problem you can't solve does the teacher expect you to :-
- Leave it and go on to something else 1
 - Ask him about it immediately..... 2
 - Have a shot at solving it yourself... 3
 - Try very hard to solve it on your own..... 4
83. How many rules are there in this class ?
- So many that you cannot do anything without permission 1
 - Quite a lot 2
 - Only a few 3
 - None or hardly any 4
84. The teacher seems to trust us to work on our own -
- All of the time 1
 - Most of the time 2
 - Some of the time 3
 - Hardly ever 4
85. The teacher seems to trust us to behave responsibly
- All of the time 1
 - Most of the time 2
 - Some of the time 3
 - Hardly ever 4
86. The teacher seems to trust us to tell the truth
- All of the time 1
 - Most of the time 2
 - Some of the time 3
 - Hardly ever 4
87. The teacher seems to have confidence in our ability to do what is best for ourselves -
- All of the time 1
 - Most of the time 2
 - Some of the time 3
 - Hardly ever 4
88. How true is it that as long as you sit quietly and don't fool around the teacher will give you good marks ?
- Very true 1
 - True some of the time 2
 - Seldom true 3
 - Quite untrue 4

TEACHER SYSTEM. LEADERSHIP STYLE

89. How much confidence and trust do you have in the teacher of this class :
- A great deal 1
 - Quite a lot 2
 - Some 3
 - Very little 4
90. How free do you feel to discuss your problems with this teacher :
- Very free 1
 - Free 2
 - Free to some extent 3
 - Not at all free 4
91. How important is it for you to do well in this class ?
- Very important 1
 - Quite important 2
 - I don't mind about it 3
 - Couldn't care less 4
92. How hard do you try to undermine the teacher and find ways of not doing what he wants :
- Very hard 1
 - Quite hard 2
 - Only try a little 3
 - Don't try at all 4

93. How does the teacher maintain discipline ?
- By enforcing strict rules with threats of punishment..... 1
 - By rewarding "good" behaviour 2
 - By expecting pupils to behave sensibly 3
 - Does not maintain discipline 4
94. How willing are pupils to question things that the teacher says - with which they don't agree ?
- Very willing 1
 - Quite willing 2
 - Unwilling 3
 - Very unwilling 4
95. How confident are you that if you wanted a message passed to the headmaster the teacher would pass on your point of view fairly ?
- Very confident 1
 - Quite confident 2
 - Not sure 3
 - Very unsure 4
96. How often do the pupils in this class informally make known their views on what the school should be doing ?
- Very often 1
 - Quite often 2
 - Sometimes 3
 - Hardly ever 4
97. How well does your teacher know and understand your problems ?
- Very well 1
 - Quite well 2
 - To some extent 3
 - Not at all 4
98. Why do you think the teacher uses marks ?
- To help find your weak spots 1
 - To reward you for working 2
 - To punish those who don't work 3
 - To make the less bright pupils more obvious 4
 - Doesn't use them 5
99. Do you often feel that you are being told to do something for the sake of the teacher rather than for your own good ?
- Very often 1
 - Quite often 2
 - Sometimes 3
 - Hardly ever 4
100. How often does the teacher seem to interrupt what you are doing by ordering you to do something else ?
- Very often 1
 - Quite often 2
 - Sometimes 3
 - Hardly ever 4
101. How often does the teacher seem to rely on nagging to get something done ?
- Very often 1
 - Quite often 2
 - Sometimes 3
 - Hardly ever 4

P. Ach. Peer Model

102. How important do the people in your class think it is to :

	Very Important	Important	Not Important	Important not to do this
I. Have good ideas.....	1	2	3	4
II. Be original.....	1	2	3	4
III. Work to improve the school building.....	1	2	3	4
IV. Work to improve the school organisation.....	1	2	3	4
V. Do something of value to the community.....	1	2	3	4
VI. Work really hard.....	1	2	3	4
VII. Listen to everyone's point of view.....	1	2	3	4
VIII. Be up to date with the latest thinking.....	1	2	3	4
IX. Push themselves to the limits of their ability.....	1	2	3	4
X. Share their ideas with others.....	1	2	3	4
XI. Do a really good job of work.....	1	2	3	4
XII. Make the most of their abilities.....	1	2	3	4
XIII. Say what they think whatever the consequences.....	1	2	3	4
XIV. Work at things they like doing.....	1	2	3	4

103. How many of the pupils in this class :-

	Most of the class	About half	Less than half	Hardly anyone
I. Go about their work in an energetic fashion...	1	2	3	4
II. Seem to enjoy their work.....	1	2	3	4
III. Take a pride in their work.....	1	2	3	4
IV. Are always on the look out for new ideas.....	1	2	3	4
V. Plan their work carefully.....	1	2	3	4
VI. Are extremely honest.....	1	2	3	4
VII. Are outspoken in their dealings with others...	1	2	3	4
VIII. Trust each other.....	1	2	3	4
IX. Try to find ways of working effectively with others.....	1	2	3	4
X. Are resourceful.....	1	2	3	4
XI. Are always trying to do better than they did last time.....	1	2	3	4
XII. Like to use their experience to try to improve their work.....	1	2	3	4
XIII. Try out new things that they have read about in magazines, etc.....	1	2	3	4
XIV. Are always on the look out for better ways of doing things.....	1	2	3	4

104. If they set out to do new things how often do the pupils in this class come across major difficulties which they forgot to plan for in advance ?
- Very often 1
 Quite often 2
 Sometimes 3
 Hardly ever 4
105. How often do you think pupils in this class talk about what it would be like to do something very successfully ?
- Very often 1
 Quite often 2
 Sometimes 3
 Hardly ever 4
106. How often do they think of doing things which would be quite impossible for them to do successfully.
- Very often 1
 Quite often 2
 Sometimes 3
 Hardly ever 4
107. How often do they set goals for themselves and try to find out whether they are achieving them ?
- Very often 1
 Quite often 2
 Sometimes 3
 Hardly ever 4
108. How often do you hear other people in your class talking about ways of overcoming problems they are likely to meet in the course of doing what they want to do ?
- Very often 1
 Quite often 2
 Sometimes 3
 Hardly ever 4
109. How often do members of your class make fun of what other people have done or said ?
- Very often 1
 Quite often 2
 Sometimes 3
 Hardly ever 4

110. How often do pupils in your class help each other with their work because :-

	Very often	Quite often	Sometimes	Hardly ever
I. They think it is important to do a good job of work.....	1	2	3	4
II. They want to avoid punishment.....	1	2	3	4
III. They like working together.....	1	2	3	4
IV. The teacher told them to.....	1	2	3	4

- 111. If they want to find out what is right how often do members of your class try to find out what people of previous generations thought ?
- 112. How important do members of your class think it is only to work at things of which they can be proud ?
- 113. If they notice that something is wrong how important do they think it is to take upon themselves the responsibility for putting it right ?
- 114. If pupils in your class were to try to do anything they wanted would they mostly attempt to do something :-

- Very often
- Quite often
- Sometimes
- Hardly ever
- Very important
- Important
- Not important
- Quite unimportant
- Very important
- Important
- Not important
- Quite unimportant
- The same as they had done before
- Only slightly better than they had done before
- As much better as they thought they had a reasonable chance of doing
- Much better than they had any realistic chance of doing

PUPIL WARMTH AND SUPPORT FOR ACH. BEHAVIOUR.

115. How much do your class mates like: -

- I. Those who help each other with their work
- II. Pupils who work hard
- III. Pupils who try to find new and better ways of doing things
- IV. Those who listen carefully to what others have to say
- V. Those who set high standards for themselves
- VI. Pupils who want to learn new things

	Very much	Quite a lot	A little	Dislike them
I.	1	2	3	4
II.	1	2	3	4
III.	1	2	3	4
IV.	1	2	3	4
V.	1	2	3	4
VI.	1	2	3	4

- 116. How much do your class mates approve of people who are tolerant of others who want to live their lives in different ways ?
- 117. How hard do pupils in this class try to help each other do better ?
- 118. How proud are your classmates of people who do well ?
- 119. How much are they admired ?

- Very much
- Quite a lot
- A little
- Disapprove of them
- Very much
- Quite hard
- Not hard
- Don't try at all
- Very proud
- Quite proud
- A little proud
- Couldn't care less
- A great deal
- A little
- Not admired
- Despised

120. How much do your classmates really enjoy,

- I. Making fun of people who try to do things well.....
- II. Discussing between themselves the faults of people who try to do things well
- III. Putting obstacles in front of people who try to do things well

	Very much	Quite a lot	A little	Not at all
I.	1	2	3	4
II.	1	2	3	4
III.	1	2	3	4

121. How jealous are your classmates of people who do well ?

- Very much
- Quite a lot
- A little
- Not at all

122. How often do your class mates praise someone who has done good work ?

- Very often
- Quite often
- Seldom
- Never

PEER PRESSURE TO CONFORM :

123. How much do your classmates admire people who bring differences of opinion out into the open and discuss them ?

- Very much
- Quite a lot
- A little
- Not at all

124. How much do they admire people who pretend there are no differences when they meet someone but in fact try to undo what the other is doing ?

- Very much
- Quite a lot
- A little
- Not at all

125. How much do they admire people who try to force their own opinions on others ?

- Very much
- Quite a lot
- A little
- Not at all

126. How much do they admire people who try to talk to and listen to others in order to find out what should be done ?

- Very much
- Quite a lot
- A little
- Not at all

127. If you want to be very popular with the class is it best to

- Work hard and get good marks
- Help others even if it means neglecting your own work
- Play the fool in class to amuse the others
- Show that you couldn't care less about your work

128. How much do your classmates like someone who always seems to do the same thing as everyone else is doing ?

- Very much
- Quite a lot
- A little
- Dislike him

PEER STRESS ON INDEPENDENCE AND RESPONSIBILITY

129. How much do pupils in this class respect those who try to solve their problems on their own, without consulting the teacher :

- Very much
- Quite a lot
- A little
- Not at all

130. How much do pupils in this class admire those who are always doing new things, not required by the teacher ?

- Very much
- Quite a lot
- A little
- Not at all

- 131. How much do they admire people who notice when things go wrong and take on themselves the responsibility for righting them ?
- 132. How hard do the pupils in this class like to work when they are left on their own ?
- 133. Compared with other classes how unusual are the sorts of projects which pupils in this class try to carry out ?
- 134. How much do they respect pupils who make things and work hard at unpaid jobs out of class ?

- Very much 1
- Quite a lot 2
- A little 3
- Not at all 4
- Very hard 1
- Quite hard 2
- Not hard 3
- Don't work at all 4
- More unusual 1
- About the same 2
- Less unusual 3
- Don't do any 4
- Very much 1
- Quite a lot 2
- A little 3
- Not at all 4

PEER STRESS ON STANDARDS

- 135. How poorly do the rest of the class think of pupils who don't work hard ?
- 136. How many of the pupils in this class would be prepared to turn in work that was not the best they could do in the time available ?
- 137. How many of the pupils in this class would you describe as being dedicated to their work ?
- 138. How much competition is there to get to the top of the class ?
- 139. When someone is praised by the teacher for doing good work do the rest of the class feel -

- They think very poorly of them 1
- They think poorly of them 2
- Couldn't care less about them 3
- Admire them 4
- Most of the class 1
- $\frac{1}{2}$ - $\frac{3}{4}$ of the class 2
- $\frac{1}{4}$ - $\frac{1}{2}$ of the class 3
- Very few of the class 4
- Most of the class 1
- About $\frac{1}{2}$ of the class 2
- $\frac{1}{4}$ - $\frac{1}{2}$ of the class 3
- Very few of the class 4
- A great deal 1
- Quite a lot 2
- A little 3
- Hardly Any 4
- Very proud of him 1
- Proud of him 2
- Couldn't care less 3
- Despise him 4

PEER CONCERN WITH CLARITY

- 140. How important is it to your class mates to have things clear and well organized. ?
- 141. How important is it to them to know exactly what they are trying to do ?
- 142. How well do they know how to go about finding the information they need to solve their problems :-
- 143. How well do they know how to find out about the things which interest them ?

- Very important 1
- Important 2
- Not important 3
- Totally unimportant 4
- Very important 1
- Important 2
- Not important 3
- Quite unimportant 4
- Very well 1
- Well 2
- Not well 3
- Don't know at all 4
- Very well 1
- Well 2
- Not well 3
- Don't know at all 4

TASK STRUCTURE. ORGANIZATION AND CLARITY

- 144. In your class how easy is it to find out how well you are doing ?
 - Very easy 1
 - Easy 2
 - Difficult 3
 - Very difficult 4

- 145. When you finish one piece of work how often do you know what to do next ?
 - Always 1
 - Usually 2
 - Sometimes 3
 - Hardly ever or Never 4

- 146. How much time do you think is wasted in this class ?
 - A lot 1
 - Some 2
 - Very little 3
 - None 4

- 147. How often do you understand exactly what the teacher is trying to do in this class ?
 - Always 1
 - Usually 2
 - Sometimes 3
 - Hardly Ever or Never 4

TASK STRUCTURE. FEEDBACK POSSIBILITIES.

- 148. In your class how often do you find out quickly exactly where you have made a mistake ?
 - Nearly always 1
 - Often 2
 - Sometimes 3
 - Hardly ever 4

- 149. If the teacher does not correct your work have you any way of checking for yourself whether or not you are right ?
 - Usually 1
 - Sometimes 2
 - Very seldom 3
 - Hardly ever 4

- 150. Does the type of work you do in this class encourage you to set targets about what you should accomplish the next day ?
 - Usually 1
 - Sometimes 2
 - Hardly ever 3
 - Never 4

- 151. Does the type of work you do encourage you to set targets about what you should accomplish next week ?
 - Usually 1
 - Sometimes 2
 - Hardly ever 3
 - Never 4

TASK STRUCTURE. INNOVATIVENESS AND EXCELLENCE

- 152. How much of the time do pupils in your class spend doing things that have been done before as they have been done before ?
 - Most of the time 1
 - Some of the time 2
 - A little of the time 3
 - Hardly ever 4

- 153. How much of the time of the class is spent working on projects which are aimed at discovering things that were previously unknown ?
 - Most of the time 1
 - Some of the time 2
 - A little of the time 3
 - Hardly any of the time 4

- 154. To what extent do you feel that the things you do in class are really your own work ?
 - All my own work 1
 - Partly my own work 2
 - Only a little my own 3
 - Not really mine 4

155. In your class can you get really involved in creating something of your own ?

- Very involved
- A little involved
- Not involved
- Take no interest

156. In your class how often is your work broken up into small exercises which you cannot see adding together to form something of your own ?

- Most of the time
- Some of the time
- Seldom
- Hardly ever

157. Are the exercises you have to do in this class routine or do they allow you to :-

	Most of the time	Some of the time	Seldom	Hardly ever
I. Take personal responsibility.....	1	2	3	4
II. Show initiative.....	1	2	3	4
III. Do something unusual.....	1	2	3	4
IV. Feel a real sense of achievement.....	1	2	3	4

- I. Take personal responsibility.....
- II. Show initiative.....
- III. Do something unusual.....
- IV. Feel a real sense of achievement.....

158. Is there just a right and a wrong answer or can one show degrees of excellence ?

- Can always show degrees of excellence
- Can usually show degrees of excellence
- Can seldom show degrees of excellence
- Nearly always just a right or wrong answer

159. Can you choose to do exercises suited to your level of ability or do all the pupils do the same exercises?

- All pupils do same work
- Most pupils do same work
- Pupils choose own work

160. Do the tasks you are set permit pupils to :

	Usually	Sometimes	Hardly ever	Never
I. Work together	1	2	3	4
II. Help each other	1	2	3	4
III. Compete with each other	1	2	3	4
IV. Compare work with each other	1	2	3	4
V. Feel they are challenged	1	2	3	4
VI. Enjoy their work	1	2	3	4
VII. Feel recognisably different from others	1	2	3	4

- I. Work together
- II. Help each other
- III. Compete with each other
- IV. Compare work with each other
- V. Feel they are challenged
- VI. Enjoy their work
- VII. Feel recognisably different from others

161. To what extent is the work you do only done because you are made to do it ?

- A great extent
- Some extent
- Very little
- Not at all

162. To what extent are the tasks concerned with finding out new facts about things which are important to you ?

- A great extent
- Some extent
- Very little
- Not at all

163. To what extent can you see yourself using the things you are learning about later in life ?

- They will all obviously be of use
- Most of what I am learning will be of use
- Some of it may be of some use
- Very little of what I am learning will be of use

ENVIRONMENTAL PRESS

164. About how many books are there in the school library ?
- Several thousand 1
 Several hundred 2
 1 hundred or less 3
 There is no library 4
165. How important do the teachers consider the library ?
- Very important 1
 Quite important 2
 Not important 3
 There is no library 4
166. How often is the library open ?
- All the time 1
 Once a day 2
 A couple of times a week 3
 Only when asked for 4
167. If there are projects in your school, how often are they group projects ?
- Always 1
 Usually 2
 Sometimes 3
 Hardly ever 4
168. If they are group projects how often can an individual see his efforts move the group towards the goal ?
- Very often 1
 Quite often 2
 Sometimes 3
 Hardly ever 4
169. If they are group projects can an individual see how well he is doing ?
- Always 1
 Usually 2
 Sometimes 3
 Hardly ever 4
170. Does someone who works very hard at a project get support from the rest of the group ?
- A great deal of support 1
 Some support 2
 Very little support 3
 No support 4
171. How much say do you have in :-

	A great deal	Some say	Very little	Hardly any
I. Choosing what plays to put on	1	2	3	4
II. Deciding what clubs to have	1	2	3	4
III. Improving parts of the school e. g. stage, swimming pool	1	2	3	4
IV. Deciding what games to have	1	2	3	4
V. Organising camping expeditions etc.	1	2	3	4

172. In science/domestic economy lessons, etc. how often were you left to find out things for yourself rather than watching the teacher do things ?
- Most of the time 1
 A lot of the time 2
 Some of the time 3
 Hardly ever 4

173. How often do the people you read/learn about in literature and history :-

	Very often	Quite often	Sometimes	Hardly ever
I. Try to do unusual things	1	2	3	4
II. Seem to enjoy their work	1	2	3	4
III. Try to do the best they can	1	2	3	4
IV. Cooperate with others rather than work on their own	1	2	3	4
V. Get a great deal of support from the people around them ?....	1	2	3	4