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ABSTRACT

This study examined the perceptions of 105 teachers regarding research-on-teaching findings as a resource for instructional improvement. The teachers filled out a 40-item, Likert-scale questionnaire about their perceptions. Teachers value research findings that focus on classroom instruction and think that the findings have practical classroom application. The teachers thought professional journals an excellent source of research information, but were not as pleased with the research dissemination done by or through principals, supervisors, faculty meetings, inservice meetings, and professional meetings. Generally speaking, grade-level assignment, degree earned, and number of years experience had little effect on the teachers' perceptions. The questionnaire with the frequency distribution of replies is reproduced in this report. (Authors/JD)

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TEACHER PERCEPTIONS OF DISSEMINATION OF RESEARCH ON TEACHING FINDINGS

Robert E. Eaker and James O. Huffman

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Abstract

This study examined the perceptions of 105 teachers regarding research-on-teaching findings as a resource for instructional improve-The teachers filled out a 40-item, Likert-scale questionnaire about their perceptions. Teachers value research findings that focus on classroom instruction, found the authors, and teachers think that research findings have practical, classroom application. The questionnaire also asked the teachers how effective they thought each of the following delivery systems was at getting research findings to classroom teachers: principals, supervisors, inservice programs, teacher education programs, college and university professors, professional journals, and professional meetings. The teachers thought professional journals an excellent source of research information, but were not as pleased with the research dissemination done by principals (supervisors, faculty meetings, inservice meetings, and professional meetings. Generally speaking, grade-level assignment, degree earned, and number of years experience had little effect on the teachers' perceptions.

Acknowledgements

Research studies are often difficult and time-consuming tasks regardless of their scope, and we are grateful to everyone who assisted us in this project. Although we risk omitting someone, we would like to express our thanks particularly to Mrs. Nancy Keese who helped in the gathering and analysis of data and Mrs. Frances Haston who patiently typed the research document. Mrs. Lucinda Lea's help in the computer center was invaluable.

Also, as always, Dr. Ralph White, Chairman of the Department of Youth Education and School Personnel Services, supported us in this project. Of course, we owe a special debt to the teachers who took time to respond to the questionnaire.

TEACHER PERCEPTIONS OF DISSEMINATION OF RESEARCH ON TEACHING FINDINGS!

Robert E. Maker and James O. Huffman2

Introduction

In recent years there has been an increased emphasis in research that focuses on classroom behaviors of teachers. The ultimate goal of such research findings should be the improvement of classroom instruction. To achieve this goal, research findings must be disseminated to teachers in such a way that teachers perceive them to be useful, practical, and significant. Teachers perceptions of educational research and their views of various dissemination systems were surveyed in this study.

Statement of the Problem

The purpose of this study was to investigate the perceptions of teachers concerning educational research that focuses on classificant teaching and to analyze differences in perceptions among teachers of varying experience, educational attainment, and teaching level.

Specific teacher perceptions investigated in this study include the following:

- 1. The usefulness of the research on teaching as a means for improving instruction.
- 2. The degree of incorporation of research findings in the classrooms.



The work reported here was conducted and written about at Middle Tennessee State University in Murfreesboro, Tennessee.

²Robert Eaker and James Huffman are professors in the Department of Youth Education and School Personnel Services at Middle Tennessee State University in Curfreesboro, Tennessee.

- 3. The effectiveness of various delivery systems for getting research findings on teaching to classroom teachers. The following were asked about specifically:
 - a. Principala
 - h. Supervisors
 - c. Inservice programs
 - Undergraduate and graduate teacher education programs
 - e. College and university professors
 - f. Professional journals
 - g. Professional meatings

Procedures and Data Sources

The population for this study consisted of a stratified sample of teachers from school systems in Middle Tennessee. The sample consisted of teachers with bachelor's and master's degrees, with varying years experience, and with teaching assignments at the primary, intermediate, and secondary levels.

In all, 105 teachers participated in the study. Of this group, 26.7% were primary-grade teachers, 30.5% were middle-grade teachers, and 27.6% taught in the secondary grades (15.2% listed "other" as the position they held).

In terms of degrees earned, 62.9% of the population held the bachelor's degree, 24.8% held the master's, and 12.3% listed "other" as the degree held.

The make-up of the population in terms of number of years experience in professional education was as follows: 35.2% with zero to three years of experience, 51.4% with four to 10 years, and 13.4% with 11 or more years.

Construction of the Questionnaire

We used a Likert-scale questionnaire designed to obtain ordinal data.

Stattattcal Analysts

A frequency distribution was determined on each questionnairs them by each group and by the total group. A Chi-square analysis was used to compute differences of responses between and smooth groups surveyed.

Nadic Addumptiona

We had two haste assumptions:

- 1. The researchers were capable of formulating statements that would solfelf perceptions that reachers hold concerning research on teaching.
- The extent to which the respondents tend to agree or diagree with these statements accurately reflect their perceptions.

#Limitations of the Study-

Thin study in geographically limited to the perceptions of leachers from the Middle Tennessee area. Further, this study was limited to solicitation of responses only on those Items which made up the questionnaire.

Analysis of Data

The Usefulness of Research on Teaching as a Means for Improving Instruction

An analysis of the data indicates that 83% of the teachers surveyed believe research findings on teaching are a valuable way to help teachers improve teaching behavior.

Most teachers see practical application for their teaching in research findings. Seventy percent of the teachers surveyed disagreed with the statement that "Research findings on teaching have very little practical application for the classroom teacher."

However, teachers often find research results contratterory.

Approximately 89% of those surveyed agreed with the statement, "Research findings on teaching are often contradictory;" 12% strongly agreed with the statement.

Research Studies on Teaching as a Means for improving instruction

Do feachers think educational research should play an important tole in improving classroom teaching? Overwhelmingly (97%), respondents indicated a helief that teachers want to improve their teaching skills and most (approximately 98%) agreed that teachers need to become more qualytical about their own teaching behavior.

However, there was a mixed reaction from those surveyed as to whether there is agreement on what constitutes good teaching. When asked to agree or disagree with the statement, "There is little agrees ment as to what good teaching is," approximately 42% disagreed and approximately 58% agreed.

Respondents indivated a strong belief that there should be an increased emphasis in providing teachers with research findings that focus our teaching (approximately 93%).

Incorporation of Research Findings in the Classroom

Approximately 83% indicated that research findings on teaching were helpful. Seventy-four percent agreed with the statement, "I make an effort to utilize research on teaching in my teaching," while 68% of those surveyed indicated disagreement with the statement, "Techniques, for teaching of the or research that I have used in my classroom

 $^{^{3}}$ See questions, 7, 30, 31, Table $\sqrt{1}$.

⁴See questions 1, 2, 3, 38, 39, 40, Table 1.

have heen of little value."5

Ways of Utaseminating Research Findings to Teachers

How do teachers perceive the effectiveness of various ways of getting research findings on teaching to classroom teachers. Analysis of the data indicates that teachers think holiding principals are not effective at providing applicable research information.

Approximately hit of Those surveyed disagreed with the statement. "Research findings on teaching reported by my principal have been very helpful in improving my teaching." 1/% strongly disagreed.

Respondents agreed (88%) with the statement, "Research Findings on teaching are seldom discussed in faculty mostings where I teach;"

2.1% Atrongly agreed with this statement. However, there was a mixed reaction as to whether more time in faculty meetings about does devoted to the topic of research Mindings on teaching.

Most teachers don't think supervisors are effective disseminators.

Fifty-six percent of those surveyed agreed with the statement, "Research findings on teaching are given little importance by my supervisor," and 76% disagreed with the statement, "Results of research on teaching obtained from my supervisor have been very helpful in my teaching" (16.2% indicated strong disagreement). Approximately 81% of those surveyed indicated that supervisors should give more attention to research findings on teaching.

The teachers surveyed did not perceive inservice programs to be an effective research dissemination method. Eighty-one percent of those



⁵See questions 4, 5, 6, Table 1.

⁶See questions 23, 24, 25, Table 1.

^{7&}lt;sub>See questions 17, 18, 19, Table 1.</sub>

G

outveyed disagined with the statement, "Research findings about teaching are an important part of my school district's inscivice program," and /3% disagreed with the statement, "information on research about teaching obtained in inscripte programs has been very useful in my teaching "lowever, teachers do believe that research findings about teaching should be given emphasis in a school district's inscribes program."

helpful in dissemination of research findings to preservice teachers.

Approximately 60% of the respondents disagreed with the statement,

"The education undergraduate program of colleges and universities
exposed me to research findings on teaching," and over 50% disagreed

with the statement, "I have incorporated into my teaching research

findings that I learned in my undergraduate education program."

The perceptions of teachers, however, were positive towards graduate
education programs. Approximately 72% agreed that the research findings
they bearned about in their graduate education program helped them

improve their teaching (10% strongly agreed). Approximately 63% tell

that graduate programs in education were the most appropriate place

to learn about towearch on teaching.

Teachers feel positive towards the effort professional journals make to disseminate research findings. Approximately 88% of the teachers surveyed telt that professional journals are an excellent information source. Approximately 71% of the respondents disagreed with the statement, "I have found very little practical application for research findings reported in professional journals." Approximately 77%

⁸See questions 14, 15, 16, Table 1.

⁹See questions 11 12, 20, 21, Table 1.

teligred professional journals should contain more reports of research

[Ludlings on resulting]

Varying Barerience, Educational Attainment, and Teaching Level as Factors influencing Teachers' Perceptions of Research on Teaching

Another purpose of this study was to investigate difference in perceptions among teachers of varying experience, educational attainment, and teaching level.

At a their alguisticant differences between the way teachers who teach in elementary schools responded to the questionnairs and those teachers who teach in the middle or secondary grades? Now wait of the data indicates that teaching level does not generally affect perceptions should admittenal research. Only on also of all questions were algorithms differences found.

When analyzing responses of primary grade teachers versus middle grade teachers, a significant difference was calculated on one team.

When asked to respond to the statement, "Research Findings on teaching reported by my principal have been very helpful in improving teaching," more primary teachers agreed with the statement than did middle grade teachers (382 vs. 132, significant at the .01 level). 12

Significant differences between primary and secondary teachers on two frems also appeared on frem 10. "Research, findings on feaching have very little practical application for the classroom teacher." Secondary teachers disagreed more strongly with this statement than did primary teachers (83% vs. 54%, significant at the .03 level. [13],

¹⁰See questions 8, 9, 10, fable 1.

¹¹See Table 10.

¹² See question 24, Tables 2 and 3.

¹³see questions 24. 30, Tables 2 and 4.

In analyzing the data of middle-grade teachers versus secondary teachers, we found significant differences on three items. More secondary teachers agreed with the statement, "Supervisors should give more attention to research findings on teaching," than did middle-grade teachers (89% vs. 78%, significant at the .01 level). 14 On Item 26, teachers were asked to respond to the statement, "Little attention has been given to research findings on teaching in professional meetings that I have attended." There was a significant difference (at the .03 level) between the way middle-grade and secondary teachers responded; more secondary teachers agreed with the statement (93% vs. 81%). 15

Also, differences between middle-school and secondary-school teachers were found in Item 37; "The suggestions of college and university faculty about improving teaching are often unrealistic." Sixty-three percent of the middle-school teachers agreed with the statement compared to 82% of the secondary teachers (significant at the .05 level). 16

Do teachers who have received a master's degree view educational research differently than those who have not? Analysis of the data indicates little difference in the perceptions between the two groups. 17

However, there was disagreement on Items 18 and 35. Item 18 stated, "Results of research on teaching obtained from my supervisor have been very helpful in my teaching." Eighty-seven percent of the teachers holding master's degrees disagreed with the statement, while 72%

¹⁴See question 19, Tables 3 and 4.

¹⁵See question 26, Tables 3 and 4.

¹⁶See question 37, Tables 3 and 4.

¹⁷See Table 11.

of those who held bachelor's degrees disagreed (significant at the .01 level). 18

When asked to respond to the statement, "Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching" only 53% of those with bachelor's degrees agreed, while 84% of those with master's degrees agreed. 19

In the analysis of teaching experience as a factor affecting teacher perceptions of educational research, significant differences occurred on only two items. 20

On Item 5, "I make an effort to utilize research on teaching in my teaching," 70% of the teachers with four to 10 years experience agreed with the statement, and 93% of the teachers with 11 or more years experience agreed with it (significant at the .03 level).²¹

Also, a significant difference was found on Item 16, "Research findings about teaching should be given little emphasis in a school district's inservice program." Seventy percent of the respondents with three years or less experience disagreed with the statement, while 93% with 11 years or more experience disagreed (significant at the .04 level). 22

¹⁸See question 18, Tables 5 and 6.

¹⁹See question 35, Tables 5 and 6.

^{20&}lt;sub>See Table 12.</sub>

 $^{^{21}}$ See question 5, Tables 8 and 9.

²²See question 16, Tables 7 and 9.

Conclusions

'An analysis of the teachers' responses leads to the following conclusions:

- Teachers do value research findings that focus on classroom teaching.
- 2. Teachers believe that research findings can lead to improved teaching.
- 3. Often, teachers view research findings as being contradictory.
- 4. Teachers do not perceive principals, faculty meetings, supervisors, inservice meetings, or professional meetings as currently providing them with research findings on teaching. They do believe more should be done in these areas in terms of providing teachers with the latest research findings.
- 5. Undergraduate teacher education programs do not do a very good job of providing preservice teachers with research findings on teaching. However, teachers have a more positive view of graduate programs and university professors in terms of dissemination.
- 6. Teachers get most of their research findings on teaching from professional journals but feel that more space in these journals should be devoted to dissemination of research findings.
- 7. Generally speaking, grade-level assignment, degree earned, and the number of years experience had little effect on the teachers perceptions.





Table 1
Total Frequency: All Kespondents

	Question	Fred	quency Distr	ibution		Mean
1.	There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
		2.9%	2 39 %	3 52.4%	5.7%	2.6
2.	The teaching skills of teachers can be improved.	strongly disagree	disagree		strongly	
	our be improved.	1 0	2 • 0	agree 3 53.3%	agree 4 46.7%	3.5
		•	en gra d Grand Grand			,
3.	There 'should be an increased emphasis in providing teachers with research findings that	strongly disagree	disagree	agree	strongly agree	
	focuses on teaching.	Ö	6.7%	3 76.2%	,17.1%	3.1
4.	Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	ograci	strongly	
	are neiprur in my teaching.	1 1,%	2 15.2%	agree 3 72.4%	agree 4 10.5%	2.9
5.	I make an effort to utilize research on teaching in my	strongly			strongly	٠.
	teaching.	disagree 1 1.9%	disagree 2 21%	agree 3 65.7%	agree 4 8.6%	2.8
		, *** ***		. •		· •
6.	Techniques for teaching based on research that I have used	strongly disagreé	disagree	agree	strongly agree	
•	in my classroom have been of little value.	6.7%	61.9%	23.8%	2.9%	2.2
7.	Research findings on teaching are a valuable way to help	strongly disagree	disagree	ngmoo	strongly	•
	teachers improve their teaching behavior.	1 0	2 16.2%	agree 3 71.4%	agree 4 12.4%	3.0
8.	Professional journals are an excellent source of information	strongly disagree	disagree	agree	strongly agree	
	about research of teaching.	0	2 8.6%	3 74.3%	14.3%	3.1

Mean

9.	I have found very little practical application for research findings	strongly disagree	`disagree		strongly agree	8 ;
	reported in professional journals.	6.7%	64.8 %	3 25.7%	1%	2.2
0.	Professional journals should contain more reports of research	st ro ngly disagree	disagree	agree	strongly agree	•
	findings on teaching.	, <u>j</u>	20%	69.5%	8.6%	2.9
			, , , , , , , , , , , , , , , , , , ,		-1	•
1.	The education undergraduate program of colleges and universities exposed me to	strongly disagree	disagree	, agree	strongly agree 4	
	research findings on teaching.	9.5%	50.5%	36.2%	2.9%	2.3
2.	I have incorporated into my teaching research findings that	strongly disagree	disagree	agree	strongly agree	
•	I learned about in my undergraduate education program.	, 1 4.8%	2	3 41%	2.9%	2.4
3.	Undergraduate programs in education should give greater	strongly disagree		agree	strongly agree	
	emphasis to research findings on teaching.	1%	2 2 1%	63.8%	11.4%	2.9
L4.	Research findings about teaching are an important part of my school	strongly	disagree	agree	strongly agree	
~	district's in-service program.	1 17.1%	2	3 11.4%	4	2.0
				. ,		:
L5.	Information on research about teaching obtained in in-service	strongly disagree	disagree		strongly (·
	programs has been very useful in my teaching.	16.2%	2 59%	1,9%	1%	2.0
6.	Research findings about teaching should be given little emphasis	strongly disagree	disagree	agree	strongly agree	•
	in a school district's in-service program.	1 17.1%	2 64.8 %	3 15.2%	1%	2.0
L7.	Research findings on teaching	strongly	•		strongly	•
· .	are given little importance by my supervisor.	disagree 1 4.8%	disagree 2 21.9%	agree 3 51.4%	agree 4 15.2%	2.8

19. 3	Results of research on teaching obtained from my supervisor have been very helpful in my teaching. Supervisors should give more attention to research findings on teaching.	strongly disagree 1 16.2% strongly disagree 1 1%	disagree 2 60% disagree	agree 3 18.1%	strongly agree 4 0	2.0
19.	teaching. Supervisors should give more attention to research findings	strongly disagree	60%		0	2.0
20.	attention to research findings	disagree 1	disagree		otmorel.	
20.	attention to research findings	disagree 1	disagree		strongly	
· ·		7 4	2	agree 3	agree 7	t .
· ·		. 	14.3%	66.7%	14.3%	3.0
	The graduate degree programs of colleges and universities	strongly disagree	disagree	agree	strongly agree	
	place much emphasis on research findings about teaching;	1 1%	2 24.8%	3 59 %	12.4%	2.9
.21.	Research findings learned in	strongly		· · · · · · · · · · · · · · · · · · ·	strongly	, .
1 1	my graduate education program have helped me improve my	disagree	disagree 2	agree 3	agree 4	•
	teaching.	1%	22.9%	62.9%	9.5%	2.8
22.	Graduate programs in education are the most appropriate place	strongly disagree	. disagree	agree	strongly agree	
	to learn about research on teaching.	1 2.9%	29.5%	3 54.3%	9.5%	2.7
22	December Civilina on thombing	ot mongly	• · · · · · · · · · · · · · · · · · · ·		strongly	,
	Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree	disagree 2	agree 3	agree 4	• •
•		1.9%	4.8%	65.7%	22.9%	3.1
- (Research findings on teaching reported by my principal have	strongly disagree	disagree	agree	strongly agree	
	been very helpful in improving teaching.	17.1%	2 51.4%	3 22.9%	1.0%	2.1
	Principals should devote more time in faculty meetings to	strongly disagree	disagree	agree	strongly agree	
	research findings in teaching.	1 2.9%	2 40%	3 50.5%	4.8%	2.6
26.	Little attention has been given	strongly		•	strongly	·
	to research finding in teaching in professional meetings that I have attended.	disagree 1 1%	disagree 2 10.5%	agree / 3 77.1%	agree 4 8.6%	3.0



Mean

27.	Research in teaching reported at professional educational	strongly disagree	disagree	agree	strongly agree	·
	meetings is seldom useful to the classroom teacher.	4.8%	2 50.5 %	37.1 %	3.8%	2.4.,
28.	Professional educational meetings should place	strongly disagree	disagree	agree	strongly agree	
	increased emphasis on reporting research findings in teaching.	1.9%	2 18.1%	68.6%	8.6%	2.9
29.	Articles that report research on teaching are difficult to	strongly disagree	disagree	agree	strongly agree	
	understand.	1 2.9%	28.6%	3 , 55.2%	4 10.5%	2.8
30.	Research findings on teaching have very little practical	strongly disagree	diagrae	ogrado	strongly	
•	application for the classroom teacher.	1 5.7%	disagree 2 64.8%	agree 3 23.8%	agree 4 1.9%	2.2)
31.	Research findings on teaching are often contradictory.	strongly disagree	disagree	<i>∜</i> agree	strongly agree	
	are of ten contradictory.	1 1%	2 6.7%	3 77.1%	, 4	3.0
32.		strongly	1	,	strongly	
•	findings on teaching should be in summary form.	disagree	disagree 2 16.2%	3 70.5%	agree 4 7.6%	2.9
33.	Ideas for applying research findings should be included	strongly disagree	disagree	agree	strongly agree	
,	in reporting research findings.	1 0	2 1%	3 70.5%	26.7%	3.3
34.	Teachers are more likely to incorporate new ideas	strongly disagree	disagree	agree	strongly agree	
•	into their teaching if they hear them from other teachers.	1	2 7.6%	67.6%	21%	3.1

Frequen	cy.	Distribution	

	Question	Fre	equency Dist	Pibution	· ·	Mean
35.	Education faculty of colleges and universities are the most	strongly disagree	disagree 2	agree	strongly.	
	appropriate people to provide teachers with research findings on teaching.	3.8 %	32.4%	56,.2 %	4.8%	2.6
36.	College and university faculty members do understand what it	strongly disagree	⁶ disagree	agree	strongly agree	•
	is like to be a K-12 classroom teacher.	1 19 %	55.2 %	3 21 %	1%	2.0
37.	The suggestions of college and	strongly	ر d i sagree	90700	strongly agree	*
	university faculty about improving teaching are often unrealistic.	disagree 1 1.9%	23.8%	.agree 3 , 60%	11.4%	2.8
38.	Teachers need to become more analytical about their own	strongly disagree	disagree	agree	strongly agree	Men of the second
2.	behavior.	1 0 .	2 1%	3 73.3%	23.8%	3.2
39.	The teaching skills of teachers are seldom significantly changed	strongly disagree	diságree	agree	strongly agree	
•	by providing teachers information.	1 4.8%	2 40%	3 45.7%	3.8%	2.5
40:	Teachers want to improve their	strongly disagree	. disagree	agree	strongly agree	
	teaching skills.	1 0	2 4 1.9%	3 55.2%	41.9%	3.4

Table 2 Primary Teachers

	Question	Fred	quency Dist	ribution	·	Mean
1.	There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
•		0	42.9%	53.6%	4 3 *6%	2. 6
2.	The teaching skills of teachers can be improved.	strongly disagree	disagree 2	agree	strongly agree	
		0.	. 0	50%	50%	3.5
3.	There should be an increased emphasis in providing teachers	strongly disagree	disagree	agree	strongly agree	۲.
* /	with research findings that focuses on teaching.	0	7.1%	85.7 %	7.1%	3 -
4.	Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	, , , , , , , , , , , , , , , , , , ,
ŧ		- 1 0	2 17.9%	78.6%	3.6 %	2.9
5.	I make an effort to utilize research on teaching in my	strongly disagree	disagree	agree	strongly agree	
÷.,	teaching.	0	21.4%	75%	3.6%	2.8
6.	Techniques for teaching based on research that I have used in my classroom have been of	strongly disagree	disagree 2	agree 3	strongly agree	
• •	little value.	3.6%	57.1 %	35.7%	0	2.3
7.	Research findings on teaching are a valuable way to help	strongly disagree	disagree	agree	strongly agree	
	teachers improve their teaching behavior.	0	. 17.9%	3 71.4%	10.7%	2.9
,8:	Professional journals are an excellent source of information	strongly disagree	disagree	agree	strongly agree	
	about research of teaching.	1 0	2 3.6%	3 85.7%	7.1%	3:0

	Question ·	Fre	equency Dist	ribution		Mean
9.	I have found very little practical / application for research findings	strongly disagree	disagree 2	agree ,	strongly agree	`````
	reported in professional journals.	3.6%	71.4%	3 - 21.4 %	0	2.2
10.	Professional journals should contain more reports of research findings on teaching.	strongly disagree	disagree 2	agree	strongly agree 4	,
:	•	/ 0	17.9%	75%	3.6%	2.9
11.	The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree 1 10.7%	disagree 2 53.6%	agree 3 35.7%	strongly agree 4 0	2.2
12.	I have incorporated into my teaching research findings that I learned about in my undergraduate	strongly disagree	disagree 2	agree	strongly 'agree'	
डा	education program.	3.6%	* 57.1%	35.7%	3.6%	2.4
13.	Undergraduate programs in education should give greater	strongly disagree	disagree	agree	strongly agree	
• .	emphasis to research findings on teaching.	0	25%	64.3%	7.1%	2.8
14.	Research findings about teaching are an important part of my school district's in-service program.	strongly disagree 1 7.1%	disagree 2 82.1 %	agree 3 7.1%	strongly agree 4 3.6%	2.1
ĭ5.	Information on research about teaching obtained in in-service	strongly disagree	disagree	agree	strongly agree	
	programs has been very useful in my teaching.	10.7%	2 67.9 %	3 14.3%	4° 3.6%	2.1
16.	Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree 1 7.1%	disagree 2 75%	agree 3 14.3%	strongly agree 4 3.6%	2.1
17.	Research findings on teaching	strong l y disagree	disagree	 agree	strongly	
* .	are given little importance by my supervisor.	1 3.6%	2 17.9%	3 71.4%	agree 4 3.6%	2.8

	Question	Free	quency Dist	ribution		Mea
	Results of research on teaching obtained from my supervisor	strongly disagree	disagree	agree	strongly agree	
,	have been very helpful in my teaching.	1 7.1%	2 75 %	3 14.3%	0	2.
9.	Supervisors should give more attention to research findings	strongly disagree	disagree	agree_	strongly agree	
	on teaching.	1.0	21.4%	71.4%	4 7.1 %	2.
٥.	The graduate degree programs of colleges and universities	strongly disagree	disagree	agree	strongly agree	
\	place much emphasis on research findings about teaching.	, 0	21.4%	64.3%	14.3%	2.
l.,	my graduate education program	strongly disagree	disagree	agree	strongly agree	
	have helped me improve my teaching.	0	, 2 25%	71.4%	3.6 %	2.
2.	are the most appropriate place	strongly disagree	disagree	agree	strongly agree	
,	to learn about research on teaching.	7.1%	21.4%	60.7%	7.1%	2.
3 . ·	Research findings on teaching are seldom discussed in	strongly disagree	disagree	agree	strongly agree	
	faculty meetings where I teach.	7.1%	2 3.6%	78.6%	10.7%	2
4 :	Research findings on teaching reported by my principal have	strongly disagree	disagree	agree	strongly agree	•
	been very helpful in improving teaching.	3.6%	53.6%	35.7%	0	2
5.	Frincipals should devote more time in faculty meetings to	strongly disagree	disagree	agree	strongly agree	
	research findings in teaching.	7.1%	39.3%	53.6%	1 0	2
ó.	Little attention has been given to research findings on teaching in professional meetings that	strongly disagree	disagree 2	agree 3	strongly agree [,
	I have attended.	, O	7.1%	89.3%	3.6%	3.

27.	Research in teaching reported at	>= strongly			strongly,	;
0.05	professional educational	disagree	disagree	agree	agree	
1.7	meetings is seldom useful to	1	2	3 77	14	
	the classroom teacher.	0	60.7%	35.7%	. 0	2.4
• 2						
	•	•	•			
28.	Professional educational	strongly		25	strongly	
•	meetings should place	disagree	disagree	agree	agree_	
	increased emphasis on reporting	, 1	2	3	4	i
	research findings in teaching.	3.6%	21.4%	64.3%	7.1%	2.8
					· •	
			5 -			
29.	Articles that report research	strongly	,		strongly	*
	on teaching are difficult to	disagree	disagree	'agree 🤇	agree	
	understand.	1	2	3	· 4	
,		3.6%	21.4%	60.7%	10.7%	2.8
• • ;		· • · · · · · · · · · · · · · · · · · ·				
	~					
30.	Research findings on teaching	strongly			strongly	
	have very little practical .	disagree	${ t disagree}$	agree	agree	
	application for the classroom	1	2	. 3	-4	
,	teacher.	۰. ۵	53 .6%	39.3%	3.6%	2:5/
			5			/
, .		•	(*			
31.	Research findings on teaching	strongly		•	strongly	
	are often contradictory.	disagree	disagree	agree	agree	A.
	;	-1	2	3	4	
	. /	O #	7.1%	82.1%	7.1%	3.0
, ,						
	No.	•	•			
32.	Articles reporting research	strongly,	* * * * * * * * * * * * * * * * * * * *		strongly	
	findings on teaching should	disagree	disagree	agree	agree	
•	be in summary form.	1	2	3	4	
• •		0	21.4%	67.9%	10.7%	2.9
1	No. of the second secon				×	
	A				,	
33.	Ideas for applying research	${ t strongly}$		•	strongly	
	findings should be included	disagrèe	disagree	_agree	agree	· .
÷.	in reporting research findings.	1	2	3	4 07	
		0 -	0 .	82.1%	17.9%	3.2
-						
					-	
34.	Teachers are more likely	strongly	•	9	strongly	
	to incorporate new ideas	disagree	disagree	agree	agree	
	into their teaching if they	1	2	3	4	
	hear them from other teachers.	0	3.6%	67.9%	25%	3.2

	Question		equency Dis	tribution		Mear
35.	Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree 2 46.4%	agree 3 39.3%	strongly agree 4 7.1%	2.5
36.	College and university faculty members do understand what it is like to be a K-12 classroom	strongly disagree	disagree 2	agree	strongly agree	
37.	The suggestions of college and	28.6%	39.3%	28.6%	0 strongly	.2 . 0
•.,	university faculty about improving teaching are often unrealistic.	disagree 1 3.6%	disagree 2 14.3%	agree 3 57.1%	agree 4 21.4%	3.0
88.	Teachers need to become more analytical about their own behavior.	strongly disagree 1 0	disagree 2 3.6%	agree 3 75%	strongly agree 4 21.4%	3.2
39.	The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagrae 1 7.1%	disagree 2 42.9%	agree 3 46.4%	strongly agree 4 0	2.4
40.	Teachers want to improve their teaching skills.	strongly. disagree	disagree '2 0	agree 3 42.9%	strongly agree 4 57.1%	3.6

Table 3 Middle-Grade Teachers

l-	Question	Freq	uency Dist	ribution	and the second seco	Mea
•	There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	÷
		3.1%	2 28.1 %	3 59.4 ≸	9.4%	2.
	The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
		0	. 0	3 50 %	50 %	3.
	There should be an increased emphasis in providing teachers with research findings that	strongly disagree	disagree	agree	strongly agree	
	focuses on teaching	0	6.3%	3 71.9 %	21.9%	3.
•	Research findings the ching are helpful in my to clarg.	strongly disagree	disagree	agree	strongly agree	•
		0	18.8%	68.8 %	12.5%	2.
	I make an effort to utilize research on teaching in my	strongly disagree	disagree	agree	strongly agree	Š
A	teaching.	3.1%	2 34.4 %	53.1%	9.4%	2.
	Techniques for teaching based on research that I have used	strongly disagree	disagree	agree	strongly agree	
	in my classroom have been of little value.	12.5%	. 2 59.4 %	3 25 % _	3.1%	2.
	Research findings on teaching are a valuable way to help	strongly disagree	disagree	agree	strongly agree	
	teachers improve their teaching behavior.	0	2 12.5 %	3 71.9%	15.6%	3.
	Professional journals are an excellent source of information	strongly disagree	disagree	agree	strongly agree	
	about research of teaching.	1 0	2 12.5%	3 68.8 %	4 15.6%	3.

·	Question /	Fre	quency Dist	ribution		Mean
9.	I have found very little practical application for research findings	strongly disagree	disagree	agreo	strongly agree	থ
	reported in professional journals.	1 12.5%	2 59.4 %	3 28.1 %	4	2.2
10.	Professional journals should contain more reports of research	strongly disagree	disagree	agree	strongly agree	
	findings on teaching.	0	21.9%	62.5 %	15.6%	2.9
11.	The education undergraduate program of colleges and	strongly disagree	disagree	agree	strongly agree	.0
	universities exposed me to research findings on teaching.	1 9.4 %	2 46.9 %	3 43.8 %	4 0!	2.3
12.	I have incorporated into my teaching research findings that	strongly disagree	disagree	agree	strongly agree	
	I learned about in my undergraduate education program.	9.4%	2 46.9 %	3 43.8 %	4 0	2.3
13.	Undergraduate programs in education should give greater	strongly disagree	disagree	agree	strongly agree	
	emphasis to research findings on teaching.	3.1%	2 28.1%	3 53.1%	15.6%	2.8
14.	Research findings about teaching are an important part of my school	strongly disagree	disagree	agree	strongly agree	
٠	district's in-service program.	15.6%	62.5 %	18.8%	3.1 %	2.1
15.	Information on research about teaching obtained in in-service	strongly disagree	disagree	agree	strongly agree	•
٠	programs has been very useful in my teaching.	1 12.5%	2 62.5 %	3 25 %	4 ° 0	2.1
16.	Research findings about teaching should be given little emphasis	strongly disagree	disagree	agree	strongly	
	in a school district's in-service program.	21.9%	53.1%	25%	0	2.0
17.	Research findings on teaching are given little importance	strongly disagree	disagree	agree	strongly agree	
	by my supervisor.	6.3%	2 21.9 %	3 46.9 %	4 18.8%	2.8

	Question	Fre	quency Dist	ribution		Mean
18.	Results of research on teaching obtained from my supervisor	strongly disagree	diabgree	agree.	strongly agree	4
•	have been very helpful in my teaching.	1 15.6%	62.5%	3 18.8%	0	2.0
19.	Supervisors should give more attention to research findings	strongly disagree	disagree	agree	strongly agree	
	on teaching.	0	21.9 %	50 %	28.1%	3.1
20.	The graduate degree programs of colleges and universities	strongly disagree	disagree	agree	strongly agree	
	place much emphasis on research findings about teaching.	3.1%	21.9%	56.3 %	15.6%	2.9
21.	Research findings learned in my graduate education program	strongly disagree	disagree	agree	strongly agree	<i>.</i>
•	have helped me improve my teaching.	3.1%	21.9%	3 59.4 %	12.5%	2.8
22.	are the most appropriate place to learn about research on	strongly disagree	disagree	agree 3	strongly agree	2 4
_	teaching.	3.1%	34.4%	50 %	9.4%	2.7
23.	Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree	disagree 2	agree 3	strongly agree	
	receipt meetings meet receipt	ō	3.1%	65.6%	31.3%	3.B
24.	Research findings on teaching reported by my principal have been very helpful in improving	strongly disagree	disagree 2	agree 3	strongly agree	
	teaching.	21.9%	59.4%	12.5%	0	1.9
25.	Principals should devote more time in faculty meetings to	strongly disagree	disagree	agree	strongly agree	
	research findings in teaching.	0	46.9%	43.8%	9.4%	2.6
26.	Little attention has been given to research findings on teaching	strongly disagree	disagree	agree	strongly agree	•
	in professional meetings that I have attended.	3.1%	2 15.6%	62.5%	18.8%	3.0
	A service of the serv			. • •	•	



strongly

18.8%

3.0

agree

agree

68.8%

				•	24	*
	Question	Fre	quency Dist	ribution		Mean
27.	Research in teaching reported at professional educational	strongly disagree	disagree	agree	strongly agree	
-	meetings is seldom useful to the classroom teacher.	9.4%	46.9 %	37.5%	6,3%	2.4
28.	Professional educational meetings should place	strongly disagree	disagree	agree	strongly agree	
	increased emphasis on reporting research findings in teaching.	3.1%	28,1%	3 56.3%	12.5%	2.8
29.	Articles that report research on teaching are difficult to	strongly disagree	disagree	agree	strongly agree	
	understand.	6.3%	2 34.4 %	46.9%	12.5%	2.7
30.	Research findings on teaching have very little practical	strongly disagree	disagree	agree	strongly agree	7
	application for the classroom teacher.	1 12.5 %	2 65.6 %	3 21.9 %	0	2.1
31.	Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly agree	
		3.1%	2 6.3%	3 75 %	15.6%	.3.0
3 2.	Articles reporting research findings on teaching should	strongly disagree	disagree	agree	strongly agree	, ,
	be in summary form.	6.3%	2 12.5%	68.8 %	6.3%	2.8
33.	Ideas for applying research findings should be included	strongly disagree	disagree	agree	strongly agree	
. •	in reporting research findings.	1	2 3.1%	3 62.5%	34.4%	3.3



34.

Teachers are more likely to incorporate new ideas

into their teaching if they

hear them from other teachers.

strongly disagree

3.1%

disagree

9.4%

	Question	Fre	quency Dist	ribution		Mean
35.	Education faculty of colleges and universities are the most	atrongly diaagree	disagree	agree	atrongly agree	•
	appropriate people to provide teachers with research findings on teaching.	6.3%	2 25 %	59.4%	9.4%	2.7
36.	College and university faculty members do understand what it	strongly disagree	disagree	agree	strongly agree	
	is like to be a K-12 classroom teacher.	21.9%	59.4%	18.8%	0	2.0
•		_				
37.	The suggestions of college and university faculty about	strongly disagree	disagree	agree	strongly agree	•
• .	improving teaching are often unrealistic.	1	2 37.5%	3 50%	12.5%	2.7
•			• ,	1		
38.	Teachers need to become more analytical about their own	strongly disagree	disagree	agree	strongly agree	
	behavior.	1 0	0	68.8 %	31.3%	3.3
•						
39.	are seldom significantly changed	strongly disagree	disagree	agree	strongly agree	
	by providing teachers information.	6.3%	2 46.9 %	37.5%	6.3%	2.5
	m askess week to improve their	strongly		(.	strongly	
40.	Teachers want to improve their teaching skills.	disagree	disagree	agree	agree	
	,	0	3.1%	3 53.1%	43.8%	3.4

Table 4 Secondary Teachers

	Question	Fred	quency Dist	ribution	·	Mean
1.	There is little agreement as to what "good teaching" is.	atrongly disagree	diaagree	agree	atrongly agree	
Ž.		3.4%	2 44.8 %	48.3%	3.4%	2.5
2.	The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	atrongly agree	
		0	0	62.1%	37.9%	3.4
3.	There should be an increased emphasis in providing teachers	strongly disagree	disagree	agree	strongly agree	
,	with research findings that focuses on teaching.	0	2 6.9%	75.9%	7 17.2%	3.1
4.	Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
•		1. 3.4%	2 17.2%	72.4%	4 6.9 %	2.8
5.	I make an effort to utilize research on teaching in my	strongly disagree	disagree	agree	strongly agree	
	teaching.	1 3.4%	17.2 %	3 72.4 %	6.9%	2.8
6.	Techniques for teaching based on research that I have used	strongly disagree	disagre	agree	strongly agree	
	in my classroom have been of little value.	3.4%	75.9%	3 20.7 %	, 0	2.2
7.	Research findings on teaching are a valuable way to help	strongly disagree	disagree	agree	strongly agree	.
	teachers improve their teaching behavior.	0	2 20.7 %	3 72.4 %	6.9%	2.9
8.	Professional journals are an excellent source of information	strongly disagree	disagree	agree	strongly agree	
	about research of teaching.	1 0	2 10.3%	3 79.3%	10.3%	3.0

·	Question	Fre	quency Dist	ribution	anner stade nagle più de vendens tyten i fich einer Oktobrone.	Mean
9.	I have found very little practical application for research findings reported in professional journals.	strongly Alangree	disagree	3	etrongly egree	2.2
		3.4%	65\5%	31%	O	2.3
10.	Professional journals should contain more reports of research	atrongly disagree	disagree	agree }	attongly agree	
	findings on teaching.	0	24.1%	75.9%		2.8
11.	The education undergraduate program of colleges and universities exposed me to	1	disagree 2	3	4	•
	research findings on teaching.	6.9%	65.5%	27.6%	0	2.2
12.	teaching research findings that		disagree			
	I learned about in my undergraduate education program.	3.4 %	55.2 %	3 41.4%	4 0	. 2.4
13.	Undergraduate programs in education should give greater	strongly disagree	disagree		strongly agree	
•	emphasis to research findings on teaching.	0	13.8%	3 79.3 %	3.4%	2.9
14.	are an important part of my school	strongly disagree	disagree		strongly agree	
	district's in-service program.	_	69%	3 3.4%	0	1.8
15.	Information on research about teaching obtained in in-service	strongly disagree	disagree	agree	strongly agree	·
	programs has been very useful in my teaching.	1 24.1%	2 62.1%	3. 13.8%	4 0	1.9
16.	Research findings about teaching should be given little emphasis in a school district's in-service	strongly disagree 1	disagree 2	agree	strongly agree 4	
	program.	10.3%	79.3%	10.3%	Ö	2.0
17.	Research findings on teaching are given little importance by my supervisor.	strongly, disagree.	. disagree 2	agree	strongly agree	
٠.		- g 0 💯	17.2%	58.6%	20.7%	3.0

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11 15 1 4,	Question	Pre	quency Dist	ribution	ر موسور موسود موسودگاه ، معدود زار به داده همدود به موسود پ	Mean
18.	Regults of research on teaching obtained from my supervisor	atrongly disagree	disagree	arree)	atrongly agree	
	have been very helpful in my teaching.	24.1%	62.1 %	10.3%	0	1.9
19.	Supervisors should give more attention to research findings	atrongly disagree	diaagree	agree	etrongly .	
•	on teaching.	0	6.9%	82.8 %	6.9 %	3.0
20.	The graduate degree programs of colleges and universities	strongly disagree	disagree	agree	atrongly agree	,
	place much emphasis on research findings about teaching.	0	2 34.5 %	55.2 %	10.3%	2.8
21.	my graduate education program	strongly disagree	disagree	agre e	strongly agree	
1	have helped me improve my teaching.	0	20.7%	72.4 %	6.9 %	2.9
22.	Graduate programs in education are the most appropriate place	strongly disagree	disagree	agree	strongly agree	
	to learn about research on teaching.	1 0	2 31 %	62.1%	6.9 %	2.8
23.	Research findings on teaching are seldom discussed in	strongly disagree	disagree	agree	strongly agree	•
	faculty meetings where I teach.	0	. 3.4%	72.4%	24.1%	3.2
24.	Research findings on teaching reported by my principal have	strongly disagree	disagree	agree	strongly agree	
	been very helpful in improving teaching.	20.7%	65.5 %	3 13.8%	0	1.9
25.	time in faculty meetings to	strongly disagree	disagree	agree,	strongly agree	
	research findings in teaching.	3.4%	44.8 %	51.7 %	0	2.5
26.	Little attention has been given to research findings on teaching	strongly disagree	disagree	agree	strongly agree	
.	in professional meetings that I have attended	10	2 6.9 %	93.1%	0	2.9
	$\mathcal{L}_{\mathcal{L}}}}}}}}}}$					

	Question	Fre	quency Dist	ribution	k jarist kirista interneti versen d e salasta versen interne i en de en	Mean
27.	Research in teaching reported at professional	atrongly diamgree	disagree	agree	atrongly agree	
•	meetings is seldom useful to the classroom teacher.	√ 1) 0	2 48,3%	48.3%	0	2,5
28.	Professional educational meetings should place	disagree	dissgree	agree	atrongly agree	
	increased emphasis on reporting research findings in teaching.	Q Q	13.8%	82.8 %	3.4%	2,9
29.	Articles that report research on teaching are difficult to	atrongly disagree	disagree	ngree	strongly agree	!
	understand.	0	37.9%	55.2%	6.9	2.7
30.	Research findings on teaching have very little practical	strongly disagree	disagree	agree	strongly agree	
, t	application for the classroom teacher.		2 82,8 %	13.8%	0	2.1
31.	Research findings on teaching are often contradictory.	strongly disagree	disagree.	agree	strongly agree	
ſ		1 0	2 6.9% ,	82.8 %	10.3%	3.0
32.	Articles reporting research findings on teaching should	strongly disagree	disagree	agree	strongly agree	•
	be in summary form.	0	13.8%	* 79.3%	6.9%	2.9
33.	Ideas for applying research findings should be included in reporting research findings.	strongly disagree	disagree	agree	strongly agree	•
•	THE Tehot drift Tenegron Truggings.	, 0 *	Õ	79.3%	20.7%	3.2
34.	to incorporate new ideas	strongly disagree	disagree	agree	strongly agree	ili K
	into their teaching if they hear them from other teachers.	0	2 3.4%	79 .3 %	17.2%	3.1

paugis pates si s	Question	n annualis regissionis se service and service of second section in the latest like the latest	equency Dist	ribution	manika mataniman nemianda eko minenda oran fila	Mean
35.	Education faculty of colleges and universities are the most	atrongly diaagree	'dlaagree	ag ree	atrongly agree	
	appropriate people to provide teachers with research findings on teaching.	0	31 %	69\$	0 *	2.7
36.	College and university faculty members do understand what it	atrongly diaagree	diangree	មនីវ.១១	atrongly agree	
	is like to be a K-12 classroom teacher.	10.3%	75.98	13.8%	0	2,0
37.	university faculty about	atrongly disagree	disagree	agree	ntrongly agree	
	improving teaching are often unrealistic.	0	17.2 %	79.3%	3.4%	2.9
; 38 ¿	analytical about their own	strongly disagree	disagree	ugree	atrongly agree	
	behavior.	0	2 0	3 86.2 %	13.8 %	3.1
39.	The teaching skills of teachers are seldom significantly changed	atrongly disagree	disagree	\$ agree	strongly agree	
	by providing teachers information.	0	41.4%	3 51.7%	3:4%	2.6
40.	Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
		0	2 0	69 %	31% .	3.3

Table 5 Bachelor Degree Frequency

Question	Pide	wency Distr	elbution .	. P Neature success of equal-succession (No. 1 over the	Me
There is little agreement as to what "good teaching" is.	atrongly disagree	dinagree	aff.l.aa	atrong ty agree	
	38	3 4.8 %	56.18	6,18	2.
The teaching skills of teachers can be improved.	atrongly diaagree	disagree	۱۱ - ۱۳۰۰ - بينداد و هيف د دور _{در ال} دو الماند در در د ور دور دور دور دور دور دور دور دور دور د	atrongly agree	
	0	0	51.5 %	48.5 %	3.
There should be an increased emphasis in providing teachers with research findings that	strongly disagree	diaagree 2	ngree	atrongly agree	
focuses on teaching.	Ö	7.6%	77.3%	15.2%	3.
Research findings on teaching are helpful in my teaching.	atrongly disagree	disagree	agree	atrongly agree	
` `	0	18.2%	72.7%	9.1%	.2
I make an effort to utilize research on teaching in my	strongly disagree	disagree	agree	strongly agree	
teaching.	, 0	2 24.2 %	65.2%	9.1%	2
Techniques for teaching based on research that I have used	strongly disagree	disagree	agree	strongly agree	
in my classroom have been of little value.	7.6%	2 57,6%	30.3%	3 %	2
Research findings on teaching are a valuable way to help	strongly disagree	disagree	agree	strongly agree	
teachers improve their teaching behavior.	0	2 16.7 %	72.7 %	10.6%	2
Professional journals are an excellent source of information	strongly disagree	disagree	agree	strongly	
about research of teaching.	0	2 10.6%	72.7 %	13.6%	3

. market and resemble and		er er græver og skrivege søkstæret og grævedete er krive		and the second states and the second second second		Carp Commerce National States of Maryon .
9.	f have found very little practical	strong Ly			strongly	
•	application for research findings	disagree	disagree	ag ree		
	reported in professional journals.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2	1 1	4	*
		6,1%		24,2%	7	2,2
		***	***************************************		4.4 .74	-,-
0.	Professional Journals should	atrongly			atrongly	
, .	contain more reports of research	disagras	diangree	di/ Faa	वस् । वस	
	findings on teaching.		2	7		
		O	. 21.2%	68,2%	7.6%	2,9
				•		
l1.	The education undergraduate	atrongly		,	strong Ly	
	program of softeges and universities exposed me to	diamgree	d	ng rae		
		Ť	2 1	3	4	
	research findings on Leaching.	9.1%	53%	33.3%	3%	2,3
12.	I have incorporated into my	atrongly	,		atrongly	
	teaching research findings that	dlaagree	dinagree	ag ree	agran	
	I learned about in my undergraduate	i i	er ere nt_alik e er en En		12 · · · · · · · · · · · · · · · · · · ·	
	education program.	4.5%	51,.5%	40.9%	1.5%	2,4
			,			
3.	Undergraduate programs in	strongly	•		atnanaly	
٠, د	education should give greater	dlangree	disagree	agree	atrongly	
	emphasis to research findings	diangree	2	3	agree	• `
	on teaching.	1.5%	22.7%	• •	9.1%	2.8
•	•		and a first		, _P	
	Dammara. Alaka a Alaka a Alaka			and a		
1,4.	Research findings about teaching	atrongly			strongly	
	are an important part of my school district's in-service program.	disagree	disagree 2	agúee 3	agree.	
	district a maderated program.		71.2%		4 2#	2.0
		16,17	· /1.28	10.0%	· 3h	2.0
15.	Information on research about	strongly		-	strongly '	
	teaching obtained in in-service	disagree	disagree	agree	agree	
	programs has been very useful in my teaching.	L	ک د د معا	3 10 8#	٠ 4	· .
	in my teaching.	10.6%	65.2%	19.7%	1.5%	2.1
				i	<u>:</u>	
16.	Research findings about teaching	strongly		· ·	strongly	,
	should be given little emphasis	disagree	disagree	agree	agree	
,	in a school district's in-service	1	2	-3	4	
	program.	13.6%	68.2%	15.2%	1.5%	2.0
7:	Research Mindings on teaching	etnong ly			ctmonal v	
	Research findings on teaching are given little importance	strongly disagree	disagree	00700	strongly	
	by my supervisor.	1	2.	agree	agree	
	of my bupor tracer	6.1%	24.2%	53%	10.6%	2.7
		0,1,6	~~.~/	17	10.00	~ • 1

ا چېچېچېښې	Question	Fire Section of the section	Frequency Distribution				
14.	Results of research on teaching obtained from my supervisor	atrongly disagree	disagres	ag ree	atlungly agree		
	have been very helpful in my teaching.	ı. 10,6 ≴	62,1%		á	2.4	
19.	Supervisors should give more stiention to research findings on teaching.	त्रा वस्तु । वस वहारतास् । प्र	diaugraa.	uR I, aa	atrongly		
		Ó	18.25	66.7%	11.05	2.9	
.j(),	of colleges and universities place much emphasis on research	atrongly diangrae	diangree 2	ag ree	्रम् वराज्यम् वराज्यम् (५		
findings shout teaching.	i°.5%	30, 3%	າ4໌. າ່≸	2 0.01	2,8		
21.	1. Research findings learned in my graduate education program have helped me improve my teaching.	atrongly	्रा समह एक	aR i,ce	atrongly agree		
		1.5%	25.8≴	60,6%	9.15	2,8	
22."]	2. Graduate programs in education (are the most appropriate place to learn about research on	atrongly	diangree	ng rêro	atrongly		
	teaching:	4.5%	30, 3\$	51.5 %	9.15	2.7	
23.	Research findings on teaching are seldom discussed in	atrongly diangrae	disagroe	nkraa	atrongly agrae		
	faculty meetings where I teach.	3 %	4.5%	68.2%	21.2%	3.1	
24.	Research findings on teaching reported by my principal have	strongly disagree	disagree	agree	atrongly agree	• "	
	been very helpful in improving teaching.	15.2%	2 51.5 %	25.8%	. 0	2.1	
25.	Principals should devote more time in faculty meetings to	strongly disagree	disagree		strongly agree	`	
•	research findings in teaching.	1 4.5 %	42.4%	. 3- 48.5%	3%	2.5	
26.	Little attention has been given to research findings on teaching	strongly disagree	disagree,	agree	strongly agree		
	in professional meetings that I have attended.	1.5%	2 13.6%	3 74.2 %	9.1%	2.9	



			n			
	Questian	î Fr	equency lits	tribatia	14	Meall
27	Massarch in teaching reported at professional aducational mastings is saidon useful to	strongly disagree	dlaggree	de l'od	efter attendity	a constitue s ensite de la cons titue de la constitue de la co
	the classifican teacher.	å,i#	94 (3 8	33.36	11	À. Ì
⊒ d ,	Professions advoctions; meatings should place increased emphasis on reporting	atribusty	disagree	वह । वद	alited by	
	research findings in teaching.	1%	21, 25	og .7\$	ô. 1 \$.2 , d
49 ,	Artfoles that report research on teaching are difficult to understand.	atrongly diangrad	dlaagiaa J	agraa 1	atringly agree	
		4.9\$	27.4%	7 i#)-1 1 %	2.7
, út	Headarch Cludings on Leaching have very little practical application for the classroom Leacher.	atrongly diameroo T	11 sag ree 2 - 6 1 , 6 1	agraa 1 -22.7≸	atrongly agree	
		W. 4,8	111,113	<i></i>	* 5.	* · *
31.	Remearch findings on teaching are often contradictory,	atrongly diamgree	Mangree 2	ng Poo	atrongly ngrae 4	
		1.05	7,6%	78,8\$	9,1%	1.0
12.	Articion reporting research findings on teaching should be in summary form.	atrongly diangrae	dinngree	agree 1	atrongly agree	
		· 15	18.2%	68.2%	7.6%	2.8
33.	Ideas for applying research findings should be included . In reporting research findings.	atrongly diangress	dlangree	w ree	atrongly agree	
		. 0	1.5%	68.25	28,8%	3.3
34.	Teachers are more likely to incorporate new ideas into their teaching if they	strongly disagree	disagree	agree T	etronely agree	
	hear them from other teachers.	1.5\$	7,6 ≴	63.6 \$	24.2%	3.1

fferfier and other	A CONTRACTOR OF THE STATE OF TH	řr.	iquency Plat	ributia	weensty	Menn
3\$ o	Education faculty of cultages and universities are the goat appropriate people to provide teachers with research findings on teaching	atriagity stangera	Alsagias 13,4%	ai raa 3 47\$	office G.11	يم د
)n,	College and university facility members do understand what it is like to be a K-12 oldstroom teacher.	atragrad	diaagree	08100 1 19.78	atriagly agree	2,0
47 , :	The suggestions of college and university faculty shout improving teaching are often unrealistic.	afringly diangles	disagree 2	ag vaa	at rougly agi aa / lica	⊋, ત
18,	Feachers need to become more analytical about their own behavior.	strongly dimmera i ()	disagrae J	ng Fod 3 71,2≸	atrongly agree A 21,44	1.2
49.	The teaching skills of teachers are seldem significantly changed by providing teachers information.	atrongly diphgrae 1	disagree	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	atrongly agree 4	2,5
40,	Teachers want to improve their teaching skills:	atrongly diangree l ()	diangree 2 - 3¶	ngraa } 50≸	atrongly ngraa 4 47 5	3.4

Table 6
Master's Degree Frequency

*						
	Question	Fre	Mean			
1.	There is little agreement as to what "good teaching" is.	strongly disagree	disagree 2	agree	strongly agree	
		Ö ~	46.2%	46.2%	7.7%	2.6
2.	The teaching skills of teachers can be improved.	strongly disagree	disagree 2	agree	strongly agree	•.
		0	0	61.5%	38.5%	3.4
3.	There should be an increased emphasis in providing teachers with research findings that	strongly disagree	disagree	agree	strongly agree	٥.
•	focuses on teaching.	0	2 3.8%	3 80.8 %	15.4%	3.1
4.	Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
		3.8%	2 11.5%	73.1%	11.5%	2.9
5.	I make an effort to utilize research on teaching in my	strongly disagree	disagree	agree	strongly agree	·
٠	teaching.	7.7%	2 23.1 %	65.4%	3.8%	2.7
6.	Techniques for teaching based on research that I have used	strongly disagree	disagree	agree	strongly agree	·. ·
	in my classroom have been of 'little value.	1 3.8%	2 73.1%	3 19.2%	0	2.2
7.	Research findings on teaching are a valuable way to help teachers improve their teaching	strongly disagree	 _	agree	strongly agree	
	behavior.	0	2 15.4%	73.1 %	11.5%	3.0
8.	Professional journals are an excellent source of information	strongly disagree	disagree	agree	strongly agree	
`	about research of teaching.	0	2 7.7%	73.1%	15.4%	3.1

Question		Fre	Mean			
9.	I have found very little practical application for research findings	strongly disagree	disagree	agrec_	strongly agree	t.
\ .	reported in professional journals.	1 7.7%	2 57.7 %	3 34.6%	0	2.3
10.	Professional journals should contain more reports of research	strongly disagree	disagree	agree	strongly agree	
	findings on teaching.	0	2 19.2 %	3 73.1 %	7.7%	2.9
11.	The education undergraduate program of colleges and	strongly disagree	disagree	agree	strongly agree	
	universities exposed me to research findings on teaching.	7.7%	46.2%	3 46.2 %	0	2.4
12.	I have incorporated into my teaching research findings that	strongly disagree	disagree	agree	strongly agree	
	I learned about in my undergraduate education program.	3.8%	2 53.8 %	3 42.3 %	0	2.4
13.	Undergraduate programs in education should give greater emphasis to research findings	strongly disagree	disagree 2	agree 3	strongly agree	
	on teaching.	0	15.4%	73.1%	11.5%	3.0
14.	Research findings about teaching are an important part of my school district's in-service program.	-	disagree 2	agree 3	strongly agree 4	*
		26.9%	65.4%	7.7%	0	1.8
15.	Information on research about teaching obtained in in-service programs has been very useful	strongly disagree	disagree 2	agree 3	strongly agree	
. · · · · ·	in my teaching.	23.1%	61.5%	15.4%	ő	, 1.9
16.	Research findings about teaching should be given little emphasis in a school district's in-service	strongly disagree	disagree	agree	strongly agree	•
- Table 1	program.	23.1%	61.5%	3 15.4 %	0	1.9
17.	Research findings on teaching are given little importance	strongly disagree	disagree	agree	strongly agree	4.* -
*	by my supervisor.	0	2 11.5%	3 53.8%	30.8%	3.2



	Question	Fre	equency Dist	ribution	·	Mea
8.	Results of research on teaching obtained from my supervisor	strongly disagree	disagree	agree	strongly agree	. •
	have been very helpful in my teaching.	1 34.6 %	2 53.8%	3 7.7 %	0	1.
9.	Supervisors should give more attention to research findings	strongly disagree	disagree	agree	strongly agree	
	on teaching.	0	2 11.5%	3 61.5 %	23.1%	3.
0.	The graduate degree programs of colleges and universities	strongly disagree	disagree	agree_	strongly agree	
	place much emphasis on research findings about teaching.	0	2 15.4%	69.2 %	15.4%	3.
1.	my graduate education program	strongly disagree.	disagree	agree	strongly agree	
	have helped me improve my teaching.	0	26.9 %	3 65.4 %	7.7%	2.
2.	are the most appropriate place	strongly disagree	disagree	agree	strongly agree	
	to learn about research on teaching.	0	23.1 %	65.4 %	11.5%	2
3.	Research findings on teaching are seldom discussed in	strongly disagree	disagree	agree	strongly agree	
	faculty meetings where I teach.	0	3.8 %	73.1%	23.1%	3
4.	Research findings on teaching reported by my principal have	strongly disagree	disagree	agree	strongly agree	
been very helpful in improving teaching.	15.4%	2 61.5 %	3 15.4 %	3.8%	2.	

·	
26.	Little attention has been given to research findings on teaching in professional meetings that I have attended.

25. Principals should devote more time in faculty meetings to research findings in teaching.

strongly			strongly	
disagree	disagree	agree	agree	
1	2	3	4	
0 .	0	92.3%	7.7%	3.1

agree

disagree

2 34.6% strongly agree

2.7



strongly

disagree

Ĭ 0

27.	Research in teaching reported at professional educational	strongly disagree	disagree	agree_	strongly agree	
:	meetings is seldom useful to the classroom teacher.	0	2 30.8 %	3 57.7 %	7.7%	2.8
28.	Professional educational	strongly	. \	1	strongly	
~~.	meetings should place increased emphasis on reporting	disagree	disagree 2	agree 3	agree 4	
	research findings in teaching.	0	15.4%	73.1%	11.5%	3.0
29.	on teaching are difficult to	strongly disagree	disagree	agree	strongly agree	
*	understand.	0	2 23.1 %	3 65.4 %	11.5%	2.9
30.	Research findings on teaching have very little practical application for the classroom	strongly disagree	disagree	agree	strongly agree	•
	teacher.	3.8%	65.4%	30.8%	و ٥	2.3
31.	Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly- agree	
	are or our constructions.	1 0	2 7.7%	3 76.9%	15.4%	3.1
32.	Articles reporting research findings on teaching should	strongly disagree	disagree	agree	strongly agree	· .
	be in summary form.	0	2 3.8%	3 88.5%	3.8%	2.0
33.	Ideas for applying research	strongly	10	,,,	strongly	
	findings should be included in reporting research findings.	disagree 1 0	disagree 2 0	agree 3 84.6%	agree 4 15.4%	3.2
		<i>f j</i>				
34.	Teachers are more likely to incorporate new ideas	strongly disagree	disagree 2	agree	strongly agree	
	into their teaching if they hear them from other teachers.	0	7.7%	73.1%	19.2%	3,1

	. Question	Fre	equency Dist	tribution	<u> </u>	Mean
35.	Education faculty of colleges and universities are the most	strongly disagree	disagree	agree	strongly agree	
	appropriate people to provide teachers with research findings on teaching.	3.8%	, 2 11.5%	3 80.8 %	3.8 %	2.8
36.	College and university faculty members do understand what it	strongly disagree	disagree	agree	strongly agree	
	is like to be a K-12 classroom teacher.	1 15.4%	61.5%	3 23.1 %	0	2.1
37.	The suggestions of college and university faculty about	strongly disagree	disagree	agree	strongly agree	
	improving teaching are often unrealistic.	0	2 15.4%	3 76.9%	4 7.7%	2.9
38.	Teachers need to become more analytical about their own	strongly disagree	disagree	agree	strongly agree	
	behavior.	1 0	2 0	3 88.5%	11.5%	3.1
39.	The teaching skills of teachers are seldom significantly changed	strongly disagree	disagree	agree	strongly agree	•
	by providing teachers information.	3.8%	2 34.6%	3 53.8%	4 3.8%	2.6
40.	Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	,
		1 0	2 0	61.5%	38.5%	3.4

Table 7 4 0-3 Years Experience Frequency

	Question		Frequency Distribution	Mean
1.	There is little agreement as to what "good teaching" is.		strongly strongly disagree disagree agree	
		ţ	0 45.9% 48.6% 5.4%	2.6
2.	The teaching skills of teachers can be improved.	,	strongly strongly disagree disagree agree agree	
		, in	0 54.1% 45.9%	3.5
3.	There should be an increased emphasis in providing teachers with research findings that		strongly strongly disagree agree agree agree 4	
	focuses on teaching.		0 8.1% 73% 18.9%	3.1
4.	Research findings on teaching are helpful in my teaching.		strongly strongly disagree disagree agree agree	• •
		•	1 0 10.8% 73% 13.5%	3.0
5.	research on teaching in my		strongly strongly disagree agree agree	•
	teaching.	•	2.7% 18.9% 67.6% 5.4%	2.8
6.	Techniques for teaching based on research that I have used	•	strongly strongly disagree disagree agree agree	
	in my classroom have been of little value.		1 8.1% 56.8% 24.3% 0	2.2
7.	Research findings on teaching are a valuable way to help		strongly strongly disagree disagree agree agree	
	teachers improve their teaching behavior.		1 2 3 4 0 13.5% 78.4% 8.19	2.9
8.	Professional journals are an excellent source of information		strongly strongly disagree disagree agree	
	about research of teaching.	t .	1 2 3 4 0 8.1% 70.3% 18.99	3.1

_	Question	Fre	equency Dist	tribution	· · · · · · · · · · · · · · · · · · ·	Mean
9.	I have found very little practical application for research findings	strongly disagree	disagree	agree	strongly agree	
	reported in professional journals.	5.4 %	2 67.5 %	21.6%	2.7%	2.2
	. 2		1.			
).	Professional journals should contain more reports of research	strongly disagree	disagree 2	agree	strongly agree	•
	findings on teaching.	0	21.6%	67.6%	8.1%	2.9
				• •		
1.	The education undergraduate program of colleges and	strongly disagree	disagree	agree	strongly agree	
	universities exposed me to research findings on teaching.	8.1%	2 40.5%	3 43.2%	4 5.4%	2.5
2.	teaching research findings that	strongly disagree	disagree	agree	strongly agree	
-	I learned about in my undergraduate education program.	1 2.7%	2 40.5 %	3 45.9%	4 5.4%	2.6
3.	Undergraduate programs in education should give greater	strongly disagree	disagree	agree	strongly agree	
	emphasis to research findings on teaching.	1 2.7%	2 21.6%	3 56.8%	13.5%	2.9
4.	are an important part of my school	strongly disagree	disagree	agree	strongly agree	
	district's in-service program.	1 13.5%	2 59.5%	3 16.2 %	2.7%	2.1
				فند		•
5.	Information on research about teaching obtained in in-service	strongly disagree	disagree	agree	strongly agree	
,	programs has been very useful in my teaching.	10.8%	2 54.1%	21.6%	2.7%	2.2
6.	Research findings about teaching should be given little emphasis	strongly disagree) disagree	agree	strongly agree	
	in a school district's in-service program.	24.3%	2 45.9%	3 21.6%	2.7%	2.0
7.	Research findings on teaching	strongly			strongly	
•	are given little importance by my supervisor.	disagree	disagree 2	agree	agree	
	of my supervisor.	5.4%	18.9%	48.6%	13.5%	2.8

2.0

2.1

18.	Results of research on teaching
	obtained from my supervisor
	have been very helpful in my
	teaching.

strongly		S	strongly
disagree	disagree	agree	agree
1	2	3	4
16.2%	56.8%	16.2%	0

21.	Research findings learned in
	my graduate education program
	have helped me improve my
	teaching.

22. Graduate programs in education are the most appropriate place to learn about research on teaching.

strongly			strongly	
disagree	disagree	agree	agree	
2:7%	2 27 %	51 14	10.8%	2.6
1.2.17	2170	51.4%	10.0%	2.0

- 23. Research findings on teaching are seldom discussed in faculty meetings where I teach.
- strongly
 strongly

 disagree
 disagree
 agree

 1
 2
 3
 4

 2.7%
 2.7%
 59.5%
 24.3%
 3.2
- 24. Research findings on teaching reported by my principal have been very helpful in improving teaching.
- strongly
 strongly

 disagree
 disagree
 agree

 1
 2
 3
 4

 16.2%
 43.2%
 24.3%
 0
- 25. Principals should devote more time in faculty meetings to research findings in teaching.
- strongly strongly disagree disagree agree agree 2 3 4 0 32.4% 54.1% 8.1% 2.7
- 26. Little attention has been given to research findings on teaching in professional meetings that I have attended.
- strongly
 strongly

 disagree
 disagree
 agree
 agree

 1
 2
 3
 4

 0
 8.1%
 73%
 10.8%
 3.0

	Question	Fre	equency Dist	tribution		Mean
27.	Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree 1 5.4%	disagree 2 48.6%	agree 3 35.1%	strongly agree 4 5.4%	2.4
28.	Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree 2 16.2%	agree 62.2%	strongly agree 2 13.5%	2.9
29.	Articles that report research on teaching are difficult to understand.	strongly disagree	disagree 2 16.2%	agree 3 56.8%	strongly agree 4 13.5%	2.9
30.	Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree	disagree 2 64.9%	agree 3 21.6%	strongly agree 4	2.1
31.	Research findings on teaching are often contradictory.	strongly disagree 1 2.7%	disagree 2 8.1%	agree 3 70.3%	strongly agree 4 13.5%	3.0
32.	Articles reporting research findings on teaching should be in summary form.	strongly disagree	disagree 2 16.2%	agree 3 70.3%	strongly agree	2.8
33.	Ideas for applying research findings should be included	strongly disagree	disagree	agree	strongly agree	2.0
· .	in reporting research findings.	0	2.7%	59.5%	32.4%	3.3
34.	Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree 1 0	disagree 2 10.8%	agree 56.8%	strongly agree 27%	3.2

	Question	Fre	equency Dist	ribution	<u> </u>	Me
35.	Education faculty of colleges and universities are the most	strongly disagree	disagree	agre e	strongly agree	
	appropriate people to provide teachers with research findings on teaching.	0	2 32.4 %	,54.1 %	8.1%	2.
16.	College and university faculty members do understand what it	strongly disagree	disagree	agree	strongly agree	
	is like to be a K-12 classroom teacher.	10.8%	56.8%	21.6%	2.7%	2.
37.	The suggestions of college and university faculty about	strongly disagree	disagree	agree	strongly agree	•
	improving teaching are often unrealistic.	0	2 2 7%	62.2%	2.7%	2.
8.	Teachers need to become more analytical about their own	strongly disagree	disagree	agree	strongly agree	
	behavior.	0	0	67.6 %	27 %	3.
9.	The teaching skills of teachers are seldom significantly changed	strongly disagree	disagree	agree	strongly agree	
	by providing teachers information.	2.7%	2 40.5 %	3 45.9%	2.7%	2.
0.	Teachers want to improve their teaching skills.	strongly disagree	disagree	, agree	strongly agree	
		1	2.7%	51.4%	43.2%	3.



Table 8
4-10 Years Expersence Frequency

	Question	A Secretary	Freq	uency Distr	ibution		Mean
1.	There is little agreement as what "good teaching" is.		trongly	disagree	agree	strongly agree	
		-	- 5.6%	37%	51.9%	5.6%	2.6
2.	The teaching skills of teachers can be improved.		trongly Isagree	disagree	agree	strongly agree	
		•	0	0	3 51.9%	48.1%	3.5
3.	There should be an increased emphasis in providing teachers		trongly isagree	disagree	agree	strongly agree	
	with research findings that focuses on teaching.		0.	3.7	77.8%	18.5%	3.1
; •	Research findings on teaching are help my teaching.		trongly isagree	disagree	agree	strongly agree	
			0	18.5%	70.4%	11.1%	2.9
5. '	I make an effort to utilize research on teaching in my		trongly isagree	disagree	agree	strongly agree	
	teaching.	_	0	2 2 7.8%	3 59.3 %	11.1%	2.8
·	Techniques for teaching based on research that I have used		trongly isagree	disagree	agree	strongly agree	
	in my classroom have been of little value.	_	1 5.6%	63%	3 24.1 %	5.6%	2.3
•.	Research findings on teaching are a valuable way to help		trongly isagree	disagree	agree_	strongly agree	
	teachers improve their teaching behavior.	•	0	2 18.5%	3 .63 %	18.5%	3.0
•	Professional journals are an excellent source of information		trongly isagree	disagree	agree	strongly agree	
	about research of teaching	*	0	9.3%	3 74.1 %	13%	3.0



	Question	Fre	equency Dist	ribution	<u> </u>	Mean
9.	application for research findings	strongly	disagree	agree	strongly agree	ч
•	reported in professional journals.	1 9.3 %	2 59.3 %	3 29.6 %	4 1.9 %	2.2
	Professional journals should contain more reports of research	strongly disagree	disagree	agree_	strongly agree	
,	findings on teaching.	0	2 18.5 %	3 68.5 %	11.1%	2.9
11.	The education undergraduate program of colleges and	strongly disagree	disagrēe	agree	strongly agree	
	universities exposed me to research findings on teaching.	11.1%	2 51.9%	35.2 %	1.9%	2.3
12.	teaching research findings that	strongly disagree	disagree	agree	strongly agree	. /
	I learned about in my undergraduate education program.	7.4%	2 46.3 %	3 42.6%	1.9%	2.4
13.	Undergraduate programs in education should give greater	strongly disagree	disagree	agree_	strongly agree	.
•	emphasis to research findings on teaching.	0	2 22.2 %	63%	13%	2.9
14.	are an important part of my school	strongly disagree	disagree	agree	strongly agree	
	rict's in-service program.	. 22.2%	61.1%	3 11.1%	1.9%	1.9
15.	Information on research about teaching obtained in in-service	strongly disagree	disagree	agree	strongly agree	
,	programs has been very useful in my teaching.	1 24.1%	2 57.4%	3 16.7%	0	1.9
16.	Research findings about teaching should be given little emphasis	strongly disagree	disagree	agree	strongly agree	
	in a school district's in-service program.	1 16.7%	2 70.4%	13 %	, 4 O	2.0
17.	Research findings on teaching are given little importance by my supervisor.	strongly disagred	disagree	agree	strongly agree	
	•	5.6%	22.2%	50%	18.5%	2.8



	Question	Fr	equency Dist	tribution		Mean
18.	Results of research on teaching obtained from my supervisor	strongly disagree	disagree	agree	strongly agree	
	have been very helpful in my teaching.	18.5 %	57.4 %	20.4\$.0	2.0
19.	Supervisors should give more attention to research findings	strongly disagree	disagree	agree	strongly agree	
	on teaching.	1.9%	13%,	66 .7%	16.7%	3.0
•						
20.	The graduate degree programs of colleges and universities	strongly disagree	disagree	agree	strongly agree	÷.
	place much emphasis on research findings about teaching.	0	20.4%	64.8%	. 14.8%	2.9
21.	Research findings learned in my graduate education program	strongly disagree	disagree	agree	strongly agree	
	have helped me improve my teaching.	10	24.1%	3 64.8 %	11.1%	2.9
22.	Graduate programs in education are the most appropriate place	strongly disagree	disagree	agree	strongly agree	
	to learn about research on teaching.	3.7%	2 27.8 %	55.6 %	11.1%	2.8
23.	Research findings on teaching are seldom discussed in	strongly disagree	disagree	agree	strongly agree	
	faculty meetings where I teach.	1.9%	5.6%	64.8%	25 . 9%	3.2
24.	Research findings on teaching reported by my principal have	strongly disagree	disagree	agree	strongly agree	·
	been very helpful in improving teaching.	20.4%	50 %	24.1%	1.9%	2.1
25.	Principals should devote more time in faculty meetings to	strongly disagree	disagree	agree	strongly agree	
	research findings in teaching.	3.7%	40.7%	51.9 %	3.7%	2.6
26.	Little attention has been given to research findings on teaching	strongly disagree	disagree	agree	strongly agree	
	in professional meetings that I have attended.	1 1.9%	2 13 %	3 75.9%	4 9.3%	2.9



27.	Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree 1 5.6%	disagree 2 50%	agree 3 37%	strongly agree 4 3.75	2.4
28,	Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree	agree 3 66.7%	strongly agree 7.4%	2.8
29.	Articles that report research on teaching are difficult to understand.	strongly disagree 1 1.9%	disagree 2 35.2%	agree 3 55.6%	strongly agree 4 7.4%	2.7
30.	Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree 1 5.6%	disagree 2 61.1%	agree 3 25.9%	strongly agree 4 3.7%	2.3
31.	Research findings on teaching are often contradictory.	strongly disagree 1 0	disagree 2 7.4%	agree 3 79.6%	strongly agree 4 11.1%	3.0
32,	Articles reporting research findings on teaching should be in summary form.	strongly disagree 1 1.9%	disagree 2 20.4%	agree 3 70.4%	strongly agree 4 5.6%	2.8
33.	Ideas for applying research findings should be included in reporting research findings.	strongly disagree 1 0	disagree 2 0	agree 3 75.9%	strongly agree 4 24.1%	3.2
34.	Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree.	disagree 2 7.4%	agree 3 72.2%	strongly agree 4 16.7%	3.1

	Question	Fre	quency Dis	tribution	1	Me
35.	Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree 1 7.4%	disagree 2 29.6%	agree 3 57.4%	agree 4 3.7%	2.
86.	College and university faculty members do understand what it is like to be a K-12 classroom	strongly disagree	disagree 2	agree 3	atrongly agree 4	
	teacher.	25.9%	50%	22.2%	0	2
7. \	The suggestions of college and university faculty about	strongly disagree	disagree	agree	strongly agree	
	improving teaching are often unrealistic.	1 3.7%	25.9 %	58.9%	18.5 %	2
8.	Teachers need to become more analytical about their own	strongly disagree	disagree	agree	strongly agree	
,	behavior.	- 1 0	2 1.9 %	3 74.1 %	24.1 %	3
9.	are seldom significantly changed	strongly disagree	disagree	agree	strongly agree	
	by providing teachers information.	7.4%	37%	48.1%	5.6%	2.
0.	Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
		0	2 1.9%	57.4 %	40.7%	3

Table 9
11 Or More Years Experience Frequency

	Question	Frequency Distribution				Mean
1.	There is little agreement as to what "good teaching" is,	strongly disagree	disagree	agree	strongly agree	
		0	28.6%	64.3%	7.1%	2.8
æ.	The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
		0	0	57.1 %	42.9 %	3.4
3.	There should be an increased emphasis in providing teachers with research findings that	strongly- disagree	disagree 2	agree	strongly agree	
	focuses on teaching.	0	14.3%	78.6%	7.1%	2.9
4.	Research findings on teaching are helpful in my teaching.	strongly disagree	diságree	agree	strongly agree	, .·
		7.1 %	14.3%	78.6 %	0	2.7
5.	I make an effort to utilize research on teaching in my	strongly disagree	disagree	agree	strongly agree	•
	teaching.	7.1%	0	85.7 %	7.1%	2.9
6.	Techniques for teaching based on research that I have used	strongly disagree	disagree	agree	strongly agree	
	in my classroom have been of little value.	7.1%	2 71.4 %	3 21.4%	0	2.1
7.	Research findings on teaching are a valuable way to help	strongly disagree	disagree'	agree	strongly agree	
,	teachers improve their teaching behavior.	0	2 14.3%	3 85.7%	4 0	2.9
8,	Professional journals are an excellent source of information	strongly disagree	disagree	agree	strongly agree	
	about research of teaching.	0	2 7.1%	3 85.7%	4 7.1%	3.0



			•		52	
	Question	Fre	quency Dia	tribution		Mean
9.	I have found very little practical application for research findings	strongly disagree	disagree	egree	strongly agree	1
	reported in professional journals.	. 0	78.6 %	21.4%	0	2.2
٥.,	contain more reports of research	strongly disagree	disagree	agree	atrongly agree	
	findings on teaching.	0	21.4%	78.6%	0	2.8
1.	The education undergraduate program of colleges and	strongly disagree	disagree	agree	strongly agree	
	universities exposed me to research findings on teaching.	7.1%	2 71.4%	21.4%	0	2.1
2.	teaching research findings that	strongly disagree	disagree	agree	strongly	
	I learned about in my undergraduate education program.	0	78.6 %	21.4%	0	2.2
3.	Undergraduate programs in education should give greater	strongly disagree	disagree	agree	strongly agree	· .
	emphasis to research findings on teaching.	0	14.3%	85.7 %	0	2.9
4.	Research findings about teaching are an important part of my school	strongly disagree	disagree	agree	strongly agree	•
	district's in-service program.	7.1%	92.9%	0	0	1.9
5.	Information on research about teaching obtained in in-service	strongly disagree	disagree	agree	strongly agree	•
	programs has been very useful in my teaching.	0	78.6%	21.4%	0	2.2
6.	should be given little emphasis	strongly disagree	disagree	agree	strongly agree	,
	in a school district's in-service program.	0	92.9%	3 7.1 %	0	2.1
7.	are given little importance	strongly disagree	disagree	agree	strongly agree	
	by my supervisor.	0	28.6%	64.3%	7.1%	2.8
						•

strongly

agree

4 0

2.9

agree

3 92.9%

	Question	***	Fre	quency Dis	tribution	,	Mean
18.	Results of research on teaching obtained from my supervisor	1	atrongly disagree	disagree	agree	atrongly agree	
	have been very helpful in my teaching.		7.1%	78.6%	14.3%	0	2.1
19.	Supervisors should give more attention to research findings	•	strongly disagree	disagree	agree	atrongly agree	
 -	on teaching.		0	14.3%	85.7%	0	2.9
20.	The graduate degree programs of colleges and universities place much emphasis on research	•	strongly disagree	disagree	agree 3 57.1%	atrongly agree 4 14.3%	2.9
	findings about teaching.		0	20.00	J(.1#	14.J#	2.7
21.	Research findings learned in my graduate education program		strongly disagree	disagree	agree	strongly agree	
	have helped me improve my teaching.		0	2 28.6 %	71.4%	0	2.7
22.	Graduate programs in education are the most appropriate place to learn about research on		strongly disagree	disagree	gree'	strongly agree	
:	teaching.		Ö	42.9%	57.1%	o o	2.6
23.	are seldom discussed in		strongly disagree	disagree	agree	strongly agree	
•	faculty meetings where I teach.		0	7.1%	85.7 %	7.1%	3.0
24.	reported by my principal have		strongly disagree	disagree	agree	strongly agree	٠.
	been very helpful in improving teaching.		7.1%	78.6%	3 14.3%	0	2.1
25.	Principals should devote more time in faculty meetings to		strongly disagree	disagree	agree	strongly agree	
	research findings in teaching.		7.1%	57.1%	35.7 %	0.	2.3

26. Little attention has been given to research findings on teaching in professional meetings that I have attended.

strongly disagree

Ĭ 0 disagree 2 7.1%

	Question	Fre	quency Dist	ribution	and the second s	Mean
7.	Research in teaching reported at professional educational	strongly disagree	disagree	agree	etrongly agree	•,
	meetings is seldom useful to the classroom teacher.	.0	57.1%	3 42,9 %	0	.2.4
в.	Professional educational meetings should place	atrongly disagree	disagree	agree	strongly agree	
	increased emphasis on reporting research findings in teaching.	0	7.1%	92.9 %	0	2.9
9.	Articles that report research on teaching are difficult to	strongly disagree	disagree	agree	strongly agree	;
	understand.	0 \	35.7%	50 %	14.3%	2.8
٥.	Research findings on teaching have very little practical	strongly disagree	disagree	agree	strongly agree	
	application for the classroom. teacher.	0	78.6%	21.4%	Ö	2.2.
1.	Research findings on teaching are often contradictory.	strongly disagree	disagnee	agree	strongly agree	
		o i	0	85.7%	. j 12. ss	3,1
2.	findings on teaching should	strongly disagree	disagree	agree	strongly agree	
	be in summary form.	6 /	Ö	71.4%	21.4%	3.2
3.	Ideas for applying research findings should be included	strongly	disagree	agree.	strongly agree	
v	in reporting research findings.	0) 0	78.6%	21.4	3.2
4.	Teachers are more likely to incorporate new ideas	strongly disagree	disagree	agree	strongly agree	
	into their teaching if they hear them from other teachers.			78,6%	21.4%	3.2
			4		J.	
			i			Š
					4	. 6

-	Question	Frequency Distribution				
3%	and universities are the most	atrongly disagree	disagree	. ag ree	atrongly agree	
	appropriate people to provide teachers with research findings on teaching.	0	2 42.9 %	57.1 <u>%</u>	0	2,6
36.	dollege and university faculty members do understand what it	atrongly disagree	disagree	agree	atrongly agree	
9	is like to be a K-12 classroom teacher.	14.3%	71.4%	14.3%	0	2.0
37.	The suggestions of college and university faculty about improving teaching are often	atrongly disagree	disagree	agree	atrongly agree	
4.	unrealistic.	ō	7.1%	85.7%	7.1%	3.0
38.	Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	atrongly agree	
	Deliavioi.	0	Õ	85.7%	14.3%	3.1
39.	The teaching skills of teachers are seldom significantly changed	strongly disagree	disagree	agree	strongly agree	,
<u> </u>	by providing teachers information.	0	50 %	35.7 %	0	2.4
	· Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
e ·		0	0	57.1 %	42.9%	3.4

Table 10 Chi-Square Analysis Teaching Level

1 2,64 1,45 2,34 2 0 0,25 0,90 3 2,54 2,28 0,21 4 1,63 1,59 1,64 5 3,64 2,17 2,73 6 2,88 2,54 3,17 7 0,56 0,04 1,63 8 2,91 2,31 0,60 9 2,02 1,31 1,66 10 2,62 0,93 4,96 11 0,40 0,15 2,16 12 2,44 2,85 1,04 13 2,16 0,73 6,25 14 3,24 3,31 4,66 15 2,09 3,25 2,11 16 5,29 3,81 4,64 17 4,81 4,60 2,39 18 1,44 2,39 1,29 19 4,73 2,14 8,60 * 21 2,68 1,62 1,78 22 1,77 2,69 1,45 <tr< th=""><th>Question</th><th>Primary Grades/ Middle Grades</th><th>Primary Grades/ Secondary Grades</th><th>Middle Grades/ Secondary Grades</th></tr<>	Question	Primary Grades/ Middle Grades	Primary Grades/ Secondary Grades	Middle Grades/ Secondary Grades
2 0 0,25 0,90 3 2,54 2,28 0,21 4 1,63 1,59 1,64 5 3,64 2,17 2,73 6 2,88 2,54 3,17 7 0,56 0,04 1,63 8 2,91 2,31 0,60 9 2,02 1,31 1,66 10 2,62 0,93 4,96 11 0,40 0,15 2,16 12 2,44 2,85 1,04 12 2,44 2,85 1,04 12 2,44 2,85 1,04 13 2,16 0,73 6,25 14 3,24 3,31 4,66 15 2,09 3,25 2,11 16 5,29 3,81 4,64 17 4,81 4,60 2,39 18 1,44 2,39 1,29 18 1,44 <	1	2.64	1.45	2,34
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* Significant at the .01 level.

** Significant at .03 level.

*** Significant at .01 level.

**** Significant at .03 level.

***** Significant at .03 level.

***** Significant at .05 level.

Table 11 Chi-Square Analysis Educational Attainment

Question	Bachelora	Degree/M	gatera Degree
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18		.65 **	111
. 19		.61	· Pri
20	2	.97	·
21		.49	ei i i i
22		.20	
23		. 87	1
` 24 .	· `	.67	
25	. 2	.68	•
26		.71	6 °
27 28	7	.49 .92	
26 29		.92 .78	
30		. 38	•
31		.05	•
32	Ž	.95	
33		.41	
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35		.42 ****	
36	΄ , ο	. 95	
37		.51	*
38	2	.83	
39		.71	g
40	1:	. 56	•

* Significant at .01 level.

**** Significant at .04 level.

Table 12 Chi-Square Analysia Years of Teaching Experience

Question	/	0-3/4-10 Years experience	0-3/11 plus years experience	4-10/11 plus years experience	
1		2,53	2,49	1.37	
2		0,04	0,01	0,12	
2 3		0.84	0,36	3,01	
4		0,96	1.78	5,63	
ġ		3,22	0;98 /	9.02 *	
5 6		2,27	1.90	4 0.97	
7 8		2,75	1.48	3,56	
		0.58	0.9%9	0,55	
9)	2,66	2,42	2,19	
10	1	0.31	0.12	1.74	
11	1	2,00	3,33	1.84	
12	- 1	1.93	2.91	4.73	
` 13	- 1	1.59	2.51	2.97	
14	- 1	1.38	1.99	4.67	
15	ر . ·	3.75	3.18	4,27	
16		5.27	8,28 **	3.40	•
17		0.23	0.1998	2,22	
18		0.15	0.06	1,85	
19		0.95	1.20	3.14	u
20		3,66	3.76	0.44	
21		1.73	2.46	1.72	
22		0.06	0.21	2.86	
23		0.42	0,90	2.75	•
24		0.75	0,96	3.38	
25	,	2.53	3.93	2.09	
26	à	1.11	1.18	2.28	
27		0.17	0.52	1.46	•
28		1.35	2,26	3.63	
29		4.48	4.84	0.92	•
30	•	1.80	1.77	1.85	
31		1.82	2.42	1.17	
32		· 0.25	0.55	6.47	
33		2.84	3.52	0.04	
34		2.89	3.31	1.48	
35		<i>3</i> .61	3.57	2.13	
35 36 37 38 39		4.15	3.88	1.89	
37		6.30	5.16	5.35	
38		0.83	0.997	10.94	
39		1.31	0.67	2.70	
40	•	0.24	0.36	0.27	

Significant at .03 level. Significant at .04 level.

APPENDICES

Dear Fellow Teacher:

In the last ten years there has been a change in emphasis in educational research by the National Institute of Education. The thrust today is for research on teaching behaviors that effect student achievement. There is also an effort to find better ways to disseminate the findings of this research to disservem teachers.

The purpose of this questionnaire is to gather information about perceptions teachers have about educational research, particularly research that is focused on classroom teaching. In the questionnaire the term "research on teaching" will refer to educational research that relates specifically to behaviors teachers engage in as they teach their classes. Your help in completing this questionnaire will be greatly appreciated. Thank you.

Sincerely,

Robert Eaker

James Huffman

fh

GENERAL INFORMATION

POSITION YOU NOW HOLD: (Cheak	use acceptor		
(Primary grades) K=4	The management of the second o		
b-c (mebay elbhim)	e suppose a transfer and a suppose		
(Secondary) 9-12	out on the exposure contribution		
(Other)	of the control of the		
HIGHEST DEGREE EARNED: (Check	nie)		
Bachelor degree		s Tennessee State University of Arts Student - Yes	у
• · · · · · · · · · · · · · · · · · · ·			
Master's degree	an and decrease the research	·	
Master's degree Master's + 30 hours	an antiferrore representation	No .	-,,-
• •		·	
Master's + 30 hours		·	
Master's + 30 hours Educational Specialist		No .	
Master's + 30 hours Educational Specialist Other		No .	
Master's + 30 hours Educational Specialist Other NUMBER OF YEARS IN PROFESSIONAL		No .	-,

LISTED BELOW ARE SEVERAL STATEMENTS CONCERNING RESEARCH FINDINGS AND IMPROVING CLASSROOM INSTRUCTION. TO THE RIGHT OF EACH STATEMENT IS A SCALE FROM ONE TO FOUR. PLEASE CIRCLE THE NUMBER ON THE SCALE THAT HEST INDICATES YOUR FEELING ABOUT EACH STATEMENT. MARK ONE NUMBER ONLY I

1.	There is little agreement as to what "good teaching" is	diagrae	disagree	ag i oc	at truely
.	The teaching skills of teachers our he improved.	atrongly Aladgree	diagras	all Lag	ndilaa atrendi√y
١.	There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	atrongly diagram	disagree	<u>वर्ष</u> (, वंद	atrongly agree
•	Research findings on teaching are helpful in my teaching.	atrongly diameree	diangree	ពដ្ឋ) ចត់	atrongly mgree //
,	I make an effort to utilize research on teaching in my teaching.	grougly atrongly	Mangree	ag t'aa	atriugiy ngrae វ
•	Techniques for teaching based on research that I have used in my blassroom have been of little value.	ntrongly dinngree	dlangvoc 2	ngrad	atrongly Lington 4
*	Research findings on teaching are a valuable way to help teaching behavior.	ntrongly diamgrap	dinng ree	uf.1,44	ntrongly agree 4
•	Professional journals are an excellent source of information about research of teaching.	atrongly dlangree	dingree 2	ngreo 3	atrongly agree 4
	I have found very little practical application for research findings reported in professional journals.	atrongly disagree	disagree 2	agree	atrongly agree 4
•	Professional journals should contain more reports of research findings on teaching.	strongly disagree	disagree 2	agree	strongly agree 4
•	The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree	disagree 2	agree	strongly agree

ERIC Fruided by ERIC

12.	I have indusposated into my teaching research lindings that I bearised about in my undergreduste education program.	disagram disagram	dinagrae	<u>वह र'ब ब</u>	व्यक्तियम् - व्यक्तियम्
13.	Unialgraduata programa tu adusation alimiti giya graater amphasia to reasaron findinga on teaching	atrongly disagree	ill sagiree	agree 7	atriagty
lá.	Heacardh filiúilige alicat teaching are an imhortant part of my school district a in-service program	diam two	diasgree	ag tree	atrongly ngree
13.	Information on research about teaching obtained in in service to programs has been very useful in my teaching.	atrongly diangram	disagres	वह १ व व	वर्ग एक्ष्य १५ वर्ग एक्ष्य १५
16.	Hosenroh findings about teaching should be given little emphasis in a school district's in service program.	ntrongly diametros	dlangree	ឈ្នះមេច ា	atrongly ngran
17.	Research findings on teaching are given little importance by my supervisor.	atrongly diamerea) quant nee	ufi Laa	atrongly ngree
18,	Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	atrongly diangree	្សាងមន្ត្រីក្នុង	ार्थ १ क्ष	a thong ty ng nac 4
19,	Supervisors should give more attention to research findings on teaching.	atrongly diangree l-	diangree .	ng rec	strongly agree 4
20.	The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	ntrongly disagree	disagree	egree 3	atronyly agree
21.	Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree	disagree 2	agree 3	atrongly agree
22.	Graduate programs in education are the most appropriate place to learn about research of teaching.	strongly disagree	disagree 2	agree	atrongly ngree

ERIC Full Text Provided by ERIC

strongly

23.	Research findings on teaching
	are seldom discussed in
•	faculty meetings where I teach.

- 24. Research findings on teaching reported by my principal have been very helpful in improving teaching.
- 25. Principals should devote more time in faculty meetings to research findings in teaching.
- 26. Little attention has been given to research findings on teaching in professional meetings that I have attended.
- 27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.
- 28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.
- 29. Articles that report research on teaching are difficult to understand.
- 30. Research findings on teaching have very little practical application for the classroom teacher.
- 31. Research findings on teaching are often contradictory.
- 32. Articles reporting research findings on teaching should be in summary form.
- 33. Ideas for applying research findings should be included in reporting research findings:

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to incorporate new ideas into their teaching if they hear them from other teachers. 5. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching. 6. College and university faculty members do understand what it is like to be a K-12 classroom teacher. 7. The suggestions of college and university faculty about improving teaching are often unrealistic. 8. Teachers need to become more analytical about their own behavior. 7. The teaching skills of teachers are seldom significantly changed by providing teachers information.						
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