

The Influence of Secondary Social Studies Teachers' Opinions on Teaching and Learning

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June 29, 2010

Abstract

The purpose of this research was to determine whether secondary social studies teachers' opinions impact the way they teach and how that impacts the students' learning. Neutrality is important within a classroom, but passion is rarely neutral and can spark interest and motivation in some students but it is also possible it can have a negative effect. There were 14 participants in this study which included teachers from a middle and high school suburban district in Central New York. All participants responded to a questionnaire and three out of 14 participated in an individual interview and classroom observations during social studies lessons. It is clear from this analysis that teachers' enthusiasm creates a positive impact on students' learning and the converse is also true. Teachers may want to reflect on their opinions to maximize students learning in the social studies classroom.

Introduction

It is difficult for educators to remain completely neutral while teaching; especially in social studies because history is an important part of every person's life in different ways. Teachers' opinions on the subject matter impact the atmosphere of the classroom in positive and sometimes negative ways. When reflecting back to my own schooling certain teachers stood out as more passionate than others. This is perhaps because their own personal interests and opinions were being reflected on how they taught certain topics.

Teachers' personal opinions impact their teaching and students' learning which can also have an impact on a number of motivating factors for students. The way a teacher presents

information can cause students to either like or dislike the topic. The question to ask is: What can teachers do to ensure their opinions do not impact students learning negatively? Teachers must be aware of the consequences of their opinions and presentation of the material. They must be able to see what the students see as an objective third party. If a teacher does not really like a topic, they should still teach it as if they like it.

Literature Review

Several of the studies previously done on this topic of teachers opinions have themes that revolved around enthusiasm and the correlation between that and student achievement. There are also themes about learning methods and that having factors on students learning styles. There is a gap though, determining how much teacher's methods, opinions, and personal attitudes impact all of the aforementioned.

In a study done by Cates (2000) the results pointed out that changing the way that a teacher normally teaches the information can cause a significant increase in student motivation. This increase in motivation was determined to be from the idea that students were able to choose how they wrote their normal research paper. In this study Cates (2000) used two different posttests after he had finished teaching a unit, to determine his results. The first was given in general format, multiple choice and essays; the second was a free-for-all asking the students to show him what they had learned according to his guidelines. They were able to make posters, present, or write about it. In the end the results showed a significant increase in participation, motivation, and grades. His knowledge of the material allowed him to let his students explore and show him their understanding in other ways. He states that this allowed him to enjoy teaching his students (and the topic) much better because they were motivated.

Heafner and Friedman (2008) conducted a long term study on the lasting effects of technology and students' deeper understanding. This study was done via experimentation, with a control group. One group was given the unit as if it were a normal lesson with no technology and the other was taught the lesson using wikis. The results were extremely favorable towards using wikis in education. The participants remembered far more information than those who had the normal unit. This deeper understanding is necessary for students and it is also necessary that teachers are able to explain the information to them in that more detailed sense.

Niemi and Niemi (2007) sought to determine how teachers expressed their opinions in the classroom, as well as how they allowed students express their opinions in the classroom. Their findings stated that teachers expressed their opinions in the classroom, and suppressed students' opinions. This was a leading factor of students' lack of motivation and frustration in the classroom. The study was conducted through interviews and classroom observations over a course of two months. Through these methods they were able to conclude that the teachers were expressing their opinions in a less positive manner which was actually creating negative outcomes for the students.

A study done by Fredricks, Alfeld, and Eccles (2010) examined the motivation of students and how their environments enforced or decreased their interest in the subjects. This related to the topic of teachers' opinions which made it clear that enthusiasm from the teacher is perceived as a benefit to the students and my research correlates with the findings of this study.

While there have been studies done on the previously mentioned, little research has looked into how teachers' opinions about the topics they are teaching impact their students. In social studies, where several topics are taught over the course of a year it is almost impossible for a teacher to like every single one. So what happens when they do not like a topic? Is there a

difference? How much do teachers opinions influence their teaching methods and thus impact the students?

Methodology

Sampling

The population targeted for my study was social studies teachers at the secondary level. There were 14 participants including teachers from the middle and high school of a single district. These teachers were selected by a convenience sampling. All participants were white, middle class teachers between the ages of 30 and 50 years.

Instruments

The goal of this study was to learn how teachers' personal opinions impact the way they teach. I had developed three instruments. The first was a questionnaire (Appendix A) made up of 12 questions created to determine whether a teacher's favorite subject is taught and taken in by the students better than a teacher's least favorite subject. It was framed in a way that the information on their favorite subject and that of their least favorite subject could be compared. The questions were a mix of short opened questions and Likert-like questions. These questions asked teachers their favorite topics, how they taught them in comparison to topics they did not like, and how teachers perceived their opinions affected students. The questionnaire took 10 to 15 minutes to complete and was mailed through a self-addressed stamped envelope.

The second instrument was individual interviews. The interview schedule contained similar questions to those asked in the questionnaire (Appendix B), but they were meant to prod further into how the teacher perceived their teaching and the students' learning. The format contained ten loose-strategy questions. Teachers were asked to describe their favorite topics, how

they taught them in comparison to topics they did not like, and how teachers perceived their opinions affected students. The questions were broad but allowed for more specific questions depending on the answer they gave. The interviews took 20 to 25 minutes each.

The third instrument used in this study was observations. These were used to document teachers' enthusiasm or lack thereof while teaching certain topics. When a teacher's personal interest in the topic was observed, a tally mark was made. The same was done for the opposite.

Each instrument was validated individually. A pilot questionnaire was sent to a few selected teachers. Their responses enabled me to edit and remove the confusing or bad items. As well as adjust and reword questions which were leading to missing data. A pilot interview was held with three different people. Each time the questions were adjusted to better create clarity for those who were being interviewed. By choosing three different ways, questionnaires, interviews, and conversation to obtain research data I was able to compare and contrast the data. This method of collecting data from three outlets has determined the greater trends in my research, and helped me see the misconceptions that might have occurred in the process.

Procedures

The necessary permission from the Human Subjects Committee of my institution was obtained. I then made contact with the principals of the school districts. I sought permission from three schools, but I was only successful in getting entry to the high school and middle school. I provided them with a copy of my questionnaire and interview questions that I planned on using with the teachers. After several emails and phone conversations I gained approval for research and moved onto the next step, which was administering my research instruments.

I placed a cover letter on top of the questionnaire, and added a stamped envelope. I placed these packages in all the participating teachers' mailboxes and requested them to

participate by mailing their responses back to me in the self-addressed stamped envelope. By completing the questionnaire and returning it to me, consent was assumed.

To facilitate the interviews I used email, mail, and phone calls to contact the individuals to request their participation. I gave them a letter of informed consent to sign (Appendix D). For those participants who agreed to participate, they were given a consent form that assured them confidentiality. They were also told that participation was voluntary and they could withdraw from the study any time without penalty. One individual chose to do a phone interview and two chose to be interviewed in person. The interviews done in person were typed, and notes were taken on the responses from the phone interview.

I observed the three participants who I had interviewed. The informed consent also covered the classroom observation. I used a simple check system every time a teacher expressed personal opinions about the topic they were teaching. This allowed me to observe the quantity of time a teacher expressed their own interest in teaching. Once the lesson was over and my checklist was complete I asked the teacher how he/she felt about the material, whether he/she personally enjoyed it, were neutral, or were not interested at all.

Results and Findings

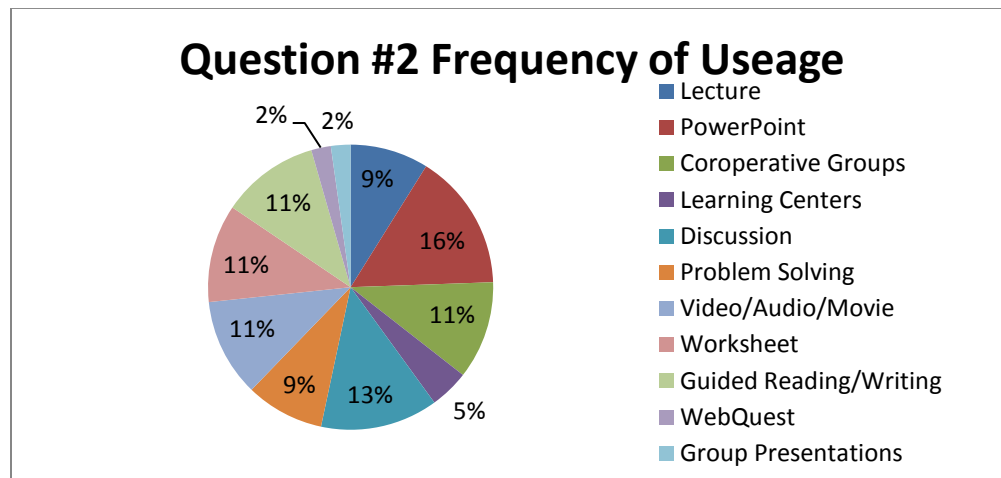
Data– Questionnaire

Data from the questionnaire was placed into Microsoft Excel in order to make a visual presentation using charts and graphs.

Question one was an open ended question asking the participants about their favorite topic. The responses included: AP American History, the Cold War, U.S. History, U.S. History, Great Depression, Global History, Russian Revolution, World Today, Collapse of Imperialism, Constitution, and Human Rights.

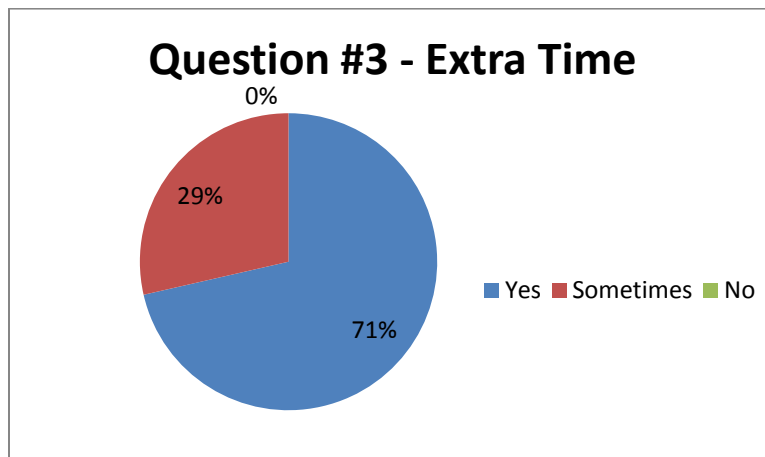
Question two asked the participants which learning strategy they used during the topic they listed above. The choices they had were lecture, PowerPoint, cooperative groups, learning centers, discussion, problem solving, video/audio clips, movies, worksheets, guided reading/writing, group presentations, and web quests (Figure 1). The aim of this question was to determine what methods they used to teach a topic they enjoyed and compare it to question eight, which are the methods they chose to use with a topic they did not enjoy.

Figure 1



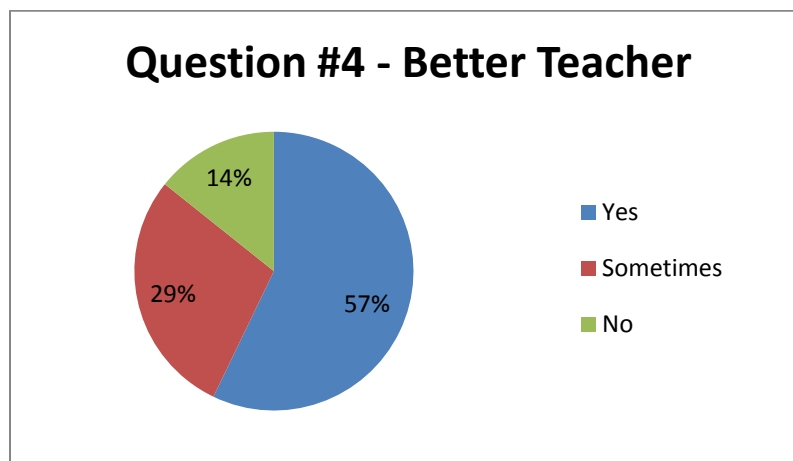
Question three asked the participants if they like spending more time on the topic they enjoyed. This was meant to determine whether their interest in the topics impacts the amount of time they spend on it (Figure 2). Seventy-one percent said yes they do spend more time on the topic they enjoy. Twenty-nine percent said they sometimes spend more time on the topic they enjoy. 0% of the participants said they never spent extra time on the topics they enjoyed. When teachers are teaching a topic they personally enjoy it is clear there is some evidence to show that they indeed spend extra time on the topic.

Figure 2



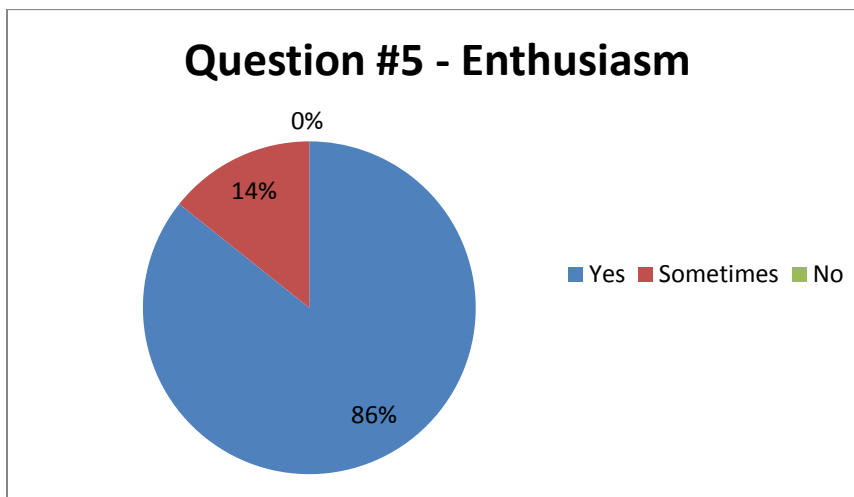
Question four asked the participants if they felt that they could teach the topic they were more interested in better than they could teach the topics they were less interested in (Figure 3). Fifty-seven percent said they could teach the topic they were interested in better because of the personal attention they gave to it. Their knowledge on the subject matter perhaps beyond the curriculum requirements allowed them to present the information to the students in a more clear and understandable manner. Twenty-nine percent believe they could sometimes teach it better because of their interest in it, and 14% said they saw no difference between the topic they like and other topics.

Figure 3



Question five asked if their personal enthusiasm for the topic rubs off on the students. This question was meant to determine if there is a change in the students' impressions of the material the teacher likes. If a teacher is more enthusiastic rather than monotonous or uninterested is there a change in the students' reaction to the material? (Figure 4) Eighty six percent believed their enthusiasm rubs off on the students. Fourteen percent believe their enthusiasm sometimes rubs off on the students, and 0% said that there was no change in the students. This showed that a teacher's enthusiasm about various topics and how it is perceived to impact the students.

Figure 4

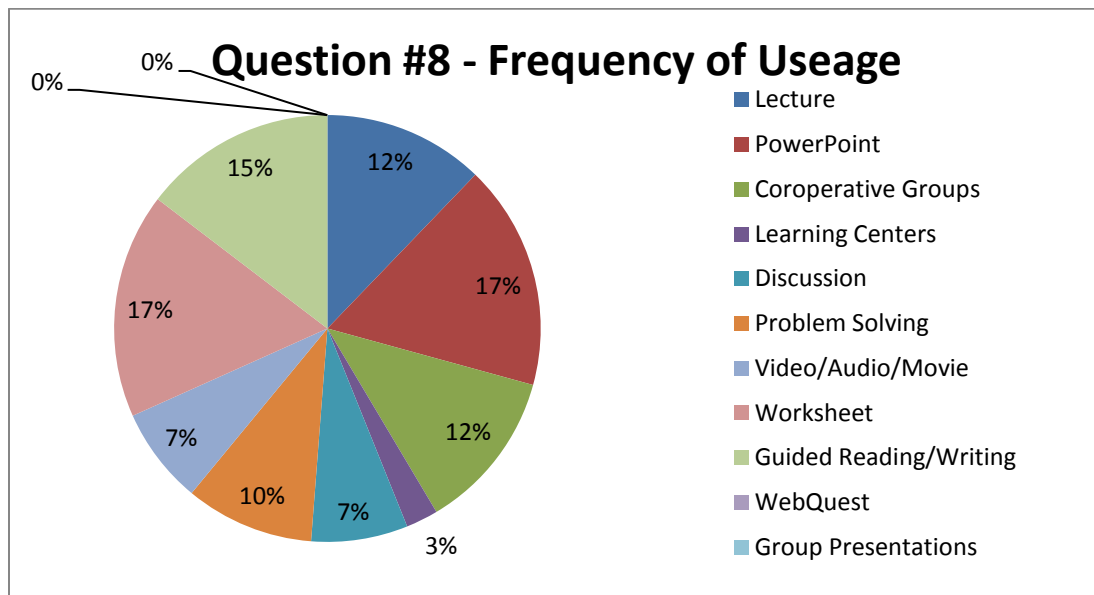


Question seven was similar to question one in that it asked the participants to write down their least favorite topic in the material they taught. It was meant to be a set up for questions that follow it. The responses included: Colonial America, Roaring Twenties, Economics, Constitution, Global History, French Revolution, Enlightenment, U.S. Populist Movement, and Latin American Nationalist Leaders.

Question eight asked the participants which learning strategy they used when teaching the topic they listed. The choices they had were lecture, PowerPoint, cooperative groups, learning

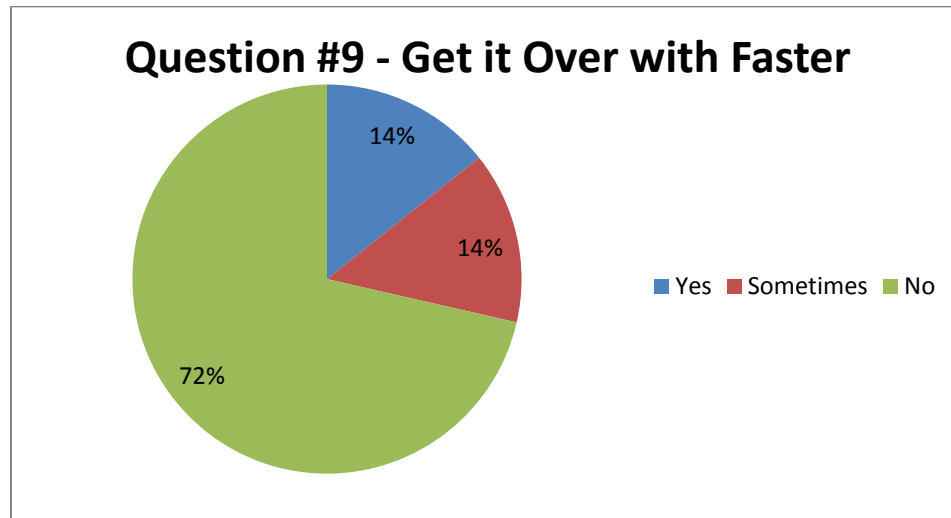
centers, discussion, problem solving, video/audio clips, movies, worksheets, guided reading/writing, group presentations, and web quests (Figure 5). The majority of the teachers used PowerPoints in their lessons along with worksheets. The runner up was guided reading and writing. Those were the main choices of strategies to teach their least favorite topics.

Figure 5



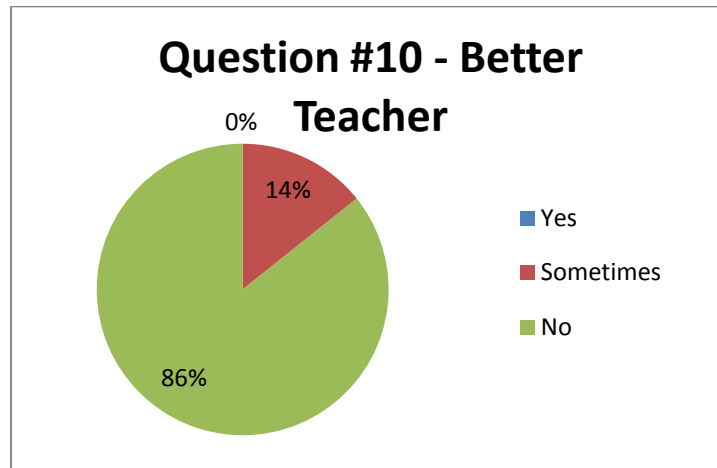
Question nine asked the participants if they tried to get a topic they did not personally enjoy over with sooner. One participant said they would love to do that but did not because of tests (Figure 6). Fourteen percent said yes they did try to get it over with faster. Fourteen percent said they sometimes tried to get it over with faster. The majority of 72% said they did not try to get it over with faster. While some teachers spend more time on the material they like, a small percent of teachers spend less time on topics they do not like.

Figure 6



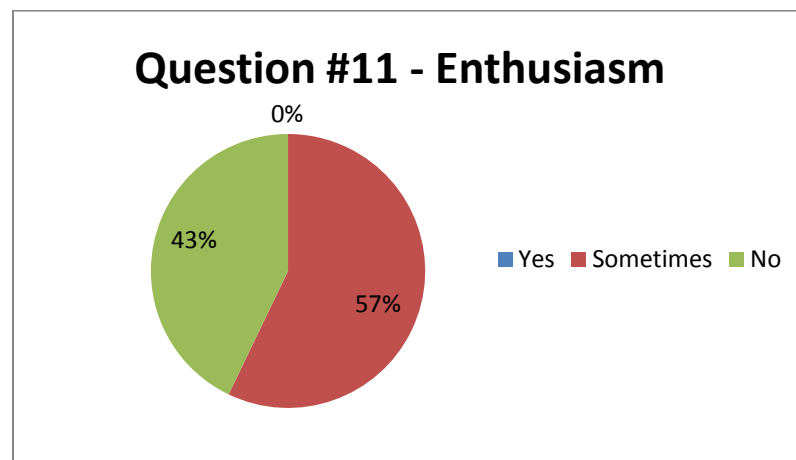
Question ten asked the participants if they thought they teach this topic worst than they would a topic they enjoy (Figure 7). Eighty six percent of the teachers did not think that they taught the topic worse than any others, and 14% believe they sometimes did because of their lack of personal interest. Zero percent of the teachers said that they did teach it worse. These results need to be considered carefully because what teacher would willingly admit they teach it worse? Some teachers might not be aware of their lack of teaching skills when it comes to a topic they do not like. It is clear that most of them believe they are able to teach the topic well enough but there is a need to determine the standards which these teachers are comparing themselves too. Through interviews I discovered most of the teachers when reading this question assumed that “teaching well” mean to the curriculum standards.

Figure 7



Question eleven asked whether their lack of enthusiasm rubs off on their students (Figure 8). This time the majority said sometimes, at 57% however the other half of the participants at 43% said they saw no change in the students with the lack of enthusiasm for the topic. This question is an important part of the research because it shows the impact teachers attitudes have on students. In this case there is only a partial impact.

Figure 8



Data – Interviews

I conducted interviews with three teachers. The questions were designed to obtain information in detail about the topic of teachers' opinions on social studies. The first question

was designed to set the scene for the interview. It asked the teachers when they became interested in history. The main theme I got from the answers was someone or something inspirational got them interested in history. Two of the three interviews mentioned a teacher who helped them become interested and passionate about the topic. There was a strong interest in the material or someone who influenced them to become interested in the material at hand.

When I asked them if they would prefer Global or United States history, two of the three participants were most interested in what they were teaching, which was United States history. And the other was interested in global studies. I then asked them about specific topics in history they enjoyed in those two categories. They chose the eras dealing with the World Wars which were most interesting to them. Even the global history teacher liked World War II. It was the most liked topic. For the least liked ones, the three disagreed on the topics, but the themes revolved around those topics which they felt were harder for the students to grasp. Their frustrations made these topics less appealing. The conceptually hard topics teachers had trouble teaching and conveying were the ones they had little interest in. Over complex theories rather than simpler actions and events were the ones they did not like.

Question three was based on the teachers' observations of which subjects the students did not like. It was similar to the teachers' disliked topics. It seemed to be subjects without exciting or thrilling events such as the major wars were the ones the teachers noticed students dislike. Topics such as the Constitution and the French Revolution are those that the students fail to show interest in, topics that are conceptually difficult to grasp or that are drier material. Some of the teachers also mentioned the time of year that the topics were taught. If they were in the beginning when the students were not burned out they were more willing to learn and soak up

information, whereas the one towards the end of the year kind of makes them flounder. They defended it was not the way they taught the topics, but rather the way they fell on the schedule.

The next question dealt with specific teaching strategies that would help students learn better and be more interested in. There was no consensus of which teaching methods were the most or least effective. Each of these three participants gave me completely different answers. The first said that lecture and discussion worked the best when mixed together. It engaged and enlightened critical thinking and made it possible to look deeper on the material. The second interviewee stated that they used videos the most since students enjoyed that. They also felt that it was the most effective because the students were positively responsive to the method. The last said that they liked doing group work and presentations since it promoted cooperative learning. The intention of this question was to also determine what methods teachers used took longer to plan than others. A consensus was that the methods that took longer to prepare were the ones they used on topics they enjoyed. It was also a probe into whether these students enjoyed these methods rather than the topics. The verdict was a bit unclear. One teacher said that methods did not have anything to do with how students reacted. One teacher completely agreed with the hypothesis, and the last was in between.

Question five asked how to teach conceptually hard information to students. Since the questionnaires and the interviews were provided so much information about conceptually hard information being the least favorite subject for many teachers, I decided to ask how they taught this information. There was no specific method that the three interviewees agreed on, however all mentioned that time and patience and repetition had a lot to do with teaching difficult pieces of history. It seems that the main theme that was brought up was repetition. If students did not

understand it the first time, and then they retaught it in a different way to help more students understand, answering question six with this common trend.

All three teachers agreed that personal opinions about topics in history can be seen in their teaching. They thought that when they are more enthusiastic they present themselves in a more interesting and appealing light to the students. They also all agreed that if the teacher was “good” they took steps to prevent negative opinions from impacting their teaching. So they allow for positive influence to happen but took steps to ensure their negative opinions do not show through in their teaching.

Data – Observation

During this research I conducted three observations with the same teachers I used for interviews. I observed one class of each teacher and kept a tally of the times I observed personal opinions in their teaching. After the lesson I asked the teachers what they thought of the lesson’s topic that they were about to teach in order to validate the idea of their opinions showing through in a positive or negative manner. The first teacher I observed said they liked the topic. This is clear in the positive opinions they inserted into their lesson and the lesser negative opinions. The second observation told me that they were indifferent about the topic. This is shown slightly on the positive and negative opinions, though the negative opinions were more prominent than the positives. The last one said that they did not mind the topic, which does show in the opinions I saw. They were fairly even. The tallies I made in the observations are totaled (Figure 9).

Figure 9

Observation Number	Positive Opinions	Negative Opinions
Observation #1	12	3
Observation #2	4	8
Observation #3	4	5

Discussion and Conclusion

Three important conclusions can be drawn from the findings. First, when a teacher personally liked the subject they taught his/her enthusiasm was greater than when he/she did not like a subject. Teachers also recognized that their enthusiasm created a positive impact on students within the classroom. Second, teachers' favorite subjects generally were those which were easier to teach and easier for students to grasp conceptually. Therefore event based subjects such as World War II prevailed over the conceptual theological subjects like the Constitution. Thirdly, when a teacher was teaching a topic which he/she did not enjoy, he/she did not perceive his/her personal opinions as impacting the students in a negative manner.

In Niemi & Niemi's (2007) study, teachers were expressing their opinions and muffling those of the students. This was in both a conscious and unconscious manner meaning sometimes the teachers were not even aware they were doing so. In my study the teachers believed they were not causing students to feel negatively about topics, but it is clear this data contradicts the recent study done by the Niemis. Teachers' opinions can have negative impacts on the students according to Niemis' study which was not what the participants in my study though was happening. Therefore educators really need to be aware that their opinions do in fact affect the students.

Fredricks, Alfeld, and Eccles (2010) determined that passion and enthusiasm for school is more likely to occur when students felt supported and teachers' model enthusiasm and create an adequate learning challenge. This would go hand in hand with my study where the results determined that enthusiasm was much more common when teachers enjoyed a topic personally. When the teachers enjoyed a topic they reported being more enthusiastic and therefore it was seen in their teaching methods, teaching habits, and overall classroom experience.

Limitations of Research

While this study underlines some conclusions that are worthwhile, there are still some limitations that one needs to consider when reading this study. The time constraints given in order to collect my data were very limiting, and therefore, I was only able to gain access to one suburban school district of teachers. This brings me to my limitation of using a sample of convenience. The majority of my sample was white, middle class teachers aging from 30 to 50 years old. With a wider and more diverse sample of teachers to include in this study I feel the results would have been more supported and shown a wider area of experience by these teachers.

Another limitation was a lack of student input. There were no students used in this study and therefore obtained a one-sided perspective on how teachers perceive themselves in the classroom rather than teachers and students perceptions on how the teacher presents the material. It would have been an additional resource to provide extra data to support this research.

Interpreting and Explaining Results

There are three major conclusions that can be derived of this from study. I was able to determine why teachers were personally interested in some topics over others, how they thought their enthusiasm impacted students positively, and how they believed their lack of enthusiasm did not impact students in any way.

My data led me to conclude that when a teacher enjoyed the subject they are teaching their enthusiasm is greater than when they did not enjoy a subject they are teaching. Their enthusiasm creates a positive impact on students within the classroom. I believe the reasons for this conclusion can be broken down into several key factors.

One of these factors is the enthusiasm itself. When a teacher is personally interested in the material they have an individual enthusiasm which comes out during the teaching of the

topic. This enthusiasm helps spark students energy and interest in the material because they are curious as to why the teacher has become excited.

Another one of these factors is teacher knowledge; if a teacher is personally interested in the material they will most likely be learning beyond the set curriculum limits of what is required to be taught. Therefore they will know the material much more in-depth than if they were just trying to get by teaching just within the curriculum which might be missing important information. Because of this extra knowledge they will be able to convey the material better to the students and with a deeper understanding as well as be able to add interesting points and facts that might not be known to a person did not look deeper into the subject.

This extended knowledge allows teachers to implement different teaching strategies for the students to learn by. By knowing the material they will be able to implement it differently because of their understanding. They will be much more comfortable teaching the material to students in different ways because they can be confident they know the subject matter.

Another factor that the data pointed to is that teachers tended to spend extra time on topics they were interested in rather than those they were not. This was restricted within the extra time available but when asked if they would spend more time on something they liked versus something they did not they chose the first.

The second conclusion the data pointed to was that teachers' favorite subjects tend to be ones which were easier to teach and easier for students to grasp. Teachers' personal opinions are shaped on their ability to teach the material to students. For example, because students gravitate towards event based history like World War II rather than the theoretical based history like the Enlightenment teachers also tended to be more interested in the first rather than the second. In the

data there were several mentions of this trend, and the teachers were aware of how their opinions were formed.

With conceptually hard information students were unable to grasp the material easily and their frustration affected the teachers. Therefore this material was not enjoyable for teachers to implement and be personally interested in because it already caused problems for students.

Without the interest of the students and without the ability to smoothly teach the material there was an increase sense of frustration and dread which stigmatized the topic. This lack of interest and increase of frustration created a sense of dread in the classroom and resulted in a “get it over with as soon as possible” sense of feeling with the less liked materials.

While the opposite happened with topics which are easier to teach and that students do enjoy. A majority of the teachers who took part in this study were interested in the same thing the students were interested in because of the enthusiasm which came with the students’ interest, and with their own.

The last conclusion I came to while analyzing my research was that when a teacher was teaching a topic in which they do not enjoy or care for they do not perceive their personal opinions as impacting the students in a negative manner. Teachers who knew they did not like certain topics believe they are able to contain those negative feelings and teach the material in an unbiased manner so that students will not be affected by their lack of motivation.

The reasoning for this conclusion can be seen in the data in which the teachers felt they were able to still teach adequately enough without a personal interest in the topic. Just because they do not have the desire to teach it does not mean they cannot teach it, most have the knowledge necessary even if it is lacking that extra kick which they might have with a topic they enjoyed.

Another reason that they feel they can teach a topic they do not enjoy without impacting the students is because they are aware of their negative opinions and pull them back into control. My research data asks what teachers do to minimize negative opinions about topics and one teacher said use student-based learning if the opinions are that much of a problem. That way the teacher will not have to input many ideas since it will be the student coming up with them all.

Implications of Research

My research implies that teachers' opinions on topic in social studies rely heavily around the students in their classroom. They choose the topics they enjoy consciously or unconsciously aware how the students will react to them, and how much enjoyment they will get from teaching the topic to the classroom. This study also implies that whether a teacher likes or dislikes the topics they are teaching to the students there are impacts on the classroom. When a teacher enjoyed the topic they have positive impacts on the students sparking enthusiasm and interest. The opposite is when a teacher does not enjoy the topic they are teaching, but do not believe there are any negative impacts for the students, although the quality of learning for the student is not the same when a teacher does enjoy the topic.

Recommendations for Future Researchers

Future research should expand on what my study has only begun to uncover. In a topic like social studies where interest is a key element in motivating students it is highly important that teachers are aware of the positive and negative opinions they are placing within their teaching. Examining the students' perspective on how teachers educate them on the material and if they can see the difference when a teacher enjoys or dislikes a topic would be a valuable asset to future educators. While many studies have examined student motivation, student achievement,

and student ability there seems to be a gap between the connection of teachers' opinions and students awareness of their feelings. This would be an excellent area that could provide significant knowledge.

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Appendix A
Questionnaire

1. What is your favorite subject that you teach in social studies?
2. What strategies do you employ when teaching the subject you chose for question one?

(Check all the apply)

- | | |
|---|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> PowerPoint | <input type="checkbox"/> Video Clip/Movie |
| <input type="checkbox"/> Corporative Groups | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Guided Reading/Writing |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Other (please explain below) |

3. Do you like spending a little more time on that topic during class?

Yes Sometimes No

4. Do you feel you teach this topic better than others because of your personal interest in the subject?

Yes Sometimes No

5. Do you think that your enthusiasm for this topic rubs off on the students more than if it was a topic you were uninterested in?

Yes Sometimes No

6. When you teach your favorite subject do you see a difference in the grades of your students?

Yes Sometimes No

7. What is your least favorite subject in social studies that you teach and why?

8. How do you teach this topic to your students, what methods/strategies do you use?
(Check all the apply)

- | | |
|---|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Other (please explain below) |
| <input type="checkbox"/> PowerPoint | |
| <input type="checkbox"/> Corporative Groups | |
| <input type="checkbox"/> Learning Centers | |
| <input type="checkbox"/> Discussion | |
| <input type="checkbox"/> Problem Solving | |
| <input type="checkbox"/> Video Clip/Movie | |
| <input type="checkbox"/> Worksheets | |
| <input type="checkbox"/> Guided Reading/Writing | |

9. Do you try and get it over with sooner during class than you would if it was more interesting topic?

Yes Sometimes No

10. Do you feel you teach this topic worst than others because of your lack of personal interest?

Yes Sometimes No

11. Do you think that your lack of enthusiasm for this topic rubs off on the students?

Yes Sometimes No

12. When you teach your least favorite subject do you see a difference in the grades of your students?

Yes Sometimes No

Thank you for your time that was given to complete this survey.
Please mail it back using the stamped envelope that was provided.

Appendix B

Interview Questions

1. When did you become interested in history/social studies?
2. Which topic/era that you teach interests you the most/least?
3. What subjects do you notice students are most/least interested in learning?
4. What type of teaching methods are students most/least responsive?
5. How do you teach conceptually hard information to students?
6. If students do not understand something, and time is available do you teach it a different way to them?
7. Do you think teacher's personal opinion about topics in history can be seen in their teaching?
8. Do you take any steps to ensure that when you dislike a topic of social studies that you have to teach you do not let your personal distaste for the subject get in the way?