YOUNG ADOLESCENTS IN THE CLASSROOM:
AFFECTIVE EXPERIENCES DURING LEARNING ACTIVITY

by

Arthur Marshall Skolsky

B.Sc., University of Victoria, 1972

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF ARTS

in the Department of Psychological Foundations in Education

We accept this thesis as conforming
to the required standard

[redacted]

Dr. D.W. Knowles, Supervisor (Dept. of Psychological Foundations)

[redacted]

Dr. C.B. Harvey, Dept. Member (Dept. of Psychological Foundations)

[redacted]

Dr. A. Preece, Outside Member (Dept. of Communication & Social Foundations)

[redacted]

Prof. J.P. Anglin, External Examiner (School of Child and Youth Care)

ABSTRACT

This study described and anlyzed the feelings of 3 female and 3 male young adolescents during their learning activities in a regular Grade 7 suburban classroom. Their mean age was 13.4.

An Experience Sampling Method consisting of self reports was used to collect scores using 7 and 9 point scales of affect states, feelings of involvement, and the feeling of wishing to be doing something else, as the feelings were experienced. Sampling was done 7 times a day during class for one week.

The results from 1680 responses were analyzed first as individual profiles. They showed the uniqueness of feelings for each adolescent during classroom learning activity.

Four general themes emerged from the profiles. The nature of feelings of a young adolescent are complex. There is a .8 scale unit difference in feelings among females and males, with males having shown slightly more positive affect. On average, males scored 6.3 compared to 4.3 for females on a 9.0 point scale. Each adolescent interprets the meaning of feelings in his or her own way. Finally, feelings change in type and intensity as activities change and some can be predicted for that individual.

On the basis of averaged scores, the suggested conclusions are that a young adolescent experiences more positive than negative feelings during regular class activity with degrees of intensity. Involvement varies greatly in each adolescent and seems to be associated with his or her temperament. The suburban adolescent seems content with classroom life. There is no evidence of students feeling better at certain times of the school day or week. The most

students feeling better at certain times of the school day or week. The most negative or positive feelings of an adolescent are not associated with any particular subject, activity or process in the classroom.

Examiners:

[redacted]

Dr. D.W. Knowles, Supervisor (Dept. of Psychological Foundations)

[redacted]

Dr. C.B. Harvey, Dept. Member (Dept. of Psychological Foundations)

[redacted]

Dr. A. Preece, Outside Member (Dept. of Communication & Social Foundations)

[redacted]

Prof. J.P. Anglin, External Examiner (School of Child and Youth Care)

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGEMENTS

I am very grateful to a number of knowledgeable and caring people whom I have worked with over the past five years. I thank the three members of my committee: Dr. Don Knowles for being sensitive to my needs as a person and as a student, being patient and non judgmental throughout my "systematic inquiry" and for sharing his expertise wisely; Dr. Brian Harvey for supporting me administratively and consistently reinforcing my ideas in a positive way; Dr. Alison Preece for inspiring me and enthusiastically encouraging me in my work when I needed it most. I wish to also acknowledge the UVIC administrative staff, Dr. R. Miers, the Ethics Committee, and Sarah Baylow for assisting me with the administrative processes in such a professional and proficient way. I wish to also extend my acknowledgements to include School District #61, and Mrs. Catriona Harker, Principal of Hillcrest Elementary 1989-1996, for their part by endorsing my classroom research.

A special group of young adolescents require a special thank you. I respectfully thank the six young adolescents who participated in the study by willingly disclosing their feelings. I also thank the other students in Division Two of 1994, who shared their classroom during the research.

Finally, I deeply appreciate the support and tolerance that my immediate family and close friends have shown me. I especially wish to thank my wife Linda, who faithfully word processed drafts, helped to edit them and to keep me on task writing; my mother Pearl, for always caring about me; my daughters Sasha, Kassia, and Nadya who produced the initial graphics; all of whom

sacrificed their own activities, family activities, and personal time to allow me to complete my study.

To my friends, I say a humble thank you for your patience and understanding when working on my thesis took precedence over time that could have been spent with you.

Chapter I

INTRODUCTION

Adolescents spend up to one-third of their waking time in the specific environment of a classroom. It may be important to know more about the affective nature of these extended immersions through researching the experiences adolescents have within that setting. More researchers report and most teachers suspect from direct experience, that what is learned in the elementary classroom, or for that matter anywhere, may depend far less on what is taught than on what one actually experiences in the place (Friedenberg, 1966). The classroom experiences of young adolescents, specifically the way that they feel, may affect the perceptions, attitudes and behaviours they develop toward their formal education.

How young adolescents feel about classroom learning activity becomes more meaningful and important when placed in the context of what has been occurring in schools. In British Columbia, the Royal Commission on Education (1980) reported that approximately 35% to 40% of the students who entered grade 9 ended their 12th year failing to meet the grade 12 requirements. Other statistics of the commission indicated that of the 481 students surveyed, 76 were "drop outs." A high percentage of the 76 students felt that the schools they had been in did not meet their needs: 68% felt they were getting little from school; 45% felt frustrated or rejected; 75% felt that they were learning far less than they could; 78% were putting enough into their work to get by and no more; and 68% had little feeling of involvement or commitment. There is some evidence to suggest that such feelings about school, develop in students while still at the elementary school level (Raddysh, 1993).

A second reality is the type of approach to teaching and learning that is regularly used in classrooms, or what Csikszentmihalyi (1984) refers to as negative feedback about students' behaviour. The intent of negative feedback, according to this author, is to make right what students do wrong, to improve what is considered not good behaviour and generally to help students learn from mistakes. Young adolescents seem to spend a great deal of time in the classroom under what they may feel and perceive to be adverse conditions.

A third reality that young 13-year-old adolescents experience is that of who they are as a learner. Piaget and Inhelder (1969) characterized young adolescents' thoughts as entering into the formal operations and affective transformations developmental stage. Affective transformations at the preadolescent (12 to 15-year-old) stage, refers to concepts and ideals such as social justice. Such ideas can be assimilated and formed by young adolescents and do not depend on concrete or classroom experiences. Classroom teachers, however, learn who young adolescent learners are by evaluating cognitive performance which can be measured easily and pragmatically. Affect, the more amorphous and labile part of the learner is learned from responses to program activities, incidental classroom experiences, and from general observation. A question that arises in relating affect to classroom experience is how much harm or good do teachers, administrators or parents do psychologically from year to year by not working more directly with the feelings young adolescents may have in their day to day classroom learning?

There are very few studies which specifically investigate the relationship of young adolescent affect and daily academic functioning in the classroom. However, several researchers (Csikszentmihalyi & Larson, 1984; Larson & Lamplan-Petraitis, 1989; Larson & Richards, 1994; Leone & Richards, 1989)

include this important relationship as part of their broader investigations of adolescents.

It is observed that young adolescents seldom seem to attempt what could be labeled "meta affect" or thinking about how they feel as a learner. What part and how much a part affect plays in daily classroom learning activity is still largely unknown.

The following unedited sample shows a young grade seven female adolescent's informal description of her school day, and gives some indication of affect that a student may experience. The student reviews what she writes and circles any words she perceives as words describing the way she feels. The feeling words are italicized for this study.

> Today when I walked into the classroom and sat down at my desk I just kept thinking it would be such a long day --Mondays always are. I can't believe *I was so hyper* since I was up so late last night.
>
> We marked our Math tests and I did *pretty good* but I still thought *I'd do better* when I was doing the test.
>
> At 9:40 we went to Library and we had to do oral reports. I really *didn't want to* read mine--*I'm so bad* at oral reports, I think I did a *really bad* job, but I don't know my mark yet.
>
> After that it was recess and _____ and I mainly just walked around the yard, until the bell rang and *I really wished recess was longer--I hate* going back to work.
>
> At 10:40 we were gonna do the *most BORING subject which of course was reading. I really hate reading* those stories, I really think I will get most of them wrong because those stories are *not interesting* at all so I just have to guess most of my answers.
>
> At about 11:20 we continued marking our Math tests and we finished just as the lunch bell rang.

> At lunch we stayed in the hall looking at class pictures until 12:30 and then me and _____ phone monitored. *I really like phone monitoring.*
>
> At 1:00 we had track practice and we were in charge of measuring the long jump people but since there was no one able to do long jumps we had to watch high jump until 1:40.
>
> At 1:40 we had a very short science class. *I don't really see the point of studying* such difficult stuff but I guess it will help in the long run.
>
> After our Science class we had Handwriting--well unless you were in the study block group--which I'm not. We copied down 5 sentences that *made no sense* at all, and practiced them again--I really don't think my handwriting *is that bad.* Anyways that was pretty much my day, *I guess it was okay,* but I'd much rather be shopping.

This passage suggests that affective responses are present in most of her "important" reactions to her school day. The present research involves sampling young adolescents' affective experiences as they occur in the classroom. The major focus is an individual's feeling states, feelings of involvement and feelings of wanting to be doing something else.

In this research, adolescents' feelings are examined and analyzed by addressing the following question:

What feelings do young adolescents experience during regular classroom learning in relation to the learning activity at the time?

Contributions of the Study

There are three purposes to answering the research question. First, the responses may lead to clearer ideas about young adolescents' affect in the classroom and if it relates to other forms of schooling. Second, the answers to the question may add to the existing body of knowledge about inner states of

adolescents in general. Third, the method used to find the answers, tests the Experience Sampling Method developed by Larson and Csikszentmihalyi (1983), as a means of collecting evidence directly for feelings that adolescents are experiencing.

The outcomes of the study could relate most directly to improving education practices. Teacher training practices need to change with changes in educational needs. It seems that the emphasis in education today is on meeting individual student needs, including the needs of students being trained to teach adolescents. Knowing more about what feelings adolescents experience in their day in the classroom could contribute to changing practices in teacher education. Post secondary educators may use information produced by this study in deciding the amount of emphasis to place on what student teachers should understand about adolescent affect in classroom teaching and learning. The outcomes from this study could assist practicing teachers in judging the time and effort they want to spend on affect. It could also help the beginning teacher to evolve a personal teaching approach. In addition to becoming a teacher-practitioner, teacher-theorist, and teacher as a hypothesis tester (Biehler, 1971), they may also want to consider a more humanistic emphasis in teaching. Finally, the results of the present study could expand the concept of affective support for the learner. Affective support means including feelings and emotions that young adolescents may have during learning and to help them to understand themselves better as learners. Understanding feelings they may have during learning activity, could help them to monitor their own performance or to allow teachers to intervene with supportive affective strategies.

In addition to practical applications to the classroom, results of this study may contribute to knowledge about adolescent development. It would be

worthwhile knowing if adult perceptions and commonly held beliefs about what young adolescents are feeling in the classroom are congruent with the perceptions of adolescents themselves. Affective theories of adolescent development do not exist, although there has been some research into affect development (Greene, 1990; Malatesta, 1981; Prawat, Grissom & Parrish, 1979). Affective theories may be important in the future and information from the present study may contribute through its emphasis on feelings.

Researchers who are interested in the Experience Sampling Method may find the present type of inquiry useful. In this study Larson and Csikszentmihalyi's method is applied to a specific classroom to ascertain its suitability and effectiveness as an educational research tool.

Chapter II

LITERATURE REVIEW

Literature about young adolescents, their classroom environment, and their feelings was reviewed. The literature provided for greater opportunities to understand the research question and how to answer it. First, it indicated there was an established historical progression of educational research that studied students in classrooms. Second, it identified ecological theory that related the classroom to a microsystem in which the Experience Sampling Method and other methodologies have provided information about adolescents' inner experiences as they interact within a microsystem. The reviewed literature suggested that experience sampling was the least intrusive way of researching adolescent affect in their natural environments. Finally, the review placed the present study, on the inner feelings of young adolescents in a classroom, in relation to other affect related studies of adolescents.

The literature has also led to improving this researcher's classroom practices in teaching adolescents and in supporting their learning through more humanistic or affective experiences in the classroom. It also led to the notion that researching affect as part of adolescent learning, could uncover ways of developing stronger and longer lasting desires toward lifelong learning in adolescents.

Studies of Students in Classrooms

Studies of students in classrooms were important to this research in that they described a part of young people's lives of which little was known. They were often conducted directly in classrooms, which made them more authentic

than studies in laboratory settings. many of the studies inquired into students' affect and their psychological well being directly, which made them important to the present study.

Barker and Wright (1951) described the events in one boy's day through minute by minute observations and reported them in a diary like way. This early study provided a detailed account of the many different types of activities and the complexity of students' school and classroom experiences even though the authors did not state any formal conclusions.

The studies of Tenenbaum (1940) and Joshephina (1959) specifically investigated attitudes of young adolescents toward school. These studies perhaps lacked statistical sophistication by today's standards but the results of their questionnaire items revealed, for example, important differences in attitudes between male and female students toward school. They also showed that students simply thought school was a place to learn "things" and to prepare for future careers, and not as a place of joy and pleasure when associated with learning. These views possibly reflected the adult values and expectations of the community at the time. According to the researchers' observations, tudents had not developed their own attitudes toward schooling. Students were, instead, recipients of attitudes.

Jackson and Getzels (1959) studied adolescent students' attitudes of dissatisfaction and general negativity. Their research on psychological health and classroom functioning was important because they studied the individual in an institutional setting and because they related their findings to improved teaching practices. Even though they described their study as limited in what it could infer, by the "atypicality" of the sample population, their results were supported by later studies. The conclusions of their initial study pointed to the relevance of

psychological health data, in addition to scholastic achievement data, in understanding students' dissatisfaction in school. Their results also showed the differences between the attitudes of dissatisfied girls from those of dissatisfied boys. Girls were characterized by feelings of personal inadequacy and boys by feelings critical of school authorities.

Much of the research conducted since the 1960s has focused on teacher-student interaction, particularly on how teachers' beliefs, attitudes, or expectations influenced their dealings with students. Some research involved a process-product approach which related teacher behaviour and student outcomes on variables such as performance. However, these studies focused more on teachers than on students. They did not pay much attention to the students and the activities that they were doing in the classrooms or how students felt about those activities.

A study of student life in classrooms by Jackson (1968) made many relevant observations of the teaching-learning process. It used the classroom as a setting for that activity. Jackson observed that much of student life had to do with learning how to be a member of an institution. The insightful thoughts that he reported from the observations contributed to the understanding of how students felt and coped with their classroom experiences. Much of what students experienced in classrooms seemed related to the institutional conditions and simply the time spent in the institutional processes. The "unpublicized features of school life" or what Jackson had observed as delay, denial, interruption, and social distraction were important dimensions. For example, young people, if they intended to become successful students, would have had to learn how to be alone in a crowd such as a classroom full of students. These along with other important facts of life in the classroom such as the pervasive spirit of personal evaluation,

and the power struggle between teacher and student, made up the "hidden agenda" students had to cope with. The study noted that some students coped with many of the variables of classroom life by separating their feelings from daily classroom life. It was also noted that they adapted to school life in various ways but their personality type attributes such as attitudes, values, and life style were major influences.

Jackson (1969) also described possible explanations for the feelings the students had experienced. Combinations of feelings, when summed, yielded a general attitude of ambivalence. He suggested that this general affect resulted from a mismatch between individual desires and institutional goals. The needs and interests of adolescent were often incongruent with the institution's, the teachers', or what they perceived they needed or were interested in. Other reasons for the lack of stronger variation or the neutrality of the feelings were the compulsory attendance of classes; the idea that students had to be there and had to accept classes. The sameness of the physical environment and interaction patterns were also suggested as reasons.

On the basis of studies and his own research, Jackson concluded that there was no evidence to support the common-sense expectation that noticeable relationships existed between the way students felt about school and their relative success in coping with the academic demands of school.

Offer (1969) reported on interview data from over 100 adolescents on how they felt about their environment. It was found that students often felt constricted in the school environment, yet researchers were impressed by how well student adapted. When asked whom they admired most outside their family, only five percent gave teachers as examples. However, the majority of students stated that they enjoyed their high school years.

Goodlad and Klein (1970) provided further insight as to what was happening "behind the classroom doors." Although the students in the study were children, not adolescents, their study of 150 regular classrooms did show remarkably little change from day to day in the atmosphere of the learning environment or in the feelings of students that were in it. There was a feeling of "sameness" from classroom to classroom and a "sameness" of activity within any given room. They concluded that "telling" and "questioning" were predominant characteristics of instruction. Most teachers were unaware of learning principles provided by psychologists. They saw little use for them or were unable to put them to use in teaching. Classroom functioning was based upon graded expectations, graded standards, graded norms and the contents of curriculum. It appeared that teachers felt alone in their work from the perspective that they had not been supported by someone who knows their work.

Good and Brophy (1973) identified and discussed the idea that how teachers and students behaved in classrooms was related to the way they felt about what they had experienced. They were particularly interested in the effectiveness of teachers who modeled emotional control. When both teachers and students openly discussed negative emotions such as frustration, anger or fear, at the time that they occurred, it helped to make students more aware that emotions were natural and understandable, could be managed, and did not always have to be repressed or denied. The same process used with positive feelings of happiness, affection, or caring had a similar effect on students.

Most major studies reviewed for this study described similar patterns of what happened in classrooms. Goodlad (1984) studied 1000 classrooms in 38 schools. Much of what went on in upper elementary grade classrooms was summarized in the following way. The pattern of classroom organization was the

group, to which the teacher usually related as a whole. The teacher was the central figure in determining activities. Teaching techniques varied little. There was little praise, constructive correction of students' performance, or guidance in how they had done, in order to do a "better job next time." Enthusiasm, joy and anger were kept under control. The student basically worked and achieved alone within a group setting. Students appeared passively content with classroom life. Students perceived themselves as not having enough time to finish lessons. Many also felt they did not have sufficient teacher help to correct mistakes or to reduce difficulties. What seemed most relevant in Goodlad's studies was what he noted about how students felt and how it related to their attitudes toward school. He reported that positive feelings about their progress in school diminished with the upward progression of grades. For example, in elementary 73% of the students seemed satisfied, at the junior high level 66%, and at the senior high level 57%. Clearly "school work" was not all of what school represented for adolescents. When students were asked to rank the things they liked about schools, the results were: "my friends" (37%), "sports" (15%), good student attitudes (peer relations) (10%), "nothing" (8%), "classes I'm taking" (7%), and "teachers" (5%).

Brophy's (1982) article on *Schooling As Students 'Experience*, pointed out that only older students were aware of affective processes that happened to them in the classroom. For example, students were not easily fooled by teachers who attempted to shield them from harsh realities of the classroom. Teachers sometimes minimized student failures by implying such failures were not important. Students were also aware of the unrealities of the classroom, by teachers who reacted with too much praise to their students' minor successes.

Older students formed perceptions about individual differences and realistically accepted where they stood in relation to their own strengths and weaknesses.

Gille (1980) documented and reported on student perceptions and feelings about their experiences in school and in classrooms through surveys and interviews. His study reflected inquiry into the practical, on-going, working classroom environment of adolescents and was important for its intent on improving practices in schools and in classrooms. Of the 481 students interviewed 265 felt that the school "did not or rarely" considered their own ideas and feelings in decisions on what had to be done. The implication of these findings was whether student needs were being met. Some students also felt they were learning less than they could. Others claimed that they "worried a lot." A portion felt school rules were "stupid" or that school was over-controlled. The study showed that 15-25% of the students were not very well satisfied with their school experiences, being either unhappy, bored or frustrated. They regarded the school system as a set of detached and impersonal situations.

The Ecology of the Classroom and Young Adolescents

Research in the 1960's as reviewed earlier, focused primarily on inputs and outputs and paid little attention to processes that intervened. The schools, and the classrooms within them, were conceived as "black boxes." The 1970's yielded informative observational studies which tried to examine what actually happened in classrooms. Current trends in educational research have encouraged more field-based or classroom research (Ministry of Education, 1992). This type of research approach has involved the teachers as researchers, who have pursued questions about classroom practices.

The theoretical reference used in the present study was Bronfenbrenner's (1977) theory of the ecology of human development, especially the microsystem. The microsystem, applied to this study, was the complex relations between the developing young adolescent and the immediate setting (i.e., classroom) containing that person. The setting was defined as a place with particular physical features in which the participants (i.e., students) engaged in particular activities in particular roles for particular periods of time.

A serious attempt was made in this study to adhere to the propositions of Bronfenbrenner's (1977) definition of ecological research. His first proposition relates to reciprocal processes. In the present study the reciprocal effects of each participant's interaction with the learning activities that happened in the classroom at a particular time were examined and not the interaction of participants with others. Proposition two required recognition of a social system actually operative in the research setting. The present study involved the participants in partnership with the researcher and the other students who worked toward a common goal. This totality of setting met the requirements of the second proposition. Bronfenbrenner's third proposition required that more than two persons (n+2 systems) interact with the setting. This proposition was satisfied in the present study. Finally, according to Bronfenbrenner's fourth proposition, ecological studies will have taken into account aspects of the physical environment as possible indirect influences on participants in processes that took place within the setting. In the present study what constituted physical factors were actual seating arrangements within the classroom, the daily time table, and the research instrument itself.

The socio-psychological environment or classroom learning environment has been extensively studied in the past two decades. These studies were

reviewed by Waxman (1991). Some studies emphasized the student in his or her learning environment, having compared how students perceived and reacted to their learning tasks and to classroom instruction and to the observed teaching behaviours. How the students felt and reacted had a greater effect on the learning outcomes than did the teaching. Waxman also reported that when students were asked to respond to what they thought was important in effecting change, the greatest influence on classroom practices turned out to be the views, feelings, and actions of the students themselves. Student affect seemed to have been a critical factor in both studies.

The CES (Classroom Environmental Study) by Anderson (1987) researched the potential effects of school and classroom environment on student achievement. This major international study compared the results from Australia, Germany, Hungary, Israel, Korea, Netherlands, Nigeria, and Thailand. The data from 15 instruments produced six generalizations. Those that were related to the learner were especially relevant to this study. It was found that any prior learning experiences and previously formed attitudes about learning which students brought to the classrooms and to courses influenced what they learned in those classrooms and from those courses. Prior experiences seemed to also affect how they felt about the subject matter being taught. In general, the influence was so great that few, if any, variables compensated for it or overcame it. Although this generalization was not new it did support the notion that effects of both learning and failing had been cumulative and somewhat enduring. Another generalization gleaned from CES was that students' "perceptions" of classrooms and the instruction that they received did not vary greatly from country to country. An example of such a generalization was when students perceived their classroom as task oriented with an academic focus. This

perception influenced their achievement and their attitudes in a weak but consistent way. The implications of this were that students' "perceptions" of what took place had been more important in their response to instruction than what "actually" took place.

A number of specific ecological studies employed techniques to sample ongoing experiences. Their investigations included affective experiences of adolescents in classroom environments. Csikszentmihalyi and Larson (1984) provided research information about how adolescents coped with classes. They randomly elicited 1,785 self-reports from adolescents while in their classrooms, which described their affective states. Compared to other contexts in students' lives, time in class was associated with lower than average positive affective states. Most notably, students reported feeling sad, irritable, and bored. Concentration was difficult and they felt self-conscious and strongly wished to be doing something else. Based on other aspects of their study of adolescents such as their "internal landscape" or what the teenagers' world felt like, they suggested that concentration in class could have been both deeper and easier to achieve if students had been in a favourable emotional motivational state. Feeling strong, active, and motivated was related to a more efficient cognitive state. This suggested that when students were intrinsically motivated it was easier for them to learn, and their attention was captured for longer periods of time. Other researchers have come to similar conclusions (Moos, 1979; Ugurolglu & Walberg, 1979). Good moods and good grades seemed to go together in school. In fact, the regular classroom teacher often provided the opposite. They consciously or unconsciously guided students to conform their behaviours and to accept teachers' definitions of what being educated meant. This was done through punishment (detentions), threats (tests), or reward (free time) but the outcome

was "deviation reduction" or negative feedback. From a student's point of view classroom experience was often unpleasant. Conforming was more than simply good behaviour; it meant students had to attend to and learn complex unfamiliar information to qualify as being good students.

Csikszentmihalyi and Larson (1984) concluded that the adolescents' emotional variability had a great impact on the process of schooling. Cognitive activity required in classes continuously competed with emotional states. For example, average moods of happiness and motivation improved by one half a standard deviation unit or more as students left the classroom to be with friends. Conversely a similar decline occurred when students returned to class. The main source of variability in emotional states, they claimed, was directly associated with socialization both in and out of the classroom. Whether that variability helped or hindered the educational process was not clear. What seemed to occur was that socializing had both a negative and positive impact on adolescent students. It disrupted positive attention and serious academic learning but it also revived those students who had become bored and unmotivated. The authors interpreted how adolescents felt about their classroom experiences by the students' descriptions. With friends, the most important task adolescents had to master was "learning to build behavioural boundaries and how to give negative feedback" while they continued to have a good time. While they were in classes it was the opposite. The most important task they had to face daily was "to learn how to deal with external boundaries and negative feedback" without feeling overwhelmed by them.

Richards (1989) included the association of affect to class work in her study of adolescents. One part of the study found that adolescents' inner subjective experience during schoolwork had affected their school performance.

A total of 401 young adolescent students from grades 5 to 9 made self-reports on their inner experiences (moods, attention and motivation) through the Experience Sampling Method. When all ratings were converted to standard scores (z-scores) presumably using means and standard deviations for all ratings, it was found that regardless of age or gender, students' mood ratings during class work were higher ($z = 0.0$), than during homework ($z = -.30$), more neutral during maintenance activities (e.g. having eaten or having done chores) ($z = -.06$), and considerably lower than leisure activity ($z = .07$). Overall, the experience of schoolwork did not intrinsically motivate young adolescents nor did it facilitate internalizing their values relating to work.

Larson and Richards (1994) researched the emotional lives of adolescents as well as their parents in a more in-depth study. The emotional aspect of an adolescent's life was part of that study. Through interviews and experience sampling self-reports, they gathered direct evidence of the way adolescents felt about classroom experiences. When adolescents were asked in interviews "what most often makes you feel bad?", the adolescents' most frequent responses were "schoolwork" and "school grades." What the researchers found that is significant for the present study was that those students who reported the most negative emotional states in school also had lower grade-point averages and were more depressed and practiced more deviant behaviour later in their schooling. This notion was supported by Eccles and Midgley (1990) who demonstrated that the experience of a "hostile classroom environment" was correlated with deteriorating attitudes and performance as young adolescent students progressed through the grades to High School.

What then would students have preferred in a classroom learning environment? Byrne, Hattie and Fraser (1986) studied this question. They

administered three instruments one of which was the "Classroom Environment Scale" to 1,675 students from 18 schools. They affirmed their hypothesis that adolescents of different ages, grades and genders preferred certain environments that could be identified and generalized. For example grade 7 students preferred "structure" and "cohesiveness." Grade 9 students tended towards an environment of competitiveness and "friction." Older adolescents not only preferred an environment with more self initiated activities but also had wished to be involved in a "cohesive school network." Classroom learning environmental preferences by gender were also documented. Males preferred more competitive environments whereas females preferred an environment of social harmony. Finally, it was noteworthy that on the scale measures of "actual" environment (opportunity, teachers, and general affect) that higher achievement scores were found in schools that students perceived as happy places with many opportunities. Achievement was also correlated with preferred specific measures of the school environment such as cohesiveness, order and organization, personalization, investigation, participation and rule clarity, most of which have affective components.

Research into classroom contexts has helped to identify what has been happening in classrooms and how students spend their time. Doyle (1981) found, for example, that much of an adolescent's school day in the classroom consisted of academic activities or tasks. Other researchers found specific proportions of time such as 58% academic; 23% non academic, and 19% non instructional (Rosenshine, 1978). Doyle's (1981) preliminary studies of academic processes in classrooms have resulted in the following conclusions. Students tended to think of classroom events and activities as "academic tasks" and felt they had to

accomplish those tasks. Different tasks were associated with different classroom processes.

Creative writing tasks, which students considered complex, resulted in the students having extended introductions and starting tasks more slowly. The students also asked more questions about procedures. Generally, these complex tasks required more continuous and careful teacher monitoring. These types of tasks placed greater demands on both students and teacher and resulted in some strong student feelings about certain activities. In contrast, when tasks were less demanding, more familiar to students, or involved simpler ways of getting answers, the classroom ran with less confusion, tension and hesitation.

The Complex Affective Experiences of Young Adolescent Learners

Affective learning involves the feeling aspects of students' behaviour. It has influenced the goals they have chosen and the means they have used to attain them. Ringness (1975) has described affect to include our tastes and preferences, attitudes, values, morals and character, as well as personal philosophies. This view of affect has inferred that affect is a complex phenomenon.

The term "feelings" has sometimes been used to describe the thought mediated aspect of emotions. The fact that we "knew" we were angry or that we felt some other emotion, meant there was some cortical intervention. "Emotions" generally refers more to the biological aspects of emotional experience.

The present study followed a typological model of emotion which theorized that there were discrete classes of emotion with distinctive phenomenologies that were graded in intensity (Izard, 1977; Plutchik, 1962; Tomkins, 1962). According to Izard (1977) there are eight fundamental human

emotions: fear, joy, anger, sadness, disgust, interest, surprise, and contempt. This "discrete systems" model also included blends of emotion.

From the perspective of adolescent development some research has tried to identify effects of sex and age on affective measures of self-esteem, locus of control, and achievement motivation. Prawat, Grissom and Parish (1979) tested 499 students from grades 3 to 12 in such an investigation of affective development. One significant result from their study was that there were not "marked shifts" in affect during early adolescence such as increased or decreased emotionality.

They also found that both middle school groups of adolescents and older groups showed a marked decline in external locus of control. At certain grade levels some "discontinuity" in adolescent development was detected according to affective measure of achievement motivation. Achievement motivation was significantly lower for middle schoolers.

Significant affective developmental changes were also related to the sex of the adolescents. Girls and boys of middle school age differed in affective behaviour. Girls showed less externality of control of their behaviour, higher scores in achievement motivation, and generally displayed more academic predictability than males.

A number of studies of adolescents have been directed at specific affective experiences and states. These were especially relevant to the present study. These studies showed the possible range and potential complexity of affect that adolescents can experience. Csikszentmihalyi, Larson and Prescott (1977) studied "moods." Mood ratings provided evidence of the quality of subjective experiences of 25 adolescents. A significant relationship was found between activity variables and mood variables. The moods most affected by the activities

were those described in a dichotomous way as active-passive and free-constrained moods. Least affected by activities was the perceived happiness mood. Of the activities, those that provided the most positive experiences were "playing games or sports" (in which the adolescents perceived themselves as having been most strong, active, free, excited, and sociable although relatively hostile), and "talking with peers" (in which they were the most happy and also very friendly and sociable). The activities associated with least positive overall mood were "watching television and studying" (when they felt the least free and excited). Working made teenagers feel quite strong and active but it also made them feel the least happy, friendly, and sociable. The lack of productive activities in the lives of teenagers had not been compensated for by what school had to offer. Their conclusion related to the present study which has considered classroom activity and its implications. Homework and class work were seen by adolescents as challenging and providing relatively high stakes but they were also seen as constraining and boring.

Larson, Csikszentmihalyi and Graef (1980) also studied adolescent mood. They concluded that adolescents in their study experienced wider and quicker mood swings than younger individuals but the study had not shown that this variability was related to stress, lack of personal control, psychological maladjustment, or social maladjustment within individual teenagers. What the research suggested was that wide mood swings had not represented "turmoil" but were a natural part of an adolescent peer-oriented lifestyle. Their specific results, which bear directly upon the present study were indications that mood variability interfered with the capacity for deep involvement, especially in school.

Larson and Lampman-Petraitis (1989) used similar lines of research to investigate the hypothesis that onset of adolescence was associated with increased emotional variability. Hour-to-hour emotional states were reported by 473 adolescents aged 13-15 years old. Neither boys nor girls showed a significant change from the beginning of sampling to the end in the frequency of extreme negative or positive states. Such findings challenged the belief that adolescence was a time of greatly increased emotionality. While these findings indicated little age difference in the variability of specific moods they suggested that the onset of adolescence was associated with general changes in mood. There were fewer occasions when older participants reported extreme positive states and more occasions when they reported mildly negative ones. For boys and girls the average state, "the emotional baseline" was less positive among older than younger subjects. The researchers found that the adolescents' conscious experience included fewer occasions when individual adolescents felt "on top of the world" and more occasions when they felt mildly negative.

Greene (1990) studied moods as patterns of affectivity in the transition to adolescence. He sampled 483 male and female grade 5-9 students by paging them seven times daily. They completed self-report forms after each signal. In these self-reports the participants described their moods and feelings. The outcomes that Greene reported were: that arousal was not a dimension of adolescent affect; positive and negative affect consistently showed regardless of gender or school groups; underlying dimensions of adolescent affect were comparable to those observed for adults with the exception of some variations for adolescents which were related to social transitions such as schooling.

Other studies have shown that as adolescents' attitudes formed they experienced the affective parts of those attitudes. The results from such studies

were of particular importance to this study because they related affect to schooling. Happy successful living, perceived by adolescent boys and girls, involved nurturing, deferent, and affiliative behaviours (Thompson & Gardner, 1969). What was not reflected in these results of attitude was the compromise that adolescents made between their own definitions of happiness and what the culture expected for happiness.

Other research that somewhat contradicts findings mentioned earlier pointed out that the adolescent attitudes of 192 boys and 192 girls age 14 and 15 toward schooling were not unitary. Boys for example, had a more favourable attitude by having shown greater interest in school subjects and more positive personality development. In terms of schooling, attitudes varied also according to the type of school. Grammar schools varied more than secondary schools. Attitudes varied also according to what was emphasized at each school (Kniveton, 1969). The diversity and complexity of the results described between measures of attitudes, suggested that adolescent attitudes toward school should be described more in terms of "sub-attitudes."

The complexity of attitude formation was also studied by Carter (1971). He reported that for adolescents to have desirable attitudes there had to be interaction of adolescent physical, mental, social and moral characteristics with 13 limitations and problems which adolescents commonly faced. Carter's conclusions suggested that attitude change was not a matter of merely modeling good attitudes for an adolescent or simply conditioning the adolescent to form good attitudes toward school.

Adolescents' self-concept has been a broadly researched topic of adolescent affective experience. The task of educators has been to relate knowledge gained from such research to adolescents in classrooms. Research

emphasis on adolescent self-concept has been on self-concept development over time and at various ages. An alternative way of thinking about adolescent self-concept has been in terms of the particular changes which take place in early adolescents' lives, such as changes in school or classroom environment, physical development, and simultaneous changes going on in several areas of their lives (Blyth & Traeger, 1983). Blyth and Traeger have suggested that changes in adolescents were not as disruptive as educators believed. Changes, they found, were incorporated more slowly and successfully by the majority of adolescents than expected. The implications for educators according to Blyth and Traegar were that they could help adolescents find and develop competencies that they felt good about over time rather than simply making them feel good about themselves for the moment. It appeared from the research that adolescents felt more positive about themselves and their abilities in a variety of areas of their lives. What they felt less confident about were their feelings about themselves with respect to school. The implications of those feelings lowered academic self-image for future achievement and competence.

Williams and McGee's (1990) research on adolescents' self-perceptions of their strengths was also related to adolescent competence. They studied 960 adolescents. Boys saw themselves as good at sports, confident, popular, having lots of hobbies, and being attractive. Girls saw themselves as reliable, kind, independent, and affectionate. Boys' strengths depended upon such variables as parent, peer and school attachment, part-time work, and a number of specific physical activities with which they were involved. Girls' strengths were best predicted only by parent attachment and the number of general physical activities with which they were involved.

Savin-Williams and Demo (1983) argued for a baseline conceptualization of adolescent self-concept from which fluctuations occurred. They used the Experience Sampling Method to elicit self reports from 35 adolescents in various naturalistic contexts. For the sample as a whole, self-concept was not influenced by the immediate context. More crucial for predicting self-concept of adolescents were such enduring characteristics as sex, social class, pubertal maturation, stability group, birth order, and number of siblings. It was important to note that specific settings, activities, and others present within the contexts elicited various "levels of self-concepts." These results were important when considering classroom functioning since subtle but critical changes in the context have frequently occurred in the classroom setting.

Affective experiences have influenced student self-concept as well as having influenced and predicted academic achievement. These were the conclusions of Bayer (1986) in his research with two groups of 30 grade seven students in a health class. The implication from his results, which has related affect to classroom practices, was that students focused on their own feelings and attitudes in four areas important to self-concept: school, family, peers, and themselves. Programs and activities that were most successful in building self-concept were those that were self-directed by the student mainly and only facilitated by the teacher or counsellor.

Research on academic self-concept has related self-concept directly to classroom functioning. It has been especially relevant to the present study. Marsh's (1993) study of the multidimensional structure of academic self-concept made it useful to think of academic self-concept, and related affective factors as a profile of scores in which each score is compared to standards established in relation to appropriate norm groups, criterion references, or multiple sets of

scores for the same individual collected over an extended period of time rather than an overall index of academic self-concept. Practical applications of this could be, for example, selecting course work more directly related to the individual's strengths such as math self-concept.

Summary

Studies of adolescent students in classrooms showed that affect seemed present in students' daily functioning. It was evidenced in their feelings, attitudes, perceptions, and related behaviours.

Research into the specific institutional environment of the classroom in which adolescents spent much of their time, has also related their affect to classroom experiences, such as learning activities, evaluation, and the general working "tone" of teaching and learning.

Finally, research directly related to adolescent inner affective experience has revealed the complexity of emotions and feelings that adolescents were capable of, such as mood and attitude variability, and positive and negative self-concept, especially academic self-concept.

Implications for the Present Study

Trends in adolescent research from 1976-1981, according to 455 articles published on adolescence indicate that research on affect (for example, values, self-concept and schooling) made up only 12.5% of the total percentage of articles (Stefanko, 1984). According to these trends, it appears that more research is needed which investigates the adolescent learner's affective dimension of acquisition and processing of knowledge. Perhaps more research is needed into

topics such as the relationship of adolescent affect to schooling, especially learning in an institutional classroom setting.

What may also be needed is to return to what Bronfenbrenner (1979) refers to as a "curriculum of caring" and what Greer (1985) suggests as a "back to the basics" of recognizing inner dimensions and sharing of experiences. As Betts (1982) also suggests, the affective in learning is very important, since the area of self-awareness provides beginning non-threatening activities that enable students to look for and explore their strengths and weaknesses, their abilities, and their goals.

A promising way to study the problem of what adolescents really feel like in a classroom today is to sample adolescent affective experiences on a continuous daily basis. The present study tries to do this through the Experience Sampling Method. A promising extension from the present research would be to apply more humanistic and personalized practices to teaching in the classroom such as those expressed by Kong (1970) and Seif (1979). In this approach teachers believe in the uniqueness of each adolescent person and his or her abilities to interact successfully with their environment, as well as providing opportunities for them to reflect on their experiences and to communicate them in a personal way.

The use of individual profiles in the present study is a way of recognizing that uniqueness in each participant and offers a "detailed look" at what the adolescent "feels like" during his or her academic day.

It could very well be that during early adolescence a student establishes a "healthy orientation" toward life and toward life-long learning or that he or she begins a downward spiral leading to lack of interest and motivation, to failure, to deviant behaviour and to other school related problems. Which direction an

adolescent student follows could also be determined by how he or she survives day to day. His or her emotional well-being is often developed from how each does in the competitive environment of school, the "highly charged" world of friends, and the changing life patterns of today's families. Getting through the school day could often be an adolescent's biggest challenge.

Chapter III

METHOD

Description of the Study

The present study is a field based investigation as described in Field Based Research: A Working Guide (1992). This type of research is intended to support educators who are interested in pursuing research questions about classroom phenomena and practices. The present study is also descriptive in that it presents the affective aspect of students' experiences in the classroom or what Borg and Gall (1989) have referred to as a "person-made phenomena."

The Classroom Environment

The physical setting of the classroom. The classroom in which the participants of this study have spent their time is located in an elementary school situated in a suburban upper middle class neighbourhood. The classroom is housed in a newly constructed wing of the school.

The facilities of the room are modern. It has carpeted floors, a computer alcove, a student coat room, a teacher storage room, a sink and recessed lighting, a work area, a windowed wall with a bay window and a window bench. All windows have burgundy venetian type blinds to regulate the natural light. The bay window overlooks the playing field. The room has subdued overhead indirect type of lighting that reflects off the ceiling to the classroom below. The colours of the classroom are contemporary: light greys, dusty rose and burgundy trim. the room is equipped with chalkboards (portable as well as stationary), a white board, a P.A. system, a telephone to the office, a digital clock and an overhead projector screen with projector. Furniture is painted metal with

simulated wood grain arborite tops. The students' desks are "table type" with separate chairs made of plastic and metal. The desks are arranged in different sized groupings of mixed boys and girls according to the student's own natural selection process. The teacher's desk consists of angular tables to one side of the classroom, which blend into the rest of the room furniture.

Each wall of the classroom displays a combination of student generated, commercially made, and teacher developed visuals that relate to the curriculum of Sciences, Fine Arts, Technical Education, Humanities (Language Arts), Learning for Living, and Personal Planning. The room has a door to the neighbouring classroom.

The time of year and the tone of the classroom. The present study was conducted at the end of the school year in the first week of June. At this time, the young adolescents seemed "poised" to enter Junior High School, a new phase of their academic lives.

The students' and the regular classroom teacher's behaviour characteristics were observed as follows. The young adolescent students were openly questioning and criticizing adult statements and actions. The adolescents seemed more socially interactive with each other than they were in September. They had also grown in size since the beginning of the school year.

As a group, they emitted a feeling tone in the class that implied they had been the eldest students in the school for the school year. They seemed preoccupied with their individual and group lives. Most of the adolescents appeared anxious to move on to new educational and social experiences.

The characteristics of the teacher who was also the researcher in the present study were that he managed the class with authority but democratically

and seemed to command respect by a combination of natural mannerisms and formal modeling of appropriate learning behaviours. He displayed a paternal-like caring about each student. His approach to having students learn was through high task commitment and high expectations. He communicated with his students on an individual basis as opportunities arose but mainly addressed the class as a whole.

The teaching and learning practices in the classroom. The focus of teaching and learning in the classroom were the core subjects and grade seven curriculum mandated by the Ministry of Education. This included Math, Science, Social Studies and Language Arts (reading and writing). Ministry and teacher developed programs were also taught in the classroom in Career Awareness, Family Life, Computer Education, Physical Education, Fine Arts (visual Arts), French, and Choral Music.

Students were being taught by a regular classroom teacher, two itinerant teachers, three team teachers and a special student assistant at the time of the study. There were regularly scheduled times in which team teaching was done. The entire class "buddied" with 28 grade ones, twice a month for one hour, during which time they read with their "little buddies" or did age appropriate activities. The students also took a Family Life class with a 'Program 2, Special Needs' class twice a month for 60 minutes. As a result of this team teaching arrangement some Program 2 students were periodically integrated into the class for subjects suited to the special needs students' strengths such as Math and Visual Arts. On four different occasions each week, students moved to the Library, Computer Lab, Gym, French and Music rooms which then became their

classroom. In each class they were taught by a different teacher for one 40 minute period. P.E. was taught by the regular classroom teacher.

The times in which teaching and learning in the regular classroom took place were regularly scheduled classes at 40 minute intervals. There were seven classes a day on Monday, Tuesdays, Thursdays and Fridays. On these days classes began at 8:45 and ended at 3:00. There was a recess break for 15 minutes at 10:20, and a lunch break from 12:00 to 1:00. On Wednesdays classes ended at 2:00 p.m.

The direct teaching method was used most of the time. It followed a lesson procedure consisting of an introduction or motivation, a lesson, an activity (time on task), and a conclusion (usually oral questioning). Homework was assigned in core subjects. It was marked with the class, or by the teacher the next day. Evaluation of learning consisted mainly of pencil and paper criterion referenced unit tests, quizzes, class work assignments and project work. Percentages, letter grades and corresponding word descriptions of grades were assigned according to each student's performance on the evaluation devices. There were some indications of other methods of teaching, such as grouping, individualization, lecture, incidental teaching, modeling, experiential, questioning and discussion. A variety of resources were involved in the teaching and learning activities of the class. These ranged from the traditional chalkboard, textbooks, bulletin boards, charts, and pictures, to photocopies, white boards, overhead transparencies, videos, tape recordings and computers. Classroom and work routines such as raising your hand to speak or to leave the room, setting up a notebook page, taking board notes or using the SQ3R test study strategy were well established in the students' minds and were being practiced and reinforced by the teacher regularly. A variation in routine was that the teacher allowed three minute

breaks between 40 minute classes to simulate Junior High school class changes. The students seemed to enjoy this departure from how they would usually have been treated as elementary school children and kept at their desks as much as possible.

Management of students' behaviours in this setting seemed efficient and effective. Parents expected appropriate behaviour at this level and these expectations were met. The students' behaviour reflected the values of their homes. These were consistently reinforced in class by the teacher and students themselves on such topics as use of manners, organizational skills and respect for others and property. The teacher managed misbehaviour through a hierarchical system of successive consequences. Most student misbehaviour was dealt with by relating it to the school's philosophy. It was based upon common sense guidelines dealing with others and basic "golden rules" for good living. There were special programs taught in class time such as Peer Counselling, Second Step, and Bully Proofing and Family Life, to provide strategies for students to counteract peer pressure, bullying, violence and to help students make appropriate personal decisions. Students had access to a district counsellor who helped them with social or emotional problems which could not be solved by the classroom teacher.

Participants

Six young female and male adolescents were the sample of participants in the study. Their average age was 13 years 4.8 months. They were selected from a regular class of 32 grade seven students composed of 14 females and 18 males. The assumption was made that this class was typical of the population of 69 grade seven students in the school.

A stratified sample was used to represent both female and male high, middle, and lower school performance levels. The sample was derived by dividing the class into three achievement levels based upon current documents such as P.R. (personal record) cards, report card assessment letter grades, class work samples, and classroom observations of day to day performance. Names of one male and one female student were drawn from each group to create a sample of six participants for the study.

The researcher met with each potential participant, explained the general nature of the study and asked if he or she wished to be part of the study. All students were given several days to reflect upon the request, discuss it with their parents and to make a decision. All students whose names were drawn agreed to participate in the study.

A group meeting was then held to explain the instruments and procedures as well as to give the students an additional opportunity, if they wished, to reconsider being in the study. Formal written parent and student consent forms were obtained to proceed with the classroom research (see Appendixes A and B).

E S M: Experience Sampling Method

To answer the research question of the present study, emphasis was placed on what early adolescent students felt at the time that they experienced learning activities throughout the week in the classroom.

The measuring instrument to describe and to measure feelings has been a critical part of the present study. The Experience Sampling Method (Czikszentmihalyi & Larson, 1987; Hormuth, 1986; Larson, 1989; Larson & Csizkszentmihalyi, 1983) was selected rather than such methods as "spot" observation (Cooley & Mao, 1980; Rogoff, 1978), time diary (Carpenter, Huston

& Spera, 1985), survey (Fraser & Obrian, 1985), and interview (Taylor & Bogdan, 1984). The Experience Sampling Method was considered to have the following advantages.

1. It had been successfully used to collect quantitative data that represented aspects of adolescents' affect in a simple non-intrusive way.

2. It allowed the researcher to obtain a "close" account by sampling what adolescents felt during "continuous" activity in the classroom.

3. Research findings have suggested that the ESM accurately represented most experiences of most individuals in a target age range (Larson, 1989).

In the present study the adolescents' spontaneous and accurate descriptions of what feelings they experienced was most important to the research. To measure these feeling experiences efficiently this researcher applied the Experience Sampling Method self-report form developed by Larson and Csikszentmihalyi (1983). It consisted of two statements in which each participant described the main activity and other activities they were doing at the moment they were sampled. They had to rate their feeling states on bi-polar 1-7 scales for five sets of feeling words. The feeling words were: happy, sad; cheerful, irritable; friendly, angry; sociable, lonely; passive, and active. They were also asked to rate their feelings of involvement, their desire to be doing something else, and their feeling of control over their own actions. This was done on an ordinal type of scale, 0-9. Modifications to the number of items and organization of the original self-report form by Larson and Csikszentmihalyi (1983) were made to suit the grade level and classroom use (see Appendix C).

Procedure

Prerequisite administrative procedures had been followed before the present study was conducted. The research was first approved by the University of Victoria (Ethics Committee). Second, permission was obtained from School District #61 (Victoria). Third, the school principal approved the present study. Fourth, the parents and participants in the study gave their written permission to participate.

Organizational procedures were implemented in advance of the study also. First, the self-report forms, discussed above, were printed in the numbers needed for each participant. Each set of forms was coded PGF1, PGM1, PGF2, PGM2, PGF3 and PGM3. PG stood for performance group, M and F stood for male and female, and the numbers for the level of school performance that was established for each participant. Advance preparation enabled the researcher to collect data efficiently with minimal procedural disruption of the on-going sampling process and with confidentiality to the participants.

Second, an assistant was recruited from among the other students and trained to distribute the self-report forms to each of the participants at a time signalled by the researcher. In this way the researcher could distance himself from interaction with the participants during the research.

The third organizational factor was the scheduling of data collecting times. Days were chosen on the basis of the consistent availability of the participants and regularity of the school week. It was important to the research that each participant's week in the classroom was as close as possible to a regular and normative week as they usually experienced. The times at which each participant filled out self-report forms were decided from a table of random numbers. Seven numbers were selected from a table for each of 5 school days.

Each number represented a time that fell approximately 35 to 45 minutes midway between each of the classes in the regular school day. The same selected times were used for each of the six participants for reporting their experiences in the classroom. The regular instructional schedule began at 8:45 a.m. each morning with a recess break from 10:20 to 10:35. Morning classes ended at 11:55. Afternoon classes resumed at 1:00 p.m. and ended at 3:00. On Wednesdays, the school day ended at 2:00 p.m. At this school the 60 minutes of time which accumulated by starting each morning at 8:45, instead of 9:00 a.m. was "altered day" time, which the staff used as administrative time.

Prior to the study the researcher met with the group of participants twice for two half-hour introductory sessions at times which were convenient to them. The conferences were held in a comfortable room with a round work table, student type chairs, and a chalkboard. The participants were welcomed to the study and thanked in advance for their participation. The researcher presented the study details and led the discussion. The researcher emphasized that (a) each participant was important to the study and how he or she felt was important to the study, (b) each participant was free to describe how he or she felt and their responses would not be judged or evaluated, and (c) the results of their participation in the study may help to improve practices in classrooms for other adolescents. The researcher made a strong attempt to maintain an authentic working relationship among adolescents and the adult researcher. At these sessions also the self-report instrument and how it was to be used were carefully explained. First, all participants were to write a specific description of the main thing they were doing at the moment they were sampled, followed by a statement of what else they were doing at this time. Next, they were expected to rate their feeling states on a 1-7 scale for each of 5 dichotomous pairs of feeling

words. On a scale of 0-9 they had to rate their feelings of involvement under the heading of control. On a separate scale of 0-9 they further rated the degree to which they wished to be doing something else. The sessions ended with the opportunity for participants to ask questions about the procedure or any aspect of the research.

On the day before the research was to begin, the other students in the class were briefed as to what the participants were doing when filling out the forms throughout each day. The researcher requested their cooperation. They respected the request. The other students did not interfere with the research procedure in any way at any time other than to show mild curiosity which soon changed to indifference.

On Friday, June 9, 1995 the research began at 9:10 a.m. The assistant was signalled and delivered the first self-report to each participant. When the participants had completed their self-report form, they raised their hand and the same assistant picked up the completed forms. Each form was placed in an envelope and separately filed for each participant. This procedure was repeated 6 more times on the Friday, approximately every 40 minutes throughout the day during class time. Seven new self-reports were collected from each participant on Monday, Tuesday, Wednesday and on Thursday of the following week. The researcher taught classes according to the regular daily timetable and regular classroom activity continued while the participants filled out their self-report forms. All participants consistently and conscientiously completed all parts of the forms as the researcher had requested. At the end of the data collection period the data from each participant were carefully organized, sealed in an envelope, and filed for analysis.

The research participants met as a group for the last time one week after the study. At this time participants informally reported their impressions of the study. Most comments were positive. The researcher did not attempt to interview nor to ask formal follow-up questions, which specifically related to the research question.

Analysis

The procedures that were selected for analyzing the data were both quantitative and qualitative. The present study emphasizes the individual rather than the group responses.

Quantitative procedures consisted of measuring the central tendency of the individual adolescent's responses throughout the school week and these are presented in chart form. The means and standard deviations for each individual were calculated for his or her reported affective numerical scores from 8 categories. The scores that each participant reported 7 times each day for 5 school days totalled 210. These individual responses were analyzed. A total of 1680 responses for the week were analyzed.

Each participant's feeling responses were analyzed on the basis of his or her computed means and standard deviations as a measure of intensity. The magnitude of the scores was interpreted as how positively or negatively the adolescents felt about what they were doing at a specific time during class. Means and standard deviations for each adolescent were used in this way to also indicate deviations from his or her central tendency feeling. The individual's extreme scores were considered as significant deviations and were analyzed more closely than other scores. Those scores were especially important in examining what the individual was feeling in relation to what classroom activity

was occurring and the time. A summary of this numerical data was used in the conclusion of the present study.

The means and standard deviations for both female and male adolescents were examined for what feelings females and males had during the course of a school day in classes and for the intensity of the gender responses.

The affective responses of the three performance groups were analyzed also. This was done by computing each group's mean and standard deviation of the feeling scores of the high, low and middle groups and comparing them.

Qualitative procedures were also used to analyze the quality of the feeling experiences individual adolescents had. The overall procedure was based upon the individual profiles of his or her affective responses in an attempt to portray each participant as a person. The researcher described each adolescent participant in a personal way at the beginning of each profile. This personal account was based upon observations of the individuals in the classroom throughout the year. This procedure served as a simple qualitative analysis of each participant as a learner.

What the individuals' responses "looked like" was made possible by analyzing the data graphically and interpreting the graphs. Each individual's hourly, daily and weekly set of responses were plotted on a graph from which "high" and "low" ratings appeared as observable deviations. The student's descriptive statements added to the graphic interpretation by "linking" what he or she was doing when they felt a specific way. A simple analysis was made of the time at which the participants had felt the way they did. The exact times were recorded adjacent to the graphed scores. A summary of this qualitative data was also used in the conclusion of the present study.

A final qualitative analysis of the data included identifying and describing themes from the participants' ongoing responses. The themes emerged from commonalities among the adolescents' feeling responses. These themes represented what was commonly felt by a sample of young adolescents during ongoing daily activity in the classroom.

Chapter IV

RESULTS AND DISCUSSION

Introduction

The results of the study are presented in this chapter as six individual learner profiles. Each discloses, in detail, the feelings reported by each young adolescent. The results from these profiles answer the study's research question.

What feelings do young adolescents experience during classroom learning activity?

The data collected for each profile were complete. Each of six participants submitted seven self-reports each day for five school days for a total of 35 reports for the school week. All participants completed and turned in the maximum number of 210 self-reports.

Participants' reactions to using the Experience Sampling Method were noted as follows. All participants responded to both training sessions positively. They seemed willing to complete the self-report forms and to do so thoroughly and accurately. Their willingness was consistent throughout the week they were sampled. During this week they did not show negative reactions to the procedure. They appeared to be comfortable in completing their self-reports during a variety of activities and within all time intervals. At the conclusion of the study, in an informal group debriefing session, all participants reported they would be willing to participant in such procedures again. None of the young adolescents felt the method was distracting or intrusive in any way. Some expressed being somewhat rushed at times. None of the participants reported being reluctant to disclose their feelings using the Experience Sampling Method.

Descriptions of the Learners as Individuals

Throughout the school year the researcher observed, interacted with students, and documented the progress of all students in the class as part of regular classroom evaluation procedures. Students' progress in classrooms, at the time that the study was conducted, was evaluated according to the categories prescribed by the school district. The categories applied to the participants of this study were (a) intellectual, based on academic results; (b) practical arts, such as computers and P.E.; (c) affect, including attitude, social responsibility, study skills, effort and social emotional development. This ongoing evaluation provided a description of the academic performance and approach to learning of each participant. They have been presented below. Real names of the participants were changed to pseudonyms.

Profiles of Individual Learners in the Classroom

Who Is Abby?

Abby's intellectual growth was steady and predictable throughout the year. She thought in a reserved and cautious way. She looked directly at those who spoke to her and listened to what they said. Her responses were usually succinct and to the point. Abby read fluently, beyond her grade level, even though she had transferred from a French Immersion program at the time that the study was conducted. The thoughts that she expressed in her writing had depth and range and were written from a deliberate perspective of achieving a good grade. Abby showed a special interest and strength in Math but achieved A letter grades in all academic subjects. Learning, according to the classroom

programs, seemed unproblematic for her, but at the same time, seemed uninspiring. Abby applied for and achieved the Major Academic Award.

Abby was not strong in Fine Arts. She worked at mastering the visual arts and music skills but did so with little enthusiasm.

In the Practical Arts she took particular pleasure in French classes. She knew written and oral French well enough to have taught the class but never flaunted her ability and knowledge. She took particular displeasure in physical education. Sports and fitness activity seemed like a personal imposition but she tolerated them and cooperatively participated in developing the skills that she needed.

Abby's affective development was characterized by a good sense of balance between personal attitude, social responsibility, study skills, personal effort and the social and emotional aspects of her young adolescent school life. She had a positive attitude toward learning and achieving that showed in her daily work effort. Her manner as she approached her daily classroom experiences was casual yet steadfast and methodical. She took pride in doing well and could relate her success in school to strong study skills and consistent work habits. She applied test studying techniques effectively and scored high on most tests. Abby had a strong sense of social responsibility toward her studies; she rarely missed completing and handing in assignments. This attitude carried over to the class and to the school. She willingly completed service type tasks when she was asked. Abby also displayed a high degree of personal emotional and social control, as a young adolescent in a classroom environment. She related to her friends in a just and supportive manner and they reciprocated in kind. She appeared to prefer not to have attention drawn to her as she went about her business in the continuous interaction of the classroom.

Abby, the Cognitive Learner

Abby's scores for what she felt, her affective states, feelings of involvement and her feelings of wanting to be doing something else are reported in Figure 1 and Table 1.

What Abby felt. Abby began her week Monday morning in a very positive way. She was happy, cheerful, friendly, sociable and active. Abby's self reports indicated that she was somewhat involved in activities and strongly not wishing to be doing something else. Her affective responses dropped noticeably in later reports on Monday. After her fifth self-report, her affective response scores began to diverge. Her averaged affect scores indicated she remained positive, 5.1 on a scale of 1-7 for the rest of the week. She became noticeably less involved in classroom activities beginning on Wednesday. She reported being involved on an average 2.6 on a 9 point scale. Abby's desire to be doing something else, other than the class activity for each time she reported, increased slightly as the week progressed. Her averaged score for wishing to be doing something else was 3.5 on the 9 point scale.

Abby's feelings and classroom activity. Abby was most positive in her feeling when she was doing individualized seat work that offered the greatest amount of freedom and control over her own actions. Examples of such activities were: Pencil and paper French activities, doing an art project on abstraction, reading a graph in math, waiting for the teacher, and writing the answers to an oral geography test for which she could use her class notes to find the answers. The affect ratings she reported on these activities were 6.4 to 7.0 on a 7 point scale.

Her scores showed greater affective involvement in those activities which required a higher degree of mental activity such as listening to the teacher,

Figure 1. Abby's Feelings During Classroom Learning Activity

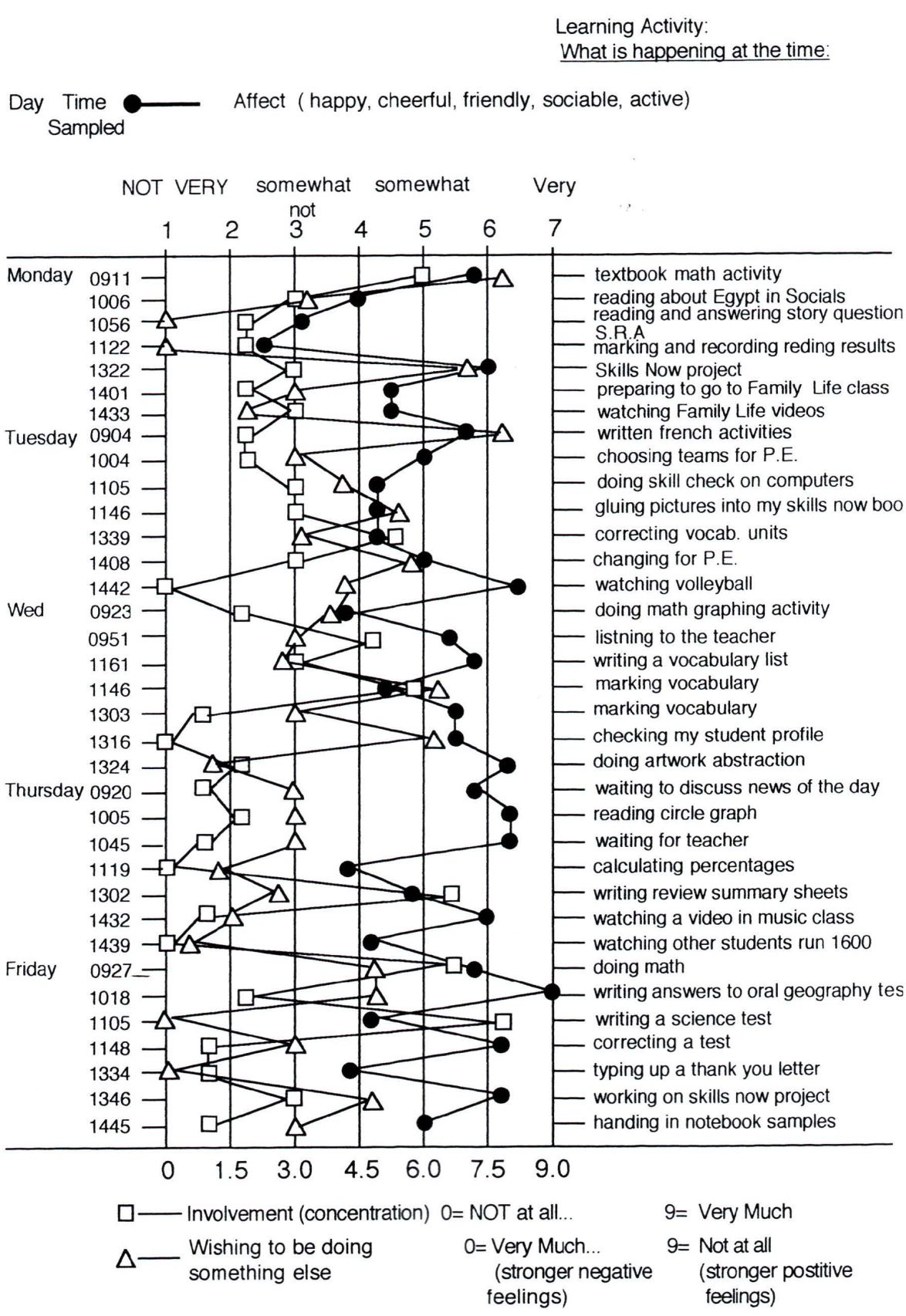


Table 1 Means and Standard Deviations of Abby's Feeling Scores for Her Week in The Classroom.

Scale	$\overline{X}$	S.D.
Happy	5.0	1.2
Cheerful	5.4	1.6
Friendly	5.5	1.8
Sociable	5.8	1.6
Active	4.0	1.0
(1-7) Total Affect	5.1	1.4
Involvement (0-9)	2.6	2.1
wishing to be doing something else (0-9)*	3.5	2.2

Note: * rating based on

0= Very Much (stronger negative feelings)

9= Not at all (stronger positive feelings)

writing a review summary, doing math questions and writing a science test. These scores were all above 5.0 on the 9 point scale and represented somewhat to very much involvement in these specific activities. She indicated her lowest affective involvement scores while she watched volleyball, while she checked her student profile, as she watched a video in music class, when she watched her classmates run the 1600 metre endurance race, as she corrected a test, as she word processed a thank you letter on the computer, and while she handed in notebook samples for evaluation. She rated these experiences as 0.

Abby's ratings of "wishing to be doing something else" varied according to the activity at the time. Her scores also indicated a response to the time of the week. Her 0.0 scores on Monday and Friday indicated the strongest negative feelings. She very much wished to be doing something else while doing her individual reading program on Monday and while writing a Science test, and word processing a thank you letter on Friday. She felt most positive and least like doing something else on Monday as she did a math activity, on Tuesday when she was in French, and on Wednesday as she checked her student profile. Her scores for these activities were above 7.0. Abby's average score for wishing to be doing something else for the week in the classroom was 5.5 with a S.D. of 2.2.

Abby's total average affective score for the week was 4.8 with a S.D. of 1.6. Her hour by hour ratings showed considerable variation between affect responses and the type of activity at the time. There was some indication of the effects of the time of the week on Abby's individual scores.

Discussing Abby. Abby's profile seems to indicate a young adolescent who maintains somewhat average positive feelings from Monday through Friday of her school week. This is in contrast to her feelings of involvement in daily activity which diminish dramatically as the week progresses. On Tuesday at

1442, Wednesday at 1316, Thursday at 1119, and Thursday at 1439, Abby's scores for affective states, her feelings of involvement and her wishing to be doing something else, come together in a coordinated way. When these scores converge, she is doing activities that are personally relevant such as personal planning, or activities such as math work, or she is taking simple pleasure in doing an activity such as marking class work. The implication that her feelings are in harmony only four times may not be surprising.

An interesting pattern develops Wednesday, Thursday and Friday between Abby's affect feeling states and her desire to be doing something else. As her feeling state scores fluctuate from one sampled experience to another, so do her feelings of wishing to be doing something else in a parallel way, forming high and low peaks and valleys in an almost rhythmical visual display of feelings.

As a young adolescent, Abby seems to be developing ways to keep and perhaps form, strong positive affective feelings of happiness, cheerfulness, friendliness, sociability and activeness throughout her time in the classroom. These feelings seem unconnected to her tendency to concentrate and be involved in ongoing activities. Abby's good feelings are not strongly related to involvement in what she is doing. There is a greater association between her feelings of involvement and wishing to be doing something else.

Who is Alex?

Alex did not seem socially comfortable with his strong intellectual development, yet privately he showed a strong desire to have a high academic standing. Alex often questioned the results of his assessments. He determinedly disputed his test marks with the teacher after class on numerous occasions. He

was a quick thinker, often relating concepts and facts rapidly or giving thoughtful answers to questions. But he would immediately play down such intellectual skill with humorous remarks. Alex read quickly and accurately and could summarize and paraphrase written material beyond his grade level. His written and oral communication skills were also well developed. He presented his ideas logically and discussed them from different points of view. He seemed to take pleasure in thinking "outside the box" and actively listened for opportunities where he could participate in controversial discussions. He strove to perform at a high academic level and met his goals by consistently achieving A and B letter grade standings in academic subjects. His special academic interest was mathematics and he showed this by participating in a nation wide math competition. His results were respectable. Alex applied for and received a Major Academic award for his overall performance.

Alex was not strong in the Arts but his active approach to learning made him successful at most arts activities. He struggled to represent ideas in the visual arts and showed little natural musical ability. What he did make a special effort in was in the Practical Art of physical education. He was a tall, lanky, somewhat uncoordinated young adolescent, but he was determined to show that he could master athletic skills. He seemed to come to gym class prepared mentally and physically by thinking, dressing, then participating in an athletic way.

Alex's classroom behaviours as observed from an affective perspective seemed to indicate emotional growth. He maintained a positive, active attitude toward learning and achieving. He seemed to carry his positive attitude over to other skills such as work habits which he applied conscientiously. He did his assignments well and they were done on time. His positive approach and visible

sense of social responsibility created a positive tone in the class; one of humour and informally. He was often the one that said "let's go for it," when class decisions were needed. Alex's emotional development seemed appropriate for his age. At times Alex seemed somewhat unsure of how to behave socially and sought approval from his friends through eye contact with them across the room, talking or acting like they did. He seemed to be struggling to satisfy himself in behaving in both personal and social ways.

Alex the Active Learner

Alex's scores for what he felt, his affective states, feelings of involvement, and his feelings of wanting to be doing something else are reported in Figure 2 and Table 2.

What Alex felt. He reported feelings that were somewhat to very positive for the entire week. The composite scores that represented the affective states of happiness, cheerfulness, friendliness, sociability, and activation varied little; staying generally within a range of 5 and 6 on the scale of 1 to 7. His average response was 5.3 with a S.D. of 1.9.

His feelings of involvement were weaker in the first and second days in the classroom compared to his affective states. As the week progressed his daily involvement scores ranged from 1.0 to 9.0. His average response score was 5.2 with a standard deviation of 2.5.

He reported wishing to be doing something else more often than not, from the first day of the study to the last. Twenty-two of the 35 possible scores for the week were rated below scores of 3.5, in which lower scores represented stronger negative feelings.

Figure 2. Alex 's Feelings During Classroom Learning Activity

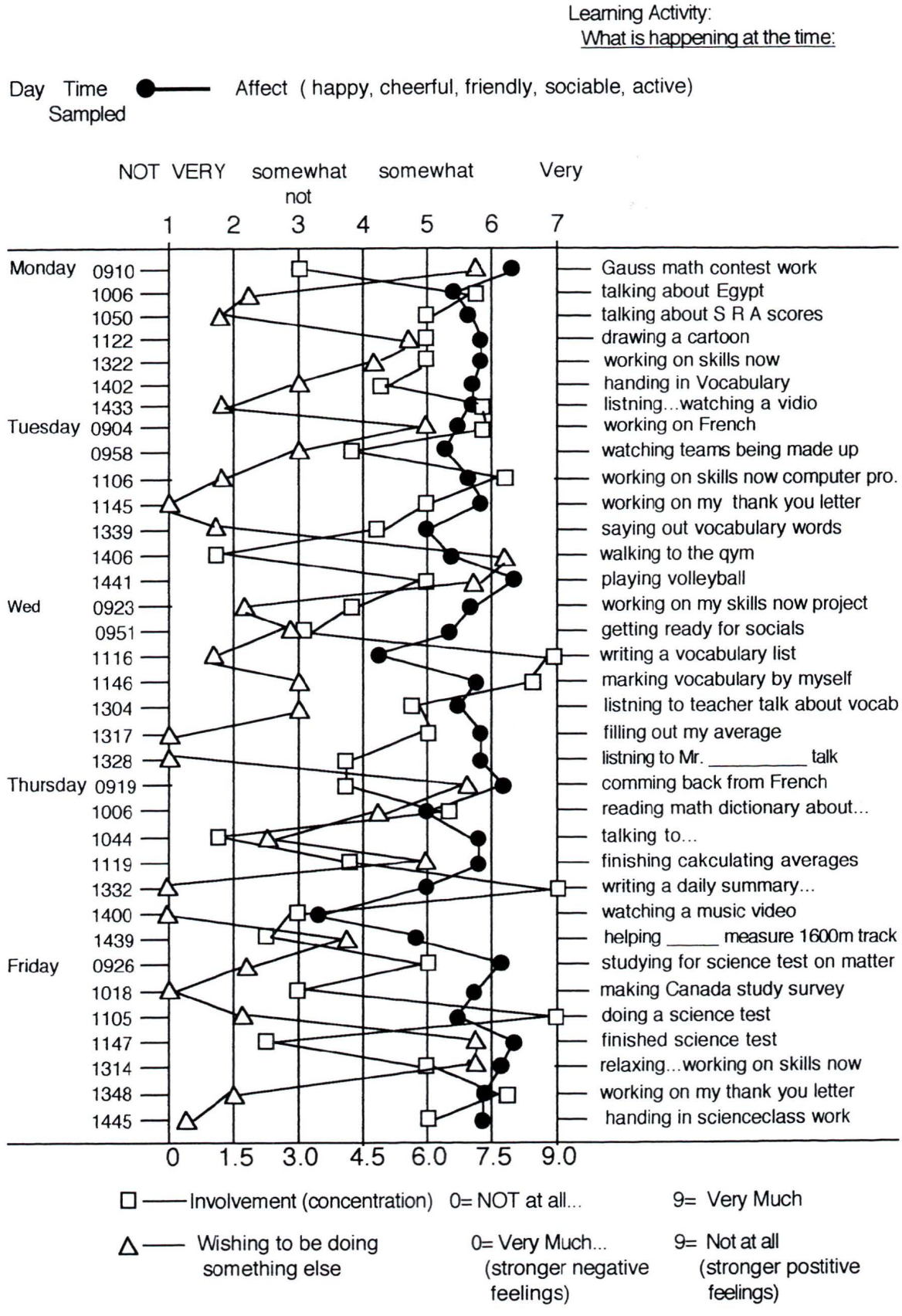


Table 2 Means and Standard Deviations of Alex's Feeling Scores for His Week in The Classroom

Scale	$\overline{X}$	S.D.
Happy	5.6	0.9
Cheerful	5.2	0.8
Friendly	5.4	1.2
Sociable	5.6	1.4
Active	4.8	3.3
(1-7)		
Total Affect	5.3	1.5
Involvement (0-9)	5.2	2.5
wishing to be doing something else (0-9)*	3.2	2.7

Note: * rating based on

0= Very Much (stronger negative feelings)

9= Not at all (stronger positive feelings)

Alex's feelings and classroom activity. Alex's affective state ratings were strong for most activities. He felt particularly happy, cheerful, friendly, sociable and active during Gauss Math contest work activity, playing volleyball, coming back from French class, studying for a science test on Matter, and finishing a science test. These scores were above 6.0 as measured on a 7 point scale. There were two times late Wednesday and late Thursday when he reported lower than his average score of 5.3. On Wednesday he was writing a vocabulary test and on Thursday he was watching a music video in music class.

Alex reported feeling very much involved. He reported strongly concentrating while doing written activity such as word processing a skills check on the computer, writing a vocabulary list, marking a vocabulary test by himself, writing a summary review sheet, and "doing" a science test. His scores for these tasks ranged from 8.0 to 9.0. The activities during which Alex was least involved were ones that required the least mental activity to do the tasks. Examples of such activities were walking to the gym, talking to a classmate, watching others run 1600 m race and correcting a test. Scores for such activities ranged from .5 to 2.0 on a 9 point scale. Activities in which he reported mid-range scores such as 3.0 to 6.0 contained elements of social activity, personal relevance for him or required mental effort on his part.

He indicated strong feelings of wanting to be doing something else thoughout the week in class. Most scores ranged from 0 to 4 with an average of 3.2 and S.D. of 2.7. Alex's strongest feelings to be doing something else were associated with a broad range of activities in a wide range of classroom contexts. The range of strong negative scores were from 0 - 1.0. These responses were associated with activities such as talking about SRA reading scores, listening to a video in Family Life, doing Skills Now on the computer, writing a vocabulary

list, filling out my average, listening to Mr. _____ talk about words, writing review sheets, watching a music video in music class, and making a Canada study survey. He reported strongly wishing to be doing something else for 1 to 3 activities each day of the week.

Discussing Alex. Alex's feelings appear as a consistent highly positive attitude each day in the classroom. The reasons for this can only be inferred as perhaps wanting to please someone--teacher, peers, parents; his way of communicating; a perception of himself that he wishes to convey; part of a personal belief system. There is no indication of a particular day of the week that affects his positiveness any more than another. He begins his week with highly positive feelings and ends his week feeling much the same.

What seems to change for Alex are his feelings of involvement throughout the week. As he experiences each day's activities a general pattern develops in which his scores progressively begin to be more extreme. He seems to respond more directly to an activity rather than the time of day, that is, what he's doing and not when he is doing it is basic to him being involved generally. Involvement for him also seems to mean having both his mind and hands active on a task. As stimulation of either of these functions in particular diminishes, his response scores indicate less involvement.

A question arises when Alex's feeling states are compared to his feelings of wishing to be doing something else. Why does he indicate being so consistently positive about his classroom experiences yet strongly and consistently indicates wishing to be doing something else? Close examination of Alex's profile does show a consistent pattern for his feeling of wishing to be doing something else. It seems to increase in the afternoons of each day between

1:00 and 3:00. This relationship could suggest that Alex feels his afternoons in the classroom could be spent differently.

Who is Beth?

Beth liked the idea of achieving at a high intellectual level but her actual academic performance was at a B grade level. Her attitude toward school and learning in general was positive throughout the year. Beth did not seem to want to take the time to think more deeply about academic topics taken in class but preferred to mentally "skip" from one subject to another. Beth seemed to go through the "motions of listening" to others and to lessons. When she was asked about the conversation or lesson she could not provide much detail about what had just transpired. She was, however, strong in expressing her ideas in writing. She had a creative personal style which worked well in some subjects such as English but was often counter productive in Science and Social Studies writing. Beth did like to read and she read well at her grade level. One of Beth's pronounced intellectual strengths was her use of words and general oral verbal skills. This skill combined with a "flair for the dramatic" made conversing with Beth almost a playful adventure. Beth found it difficult to apply consistent study skills to her daily school work. Although she did neat work she did not always work in an organized way or complete work on time. Her personal effort seemed closely related to expediting the task at the time.

Beth's strengths became very evident in the developmental areas of both Practical and Fine Arts. Her stature was thin and slight and she had developed excellent agility for sports. She preferred an active approach to learning especially in the presence of others. She excelled in the Dramatic Arts and Music. She took every opportunity to combine her strong sense of wit, writing ability

and advanced socializing skills to express herself through writing and performing skits with her friends. Beth's talents were recognized when she received major Creative Arts and Physical Education awards.

Beth's Affective Development was difficult to assess through observation because it had been somewhat unpredictable and inconsistent. She was consistent, however, in her positive attitude towards learning generally and her school life specifically. She often referred to herself as "hyper" because she "got off" on so many things. Beth seemed socially advanced with social skills beyond her age. She did combine her social sense with a good sense of social responsibility. Beth demonstrated this by taking a leadership role in school productions, safety patrols, sports rep teams and "buddying" with grade two children. Beth seemed at least secure, confident and content in her feelings about herself and others.

Beth, the Social Learner

Beth's scores for what she felt, her affective states, feelings of involvement, and feelings of wanting to be doing something else are presented in Figure 3 and Table 3.

What Beth felt. Each time Beth was sampled in class she reported scores that were between 3.5 and 5.5 on a scale of 1-7. Her mean score was over 5.5 with a S.D. of 1.2. These scores represented her feelings of happiness, cheerfulness, friendliness, sociability and activation.

Scores that indicated she felt involved "somewhat not" to "somewhat" for most of the time throughout the week in the classroom, ranged from 3.5 to 7.0 on a scale of 0-9. Her average score was 5.4 and the S.D. of scores was 1.4. She reported other affective scores differently.

Figure 3. Beth's Feelings During Classroom Learning Activity

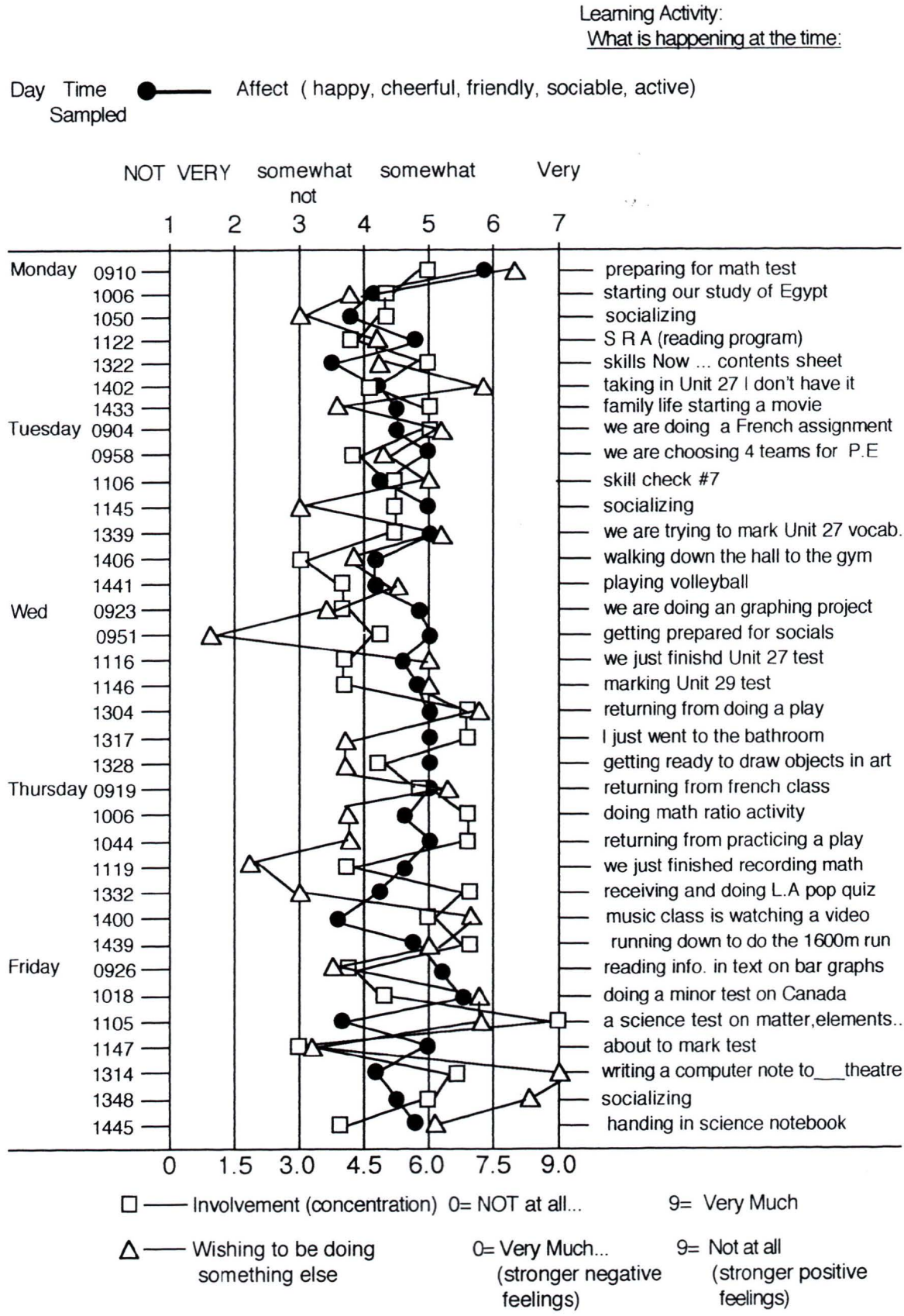


Table 3 Means and Standard Deviations of Beth's Feeling Scores for Her Week in The Classroom

Scale	$\overline{X}$	S.D.
Happy	4.3	1.1
Cheerful	4.5	1.3
Friendly	4.8	1.9
Sociable	4.8	0.9
Active	4.3	1.2
(1-7)		
Total Affect	4.5	1.2
Involvement (0-9)	5.4	1.4
wishing to be doing something else (0-9)*	5.2	3.8

Note: * rating based on

0= Very Much (stronger negative feelings)

9= Not at all (stronger positive feelings)

Her feelings about wishing to be doing something else other than classroom activity were expressed by a wider range of scores: 1-9 on a scale of 0-9. Her mean score was 5.2 with a S.D. of 3.8. The more extreme scores occurred toward the end of the week. For example, she experienced negative feelings of .5 on Wednesday, 2.0 on Thursday and positive feelings of 8.5 and 9.0 on Friday.

Beth's feelings and classroom activity. Beth's states of happiness, cheerfulness, friendliness, sociability and activation varied little on Monday, Tuesday and Wednesday of the week, during a wide range of classroom activities. Most of her scores for these states tended to be over 4.5. On Thursday afternoon while watching a music video in music class and on Friday morning while doing a science test on Matter, her affect experiences were somewhat negative: 3.6 on a scale of 1-7.

Her feelings of involvement seemed not to vary also with particular activities at any time of the day for each day of her week in the classroom. Only on one occasion on Friday at 11:05 was there strong involvement of 9.0 on the 9 point scale. This heightened involvement was during a Science exam.

Beth's responses were more varied with specific activities which indicated how strongly she wished to be doing something else. She reported somewhat positive scores above 6.5 for most days of the week, indicating she was not strongly wishing to be doing something else for activities such as preparing for a Math test, taking a vocabulary test, returning from a play production, watching a music video, doing a minor test on Canada, writing a Science test, writing a thank you letter on the computer, and socializing. Several extreme responses which did indicate negative affective experiences were Wednesday morning getting ready for Socials and late Thursday morning after recording Math results.

Discussing Beth. It is most interesting to note that Beth is described by her teacher as a social learner and it would be expected that her feelings would vary greatly throughout a week in the classroom in response to the many possible social involvements. The pattern of her feelings for the entire week seems unexpectedly controlled and average. It is difficult to account for the discrepancy between the emotional behaviour predicted for her and that which she reports. Her consistent average responses do not seem affected by the nature of the activities she experiences. She shows no preferences for times of day nor days of the week for feeling positively or negatively, such as happy or sad, active or passive.

Her feelings of involvement throughout her week in the classroom are also consistently in the mid range. The pattern of her feelings is one of slight movement from being somewhat to somewhat not involved. Examining Beth's higher scores suggests that for her, involvement means interaction with someone or something. Her scores for being involved were lower when she is about to begin or is completing a task or during "down time."

Most remarkable are Beth's feelings about what she would like to be doing. According to her observed social behaviour it would be predicted that she would strongly be wishing to be doing something other than the prescribed and routine classroom activities. Her scores imply the opposite. She seems more positive in her feelings of wanting to be doing the classroom activities than in not wanting to be doing them and to be doing something else.

The overall results of Beth's affect responses shows an intertwined relationship between her affective states, her feelings of involvement and her not wishing to be doing something else. This apparent closeness is relatively consistent throughout the earlier part of her week in the classroom and suggests

a kind of ongoing harmonious emotional functioning by a young female adolescent in the classroom environment.

Who is Ben?

Ben felt that he should do well in school academically with the least amount of personal effort. It was not until the last term that his intellectual performance matched his aspirations and Ben began to perform to the achievement level expected of him. His attitude toward learning was not positive but he had a keen awareness of the athletic concept of competition and personal best which he seemed to transfer to his academic studies. Perhaps this applied attitude enabled him to achieve a standing of B's and A's in his final term. Ben was an active listener to the lessons presented to him in class but often participated in somewhat of a negative way with disruptive comments and "put downs" of his peers. He thought analytically in doing his school work and questioned many aspects of curriculum content, as well as the learning process, why he "had to learn the subject anyway."

Ben struggled with expressing his ideas in written form and had not yet learned to appreciate spelling in a technically accurate way or being grammatically correct in his writing. He did well learning individual weekly vocabulary words.

Ben had good power of recall and could memorize and retain factual knowledge. He was good with numbers and took personal pride in his Math ability. He achieved a major Math award, as well as a major Athletic award for his excellent performance in those subjects.

Ben did well at the Practical Arts, especially physical education. He worked especially hard at P.E., taking every opportunity to expand his skills by

playing on school Rep Teams and Night League sports. One aspect of P.E. he quite often needed direction and intervention in was sportsmanship. It was not uncommon for Ben to argue over the judgment made by the referee during a game or to "put down" a team mate for a poorly made play. Eventually he changed his attitude and behaviour sufficiently to achieve a high standing in P.E. He did reasonably well in French class but indicated he really did not like to be tested on his computer skills. Ben did not like Fine Arts and had to work hard and be encouraged to achieve the grades he wanted. He seemed to tolerate music classes. He did enjoy a class presentation in which he dressed like a rapper in a 'Rap group' and along with his classmates, did a "Christmas Rap" number on stage as part of the School's Christmas Production.

Ben's affective development depended on his general attitude, which seemed to affect all aspects of his dealings with himself, and his relations with others. He indirectly expressed feelings through behaviours that suggested feelings of unhappiness, inner anger, general dissatisfaction and general negativity. He somehow worked around such feelings and made the appropriate personal effort to apply study skills and work habits and make his year successful. Ben was socially responsible with some encouragement from others.

Ben, the Experiential Learner

Ben's ratings for what he felt, his affective states, feelings of involvement, and wanting to be doing something else are reported in Figure 4 and Table 4.

What Ben felt. Ben's self-report scores for his affective states were mainly positive throughout his school week, but the intensity of his feelings varied regularly. Scores ranged from 3.0 to 6.6. His average score for his feelings of happiness, cheerfulness, friendliness, sociability and activation was 5.1 with

Figure 4. Ben's Feelings During Classroom Learning Activity

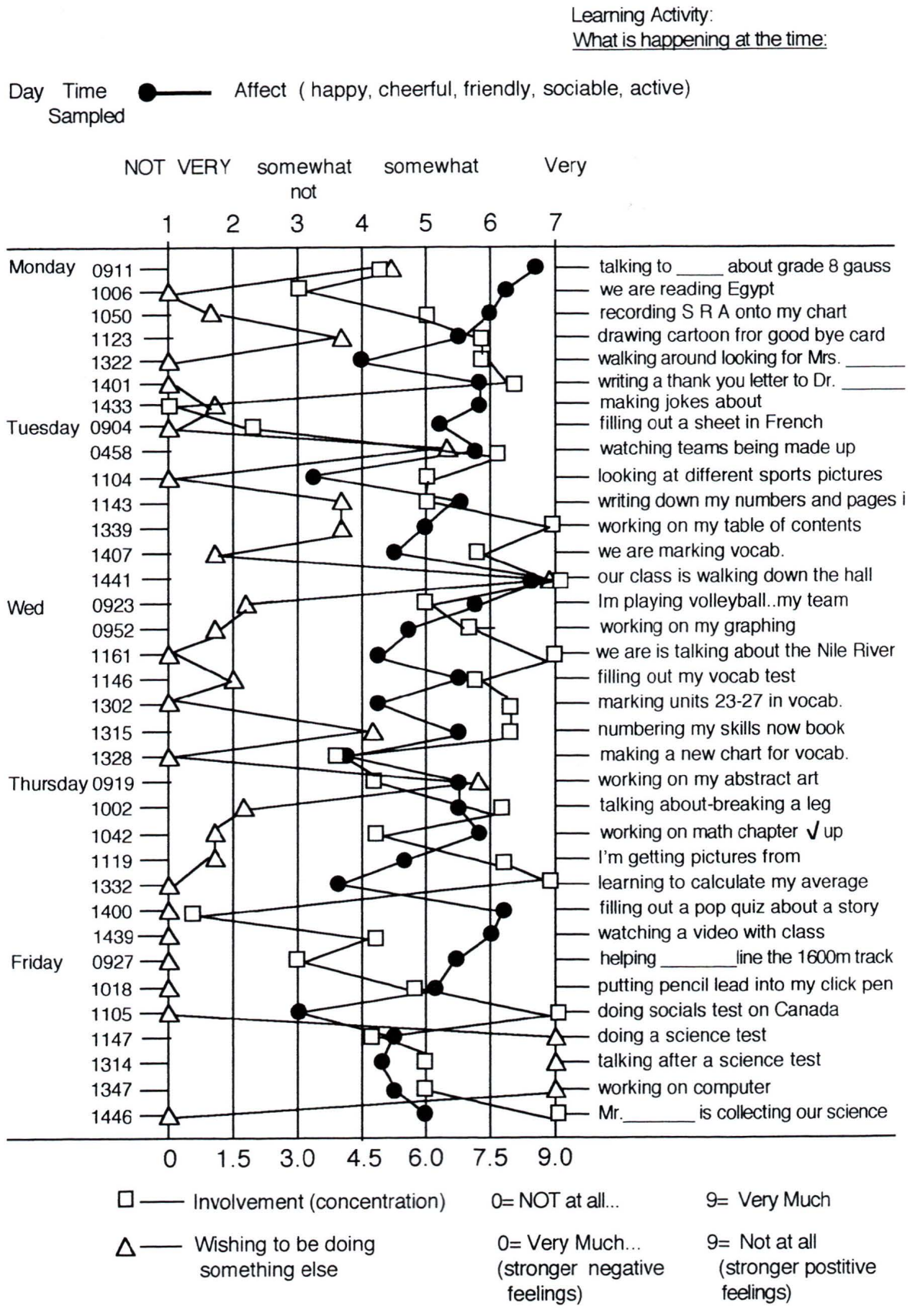


Table 4 Means and Standard Deviations of Ben's Feeling Scores for His Week in The Classroom.

Scale	$\overline{X}$	S.D.
Happy	5.2	1.3
Cheerful	4.2	2.0
Friendly	4.0	1.9
Sociable	6.3	1.3
Active	5.3	1.6
(1-7)		
Total Affect	5.1	1.4
Involvement	6.2	2.3
(0-9)		
wishing to be doing something else	2.5	3.3
(0-9)*		

Note: * rating based on

0= Very Much (stronger negative feelings)

9= Not at all (stronger positive feelings)

a S.D. of 1.4. By Thursday and Friday the periods of time between fluctuations in his feeling states lengthened, his responses were more extreme and seemed to be less consistent in what he was feeling than at the beginning of his week in the classroom.

Ben perceived himself as not very to very involved in the classroom. His average score of 6.2 was amongst his highest for the way he felt but the level of involvement varied considerably with a S.D. of 2.3. His feelings of involvement seemed weak when he began on Monday but quickly rose to a level of 6.5 on Monday afternoon and remained near that level until the end of the school week.

Ben's most negative feelings were evident in his "wishing to be doing something else" response scores. He reported 0.0 on his self-report 3 out of 7 times on Monday, Wednesday and Thursday, and 4 out of 7 times on Friday, indicating he very much wished to be doing something else. For the remaining days of the week in the classroom, his average score was 2.5 with a S.D. of 3.3 on a scale of 0-9.

Ben's feelings and classroom activity. Ben experienced all of the affective states to some degree during his school week. His strongest feelings were associated with social or physical activity such as talking to _____ about grade 8 Gauss Math, and walking down the hall: 6.8 and 6.7 on a 1.0 to 7.0 scale. He felt that he was somewhat not involved while writing down numbers and pages in his Skills Now book and while he was doing a Science test. He tended to show feelings of uninvolvement while doing his Fine Arts assignment on abstraction and while filling out a pop quiz sheet about a story he had read. There seemed to be no relationship between the day or time of day when these activities occurred and his affective states when he was experiencing them.

There seemed to be a stronger connection between Ben's feelings of involvement and what was going on in the classroom at the time. When he felt very involved, with maximum scores of 9.0, the events that had been occurring were, for example: filling out a vocabulary test, filling out a pop quiz about a story, during a Science test, and while Mr. _____ was collecting our Science. In contrast, his scores of 0.0, 2.0 and 1.0 indicated little feelings of involvement while watching a family life video and making jokes about _____, filling out a sheet in French class on Tuesday, and while watching a video in Music on Thursday.

There were few times when Ben felt that he wanted to be doing what he was doing at the time. His rating of 9.0 indicated that he most strongly felt like playing volleyball with his team, talking after a Science test, and working on the computer in computer class. For 21 out of 35 scores he rated himself 1.0 and less which indicated he felt very much wishing to be doing something else.

Discussing Ben. What feeling states Ben experiences in the classroom seem positive but variable for him. He feels involved in the classroom activity yet strongly wants to be doing something else for most of the times that he is sampled. Ben seems to experience somewhat paradoxical feelings in the classroom throughout the week. It may be questionable whether he is truly having positive experiences and functioning in positive affective states, or whether he simply wants to appear to others as happy, cheerful, friendly, sociable and active. If his ratings are an indication of his true inner feelings, then Ben's feelings seem to both direct his responses in specific activities at various times and to give personal meaning to his classroom experiences. Through his feeling responses of wishing or not wishing to be doing something else, he may be making a statement about spending his time in the classroom. He may be

saying that he is learning to make the best of his days in the classroom but the activities he does and when he does them do not intrinsically motivate him throughout his school week.

Who is Coral?

It was difficult to assess the results of Coral's intellectual development throughout the school year. She seemed to have considerable potential as a learner but did not perform to the ability associated with her. Coral enjoyed reading and was good at it. It was not uncommon to observe her as she read during lessons or after seat work had been assigned. She most often sat very quietly in class and observed what was said and who was saying it but rarely volunteered answers to questions or gave her opinions. Coral was often caught off guard by the teacher when she was asked a question. She would simply smile and continue to sit quietly. The teacher usually asked another student and passed her by. Coral's verbal communication did not seem to reflect thoughts about school work. She did express her thoughts in writing both coherently and accurately for her grade level yet wrote just what the criteria asked for in each assignment, even personal writing. She seldom risked expressing personal thought on any topic. Her handwriting remained very tiny even after she had taken formal handwriting in class. She seemed reluctant or unable to change her style of handwriting even though the reward was better legibility and improved Language Arts presentation grades. Coral's final academic standing ranged from C- to C+. She ended her school year enjoying the practical arts subject of French and Fine Arts subject of Band. These subjects seemed to offer her the best results with the least amount of demands, anxiety and perhaps effort. Coral achieved

enough of the criteria in Band to receive a Band award at the end of the school year.

The lower performance results of Coral's school year in the classroom seemed to be associated with her affective development. She did not indicate a positive attitude toward learning and achieving both during or at the end of the school year. This general state seemed to result in her not keeping track of assignments, not completing tasks, and not handing work in on time. Study habits, such as doing homework regularly and studying thoroughly for tests, became a struggle for her. She also struggled socially somewhat. Her peers thought her behaviour was somewhat "weird" at times, perhaps because she was so quiet or because she used to like to rush home at lunch time to watch "soap operas." She also developed stronger than usual feelings for the boy that misbehaved the most in the class. This tended to distract her from her learning tasks and goals. Coral did seem to have a positive sense of social responsibility and she showed this by helping in the classroom in an unassuming way whenever she was asked.

Coral, the Visual Learner

Coral's scores for what she felt, her affective states, feelings of involvement, and feelings of wanting to be doing something else are presented in Figure 5 and Table 5.

What Coral felt. Her averaged affect scores showed that she was "somewhat" happy, cheerful, friendly, sociable and active as she began her week in the classroom. Her mean score for these states was 4.3 with a S.D. of 1.1. Her scores varied between 4 and 5.2 on a scale of 1 - 7. These ratings remained consistent until Wednesday. Thursday morning a considerable change in her

Figure .5 Coral's Feelings During Classroom Learning Activity

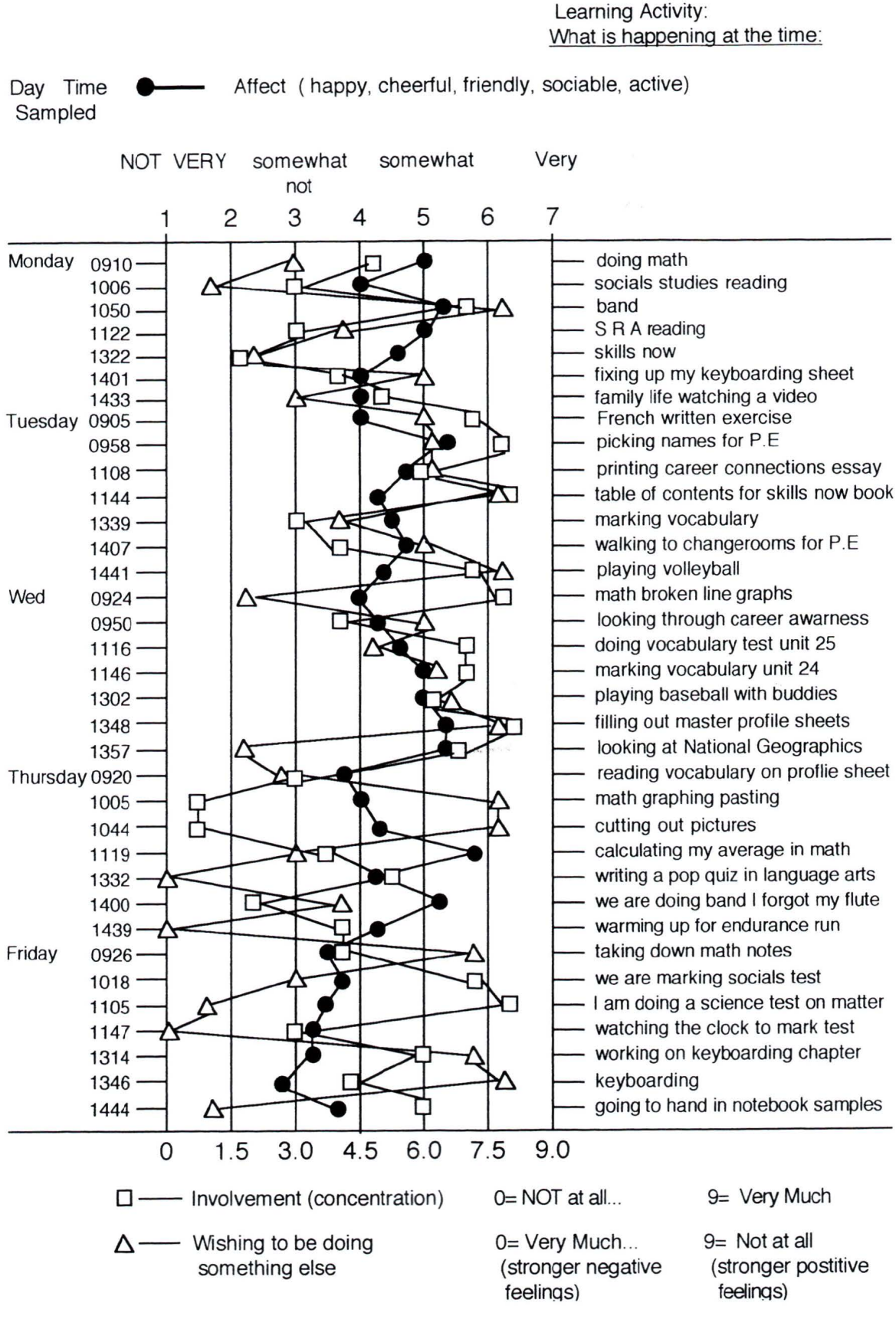


Table 5 Means and Standard Deviations of Coral's Feeling Scores for Her Week in The Classroom.

Scale	$\overline{X}$	S.D.
Happy	4.6	2.0
Cheerful	4.2	1.3
Friendly	4.4	1.0
Sociable	4.8	0.6
Active	3.9	1.4
(1-7)		
Total Affect	4.3	1.1
Involvement	5.0	2.3
(0-9)		
wishing to be doing something else	4.4	2.7
(0-9)*		

Note: * rating based on

0= Very Much (stronger negative feelings)

9= Not at all (stronger positive feelings)

affective states had taken place. Her scores on Thursday varied from 3.8 to 5.8. By Friday all of her reported scores were below average from 2.8 to 3.7.

Coral's feelings of involvement were considerably more varied when compared to her feeling states. Her ratings of being involved ranged from 1.0 to 8.0 on a scale of 1-9. The greatest variation took place beginning Thursday morning through to Friday. The times that her involvement changed corresponded to the times that her affective state ratings changed and in similar negative and positive directions. By Friday her affective states and feelings of involvement were more negative than positive.

Coral's feelings of wishing to be doing something else varied from the beginning of her week in the classroom to the end of the week. Her scores ranged from 2.0 to 6.0 on a 9 point scale for the self-reports that she continued to submit every 40 minutes. Beginning Thursday morning her feelings of wishing to be doing something else became widely varied. Scores ranged from 0.0, very much wishing to be doing something else, to 8.0.

Coral's feelings and classroom activity. She indicated what she felt during regular classroom activities by her positive and negative ratings throughout the week. Beginning on Monday she felt most positive while playing in the band. On Tuesday she experienced similarly strong feeling states as teams were picked for P.E. Her feelings were most positive on Thursday as she calculated her Math average. By the end of Friday her feelings had progressively become somewhat negative and she reported her most negative rating while keyboarding on the computer.

Coral's strongest feelings of involvement occurred most frequently on Tuesday and Wednesday. During these times she was picking teams for P.E., computing a table of contents for a careers awareness project, doing a broken line

graph in Math, and filling out a personal profile sheet of marks and letter grades. When she reported feeling most involved on Monday, she was playing in the band in music class. On Friday, the activity that made her feel most involved was doing a Science test on Matter. On Friday, the last day of classes, her feelings of involvement were stronger and seemed more like those earlier in the week. She rated more of her feelings of involvement lower on Thursday than any other day in class. Her lower ratings occurred while she was finishing Math graphing, pasting pictures, cutting pictures, and doing band--"I forgot my flute."

Coral reported feeling that she wished to be doing something else as many times as she wished not to be doing something else, but the strength of her feelings varied widely as she experienced a different activity each time that she was sampled. She reported at least two activities for which she expressed extreme negative scores for her feelings of wishing to be doing something else, for each of her days in the classroom except Tuesday. Monday she strongly wished to be doing something else during Social Studies reading. Wednesday she strongly wished to be doing something else while working with broken line graphs and while she was reading her vocabulary on her master profile sheet. On Thursday she was writing a "pop" quiz and warming up for the endurance run when she reported very much wishing to be doing something else. On Friday her two extreme ratings occurred as she was waiting and watching the clock before marking a test and as she was preparing to hand in notebook samples for evaluation. Similarly, she reported strong scores for not wishing to be doing something else. Monday, she felt strongly positive about playing in the band. Tuesday, she felt she wanted to be playing volleyball. Wednesday she liked filling out her personal profile sheet. On Thursday Coral strongly wished to be

doing Math graphing, pasting and cutting out pictures. On Friday, she felt good about keyboarding on the computer.

Discussing Coral. What feelings Coral experiences during her week in the classroom seem to relate to what she is doing and what she wishes to be doing at any time. She functions in somewhat positive feeling states throughout most of her week but these feeling states gradually give way to somewhat negative feeling states toward the end of the week. The time at which the change from positive to negative begins for Coral is by midweek, Wednesday afternoon. This point in time seems significant for her since it is also at this point in her week that her feelings of involvement in activities and her desire to be or not to be doing something else begin to vary widely. Her feelings of wishing to be doing something else closely follow the varied pattern of her feelings of involvement; as she rates her feelings of involvement strongly so does she tend to rate her feelings of not wanting to be doing something else strongly. In the latter half of the week, this pattern is replaced by more of a random pattern with few interactions between affect states, feelings of involvement and wishing to be doing something else. There are, however, times in Coral's day when these three affect conditions converge to a point when they are rated similarly, such as Wednesday at 1302. At these times she seems to experience more highly positive feelings. At these times she seems to be doing activities that have more personal relevance or are more immediately pleasurable, such as playing baseball with grade 2 "little buddies" or playing her flute.

Who is Cory?

Cory showed a strong desire to do well academically in his willingness to do work over that did not meet the requirements, accepting advice in good spirit

and practicing a strong work ethic of managing and completing class and home work consistently. The letter grade results of his efforts ranged from C- to C+. He would faithfully listen to lessons in class each day and do his required class work. He was not an active listener. It was not uncommon for him to end his day having said very little during any learning activities. Cory read below grade level having considerable difficulty with comprehension and word attack skills development. He did not seem to enjoy reading but seemed to realize its importance and was prepared to go along with the program. Cory worked hard at expressing his ideas in writing but never seemed to feel confident with this form of expression. His extremely tiny handwriting was perhaps an indication of this. He could not seem to change his style even though he tried.

Cory worked as hard at the Arts as he did at academics. He had a special interest in basketball and WWF (World Wrestling Federation). He was not considered a "jock" by his peers but did play Night League basketball and "shot hoops" whenever he had the chance. His preoccupation with wrestling seemed to give him an exclusive knowledge of a sport his peers knew little about. It almost seemed to give him a special identity among his peers that seemed to empower him.

Cory's greatest strengths were his affective characteristics: attitude, work habits, effort and social responsibility. He consistently displayed a cooperative attitude toward learning and achieving. He took teachers' advice about class work and his learning and tried to apply it whenever he could. He voluntarily took retake tests such as Math to improve his standing in that subject. Sometimes he succeeded in bettering his mark. What Cory got from his classroom experiences included more than letter grades and was still a product of his personal industrious effort.

An extension of his personal effort was his deep sense of social responsibility. Not only did his behaviour exceed expectations for a young adolescent but he took on leadership roles. For example, he organized and managed the month-long Safety Patrol operations that the class was responsible for to the whole school.

Cory, the Passive Learner

Cory's scores for what he felt, his affective states, feelings of involvement, and feelings of wanting to be doing something else are reported in Figure 6 and Table 6.

What Cory felt. He reported strong affect scores which indicated that he was "somewhat" to "very" happy, cheerful, friendly, sociable and active throughout his week in the classroom. His averaged scores on these feeling states was 5.1 with a S.D. of 1.4. This expression of positive feelings began on Monday and continued to Friday in an unvarying pattern of scores ranging from 5.0 to 6.6 with 21 out of 35 scores rated at 6.2. On Friday a noticeable drop occurred when his ratings of what he felt were 3.6 to 5.2.

He reported strong feelings of involvement in the classroom learning activities. He consistently rated those feelings of involvement between 8.0 and 9.0 from Monday through Thursday with little variation. On the last day in class his scores varied more from report to report but were recorded as strong rating from 6.0 to 9.0.

Cory rated his feelings of wishing to be doing something else consistently from Monday through Friday. All reports were 0.0 on a 9 point scale which indicated that he "very much" wished to be doing something else for each of the 35 times that he was sampled.

Figure 6. Cory's Feelings During Classroom Learning Activity

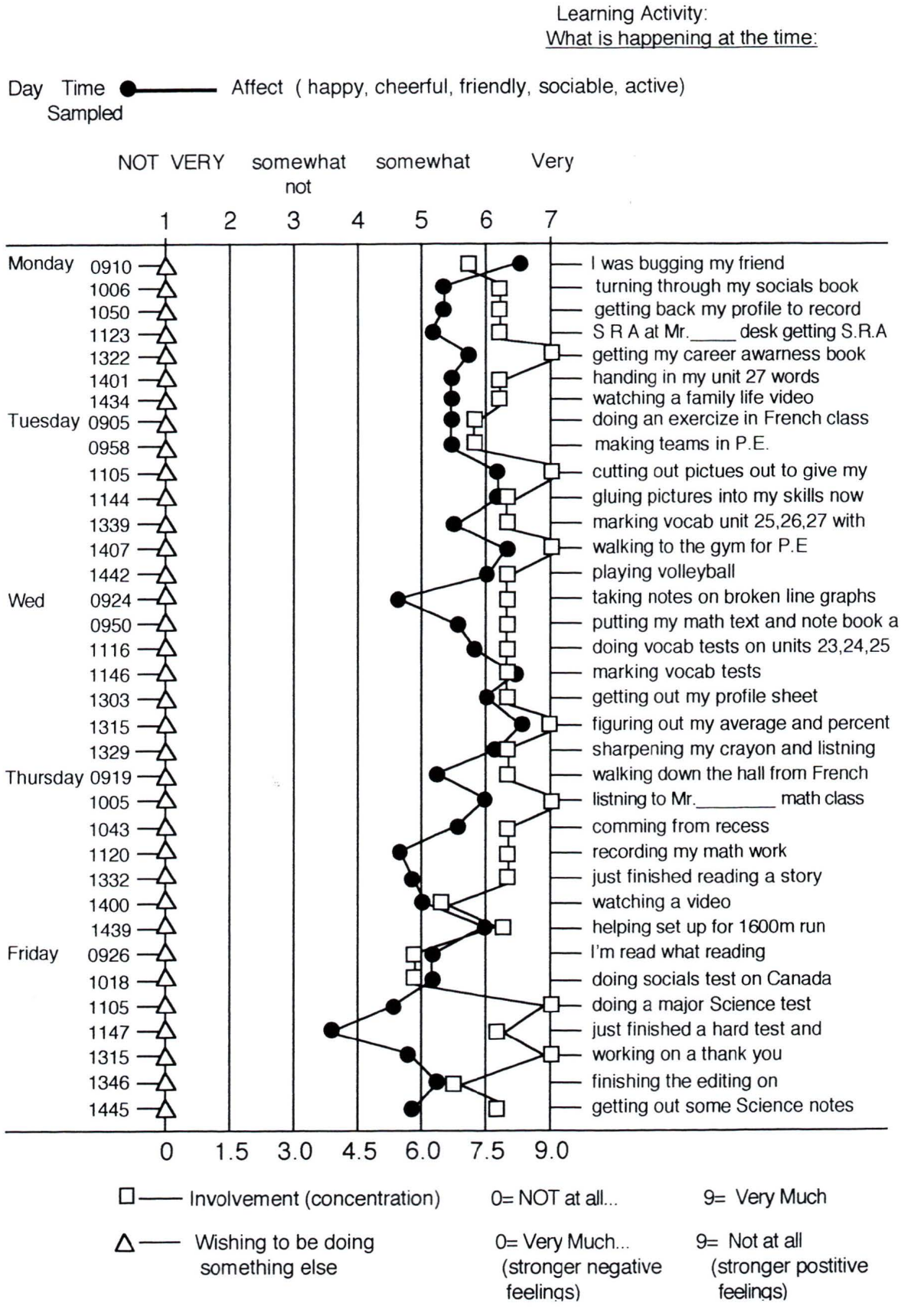


Table 6 Means and Standard Deviations of Cory's Feeling Scores for His Week in The Classroom

Scale	$\overline{X}$	S.D.
Happy	5.5	1.5
Cheerful	6.0	1.1
Friendly	5.6	1.2
Sociable	5.2	1.0
Active	5.5	1.4
(1-7)		
Total Affect	5.1	1.4
Involvement (0-9)	7.9	1.2
Wishing to be doing something else (0-9)*	0.0	0.0

Note: * rating based on

0= Very Much (stronger negative feelings)

9= Not at all (stronger positive feelings)

Cory's feelings and classroom activity. His averaged scores indicated that he was more than "somewhat" but less than "very" happy, cheerful, friendly, sociable and active for most activities in the classroom throughout the week. There were two activities in which he experienced higher feelings. One was the first activity he reported Monday in which he was interacting with a friend. The second was when he was figuring out the average and percent of his scores from class work evaluation results. There were two activities also in which he reported lower affect ratings. During one of these times he was taking down Math notes and during the other he had just finished a hard test and expressed that he was not confident he had done well.

Cory consistently rated himself as feeling involved in all activities. There appeared to be several activities each day of the week in which he indicated feeling especially involved. He gave the highest possible rating of 0.9 to seven different activities throughout the week. The first was on Monday when he was getting ready for a class in careers awareness. On Tuesday he was cutting out pictures to give to his friend, and later that day he felt involved while walking to the gym for P.E. He felt highly involved Wednesday as he calculated his average and percentages to record on his personal profile sheet. Thursday at 10:05 a.m. he was listening to Mr. _____ Math class in which he indicated being involved. Friday at 11:05 he felt highly involved while doing a major Science test and at 13.15 felt similarly involved with word processing a thank you letter on a computer.

The most striking result of Cory's feelings about wishing or not wishing to be doing something else during learning activities in the classroom is that he rated himself as very much wanting to be doing something else for every activity from Monday through Friday.

Discussing Cory. Cory's ratings of his ongoing feelings in the classroom show a young male adolescent who indicates being highly positive about his classroom experiences, rates his feelings as being highly involved in the varied and changing activities throughout the week, but he reports that he has an extremely strong feeling of wanting to be doing something else all of the time regardless of the activity. His profile is somewhat of an enigma.

For him there seems to be some relationship between his affect states and feelings of involvement, for example, when he is feeling good he also seems to be enjoying the activity at the time. Although there is some variation in his daily feeling states from self-report to self-report, there is little variation in his feelings of involvement.

Both affective states and feelings of involvement seem to parallel each other closely. It appears as though he deliberately attempts to control his feelings of involvement during regular classroom activity by holding them constant as the highly consistent pattern of his scores seems to imply.

Even more consistent, to the point of extreme, are the scores of "wishing to be doing something else." These feelings when compared to the scores of his other feelings are at the opposite end of the scale or absolute 0. He may be making a powerful personal statement by rating his feelings in this way. He may be saying that although he is responding with feelings that are expected of a young adolescent, that is, being happy and positive and wanting to participate in activities, that he is really experiencing an kind of affective "dissonance." He has rated his other two feelings so positively that perhaps Cory sees the need to express his negative feelings in as positive a way as possible. To avoid dissonance with his other two feelings he gives "wishing to be doing something else" the highest possible rating of 9.0 for all self-reports. However, when the

wishing scores are mirrored they then represent 0.0 at the opposite end of the scale from 9.0 and show strongly negative responses in favour of wanting to be doing something else. Cory's feelings may represent those of many young adolescents who feel pressured by parents, teachers, institutions to achieve the highest possible standings whether they like it or not. Students are then left to cope with these feelings in the classroom from day to day at the same time trying to meet the expectations.

Emergent Themes

Analysis of the results of six individual profiles of young adolescents revealed, in addition to possible answers to the research question, four general themes that were directly related to this study and perhaps are of particular importance to teacher educators: the nature of the feelings, the differences in feelings, the meaning of the feelings, and changes in feelings. A discussion of each follows.

The Nature of the Feelings

There are what Guba (1978) calls recurring regularities that emerge from this study of adolescents' feelings in the classroom. The result of the young adolescents' feelings during regular class times seems to be moderately positive. These results support research which according to standard deviations indicates that early adolescence is not a time of greater inner turmoil and greater "mood" variability (Larson, Csikszentmihayli & Graef, 1980; Offer & Offer, 1975; Peterson & Ebata, 1987). This study does not emphasize the social aspects of adolescent development, however, when the data were examined, there is no evidence of

any strong or lasting variations in feelings associated with social factors in the classroom.

Young adolescents at this stage of development seem to somehow cope with their feelings during intellectual activities. In the present study, the nature of the feelings implies that feelings which young adolescents experience in the classroom may be complex. During learning activity students can be performing different activities without feeling involved. They can, at the same time, report positive feelings in what they are doing, as well as strongly wishing to be doing something else. For the three groups of feelings the study examines--affect states, feelings of involvement, and "wishing to be doing something else"--there are no more than 16 times for all profiles in which all feelings merge into one harmonious and coherent response in relation to an activity. For most reports there seems to be an overlapping and intertwining of feeling states, feelings of involvement and wishing to be doing something else with varying intensities and for different feelings.

What also becomes evident in analyzing the profiles is involvement of adolescents' feelings in classroom activity. This seems to occur whether the activity is mundane or highly exciting. Some patterns of responses seem unique to an individual adolescent for a particular activity at any given time.

Differences in Feelings

Most teachers are aware of gross differences in their students' expressed feelings to recurring classroom events. When it comes to more subtle individual aspects of student feelings these are seldom known to the teacher. That each individual young adolescent produces some unique pattern of feeling responses is evident from this study. A comparison of female and male feeling responses to

the same activities at the same time of the school day during a week in the classroom was made. Figure 7 shows the averaged scores for affective states for all six participants. Scores of male students seemed much the same with only 0.1 scale units separating their feeling averages, showing some consistency in feeling responses. For females there was a greater discrepancy and they scored slightly lower than the males for affect. In the present study young adolescent boys seemed to express slightly stronger positive feelings than girls.

Figure 8 compares the female with the male participants on feelings of involvement and wishing to be doing something else. The male participants indicate feeling more involved than the female participants by an average of 6.3 points on the scale for involvement. The female scores on "wishing to be doing something else" are an average of 4 points higher on the scale which suggests that young adolescent females are more positive and want to be doing class activities when compared to the desires of young adolescent males under the same classroom conditions of activity and time.

The relationship between the higher and lower achievers in this stratified random sample of n=6 young adolescents also reflects differences in performance groups. Figure 7, referred to previously, shows that there is only a .5 unit overall difference in affect feeling states between Alex, the higher academic achiever, Ben the middle achiever, and Cory the lower achiever. Among the females, however, there is an overall difference of .8 units in affect feeling states. Abby, the higher achiever, indicates feeling better about her classroom experiences than Beth, the middle achiever, and Coral, the lower achiever. This difference among adolescent girls points to further differentiation within existing research of the same sex, and to differing responses to achievement (Dueck, 1986). The response patterns of feelings of involvement which are represented by the average scores,

Figure 7. Comparison of Affect Feeling States In Female and Male Adolescents During Regular Class Activity

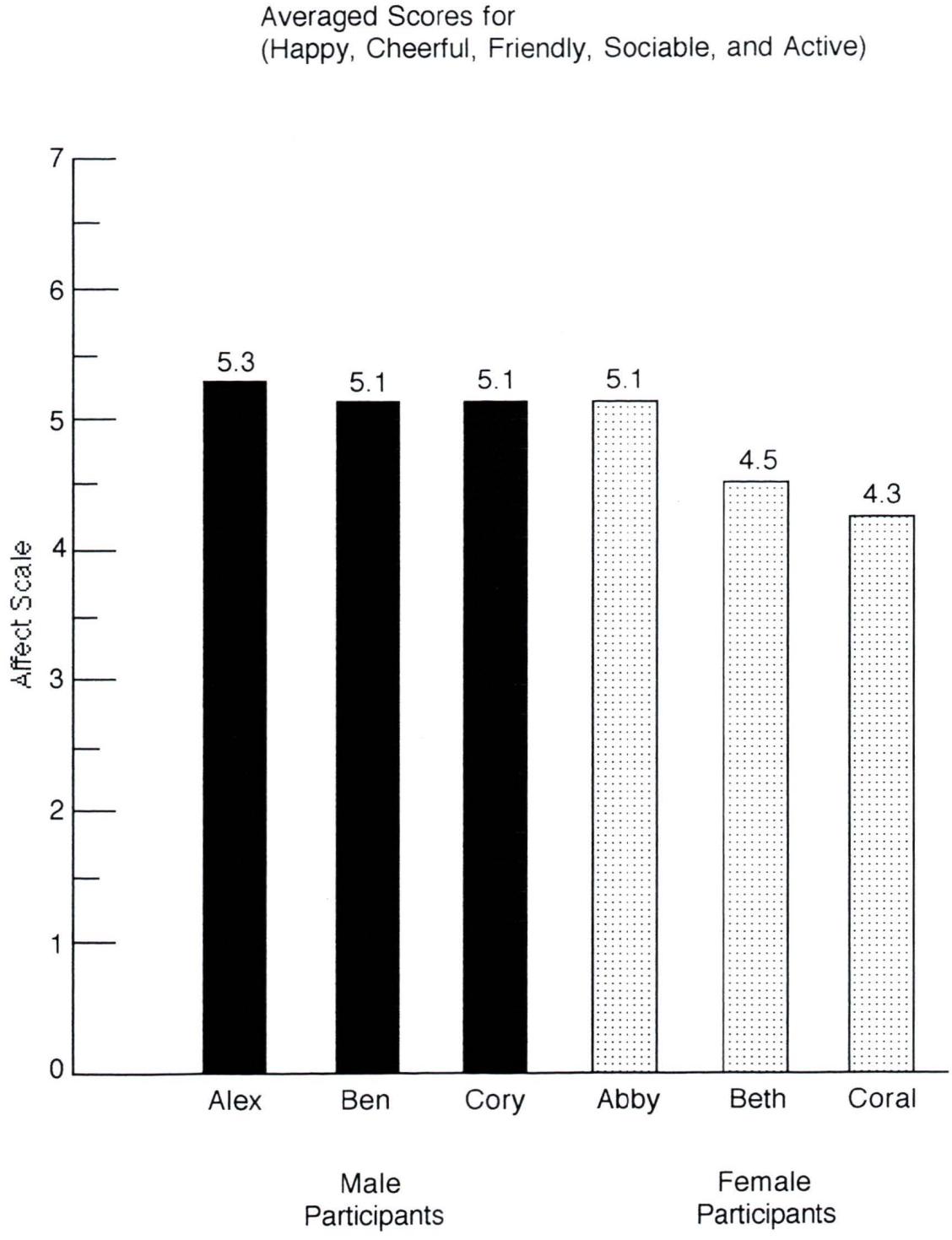
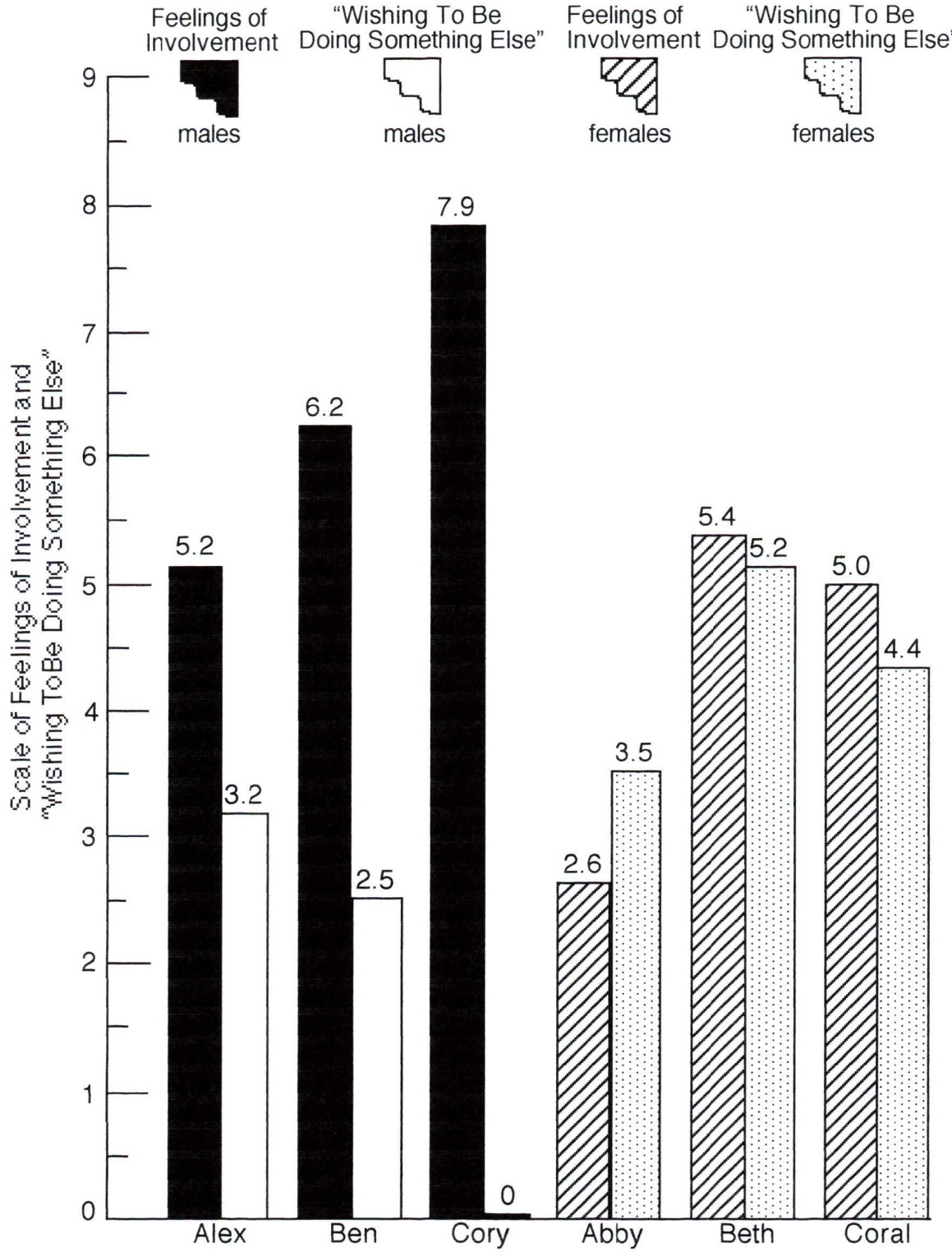


Figure 8. Comparison of Feelings of Involvement and "Wishing To Be Doing Something Else" For Female and Male Adolescents During Regular class Activity



*"Wishing to be doing something else" mirrored values:

0= Very much... (stronger negative feelings)

9= Not at all... (stronger positive feelings)

suggest that Cory who is the lowest achieving male feels most involved. This pattern is different from what is expected of a student who struggles academically.

There are some notable differences in "wishing to be doing something else" responses among achievers in this study. For the males, the feeling of "wishing to be doing something else" is generally low (the higher score indicating a more positive feeling). Alex's (the higher achiever) score is 3.2, suggesting that his success as a student could make him feel only somewhat positive about wanting to be doing the classroom activities. The positive feelings seem to decline with the middle achiever. Cory, the lower achiever, reports and absolute score of 0 indicating a total desire to be doing something else. A reverse pattern exists for the female participants. Abby, the higher achiever, by comparison shows the lowest score or stronger negative feeling to be doing something else. Coral, the lower achiever, has the second highest score which means her feelings are quite positive. Beth, the middle achiever, shows the highest score and most positive feeling toward classroom activity. Differences in "wishing to be doing something else" seems highly dependent upon the intrinsic motivation of each young adolescent.

The Meaning of the Feelings

What seems to also recur throughout the profiles is the phenomenon of personal meaning of the feelings. Young adolescents may already feel a certain way toward a classroom activity before experiencing it, or they experience a classroom activity and then develop feelings about what it means to them. For example, the meaning that they give to their feelings results in their saying they may be bored by an activity or stimulated by it. The research of Richards and

Larson (1989) puts forth the notion that males are attracted to certain kinds of activities such as physical activity, while females seek more social and interpersonal activities. Perhaps feelings may serve a purpose for young adolescents or indicating their classroom experiences have definition, direction or value.

Some young adolescents in this study seem to make meaning from class experiences by gravitating toward those activities that they are emotionally (psychologically) or intellectually weakest in. For example, Alex, who has high intellectual ability, seems to seek out activity with greatest male social involvement. Ben, the second highest in intellectual ability, is likewise drawn to activities with a strong social involvement. Coral, the lower achieving female adolescent, takes particular pleasure in being referred to as a "book worm" and Cory, the lower achieving male adolescent, seeks out responsible jobs of an intellectual nature, such as organizing, supervising and running the month-long classroom patrol program activities for the entire class.

There are other intriguing aspects of this theme. If feelings are an ongoing part of young adolescents experiences in the classroom, how do they manage or cope with the ongoing integrated process? Do they hold some feelings constant while responding to others? Perhaps they accommodate some and not others? Or could it be that they go through a form of self-intervention, a type of self-awareness whereby they consciously think about how they feel and respond accordingly? Questions such as these have implications for classroom teachers in changing their practice, in being more proactive in "reading the feelings" of young adolescents in the classroom, and not just focus on numerical data from test scores or critiquing written work.

Changing Feelings

Each young adolescent revealed in the present study that his or her feelings are continuously changing in the classroom. These feelings, singly or as a group, changed with remarkable frequency and intensity. Changes in feeling in itself seems predictable. Knowing that feelings can change may be used in a positive way by classroom teachers to change attitudes of young adolescents when needed.

The present study shows that within 40 minute intervals each day, throughout the week in the classroom, young adolescents experience feelings with varying intensities. The feelings can be identified. Even though the feelings appear to be transient they have predictability in that they can reappear when similar classroom conditions recur.

A young adolescent's feelings change the most in the classroom as the learning activities change. But it may be interesting to note that participants report a change in feelings that does not seem to be associated with a specific activity or time of day. This change in feelings may be linked to future or past events in the adolescent's life. Examples would be Coral "daydreaming" about the T.V. serials she will watch or Cory feeling the pressure from home to achieve in school. The effects of life events on feelings of adolescents in the classroom would require a separate study. Such a study could include the influences from what Bronfenbrenner (1977) calls the "Mesosystem" such as the home or other closely related settings that the adolescent interacts with away from the school.

The continuously changing intensities can be interpreted as measures of the inner strengths of what each adolescent is feeling. They appear as a "seismographic"-like record of each individual's inner change. Changes in intensities seem to be common for all individual adolescents in this study, but the

strength with which each responds to the changing times or activity, can be read like his or her "emotional signature."

These changes in each adolescent's affective state, feelings of involvement and desire, appear to be ongoing in each classroom day and week which the present study makes visible.`

CHAPTER V

CONCLUSIONS, LIMITATIONS, AND IMPLICATIONS

Conclusions of the Study

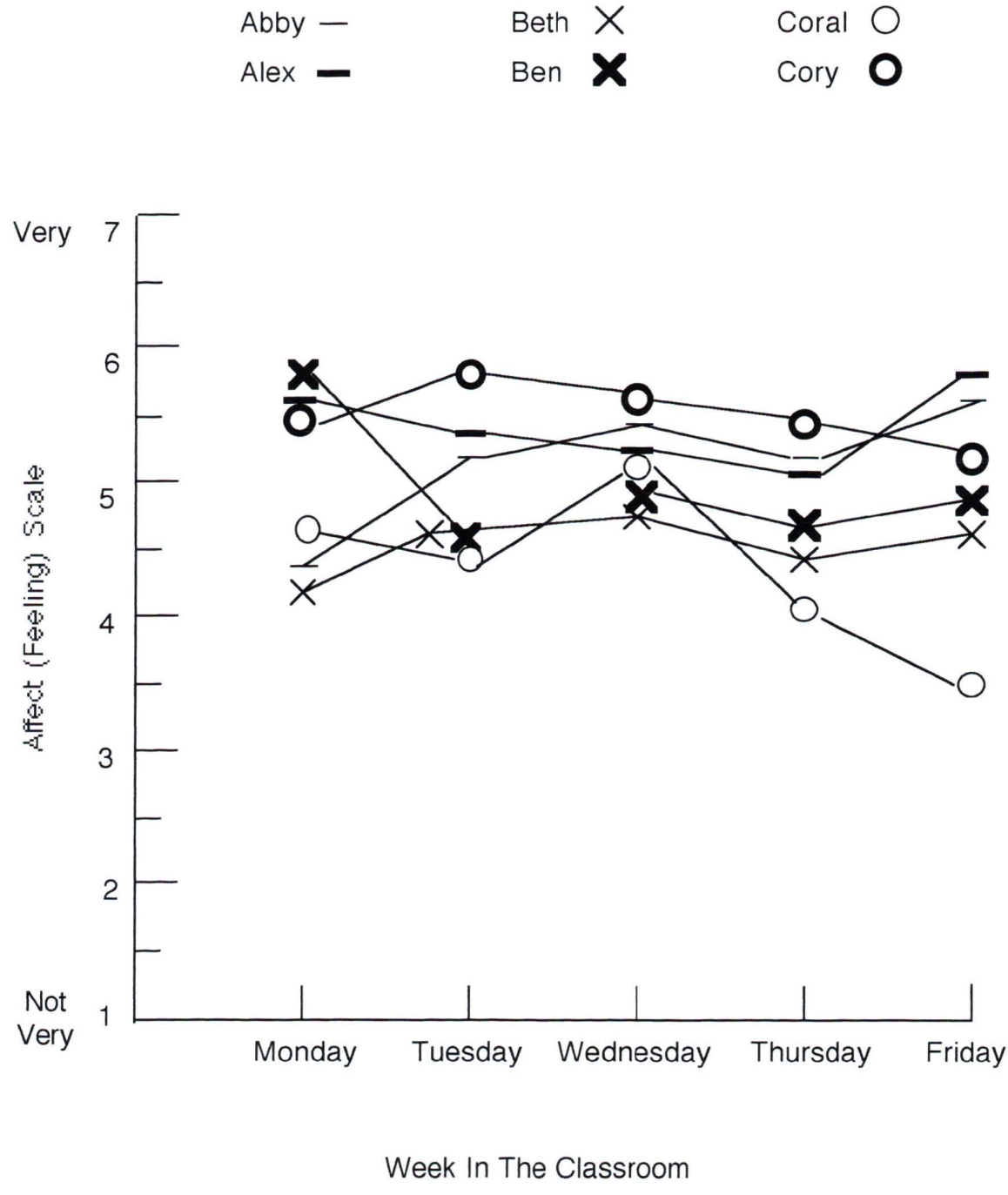
This study is concerned with feelings individual young adolescents report while in class at school. Conclusions are based on the answers to the specific research question:

What feelings do young adolescents experience in the classroom during regular learning activity?

Affect: Feelings

Results from this study lead to the general conclusion that a young adolescent in a suburban school classroom does experience affect states of *happiness, cheerfulness, friendliness, sociability and activation* in a continuous and positive way, with some degree of intensity. The individual profiles of adolescents show the uniqueness and variability of affective experiences. From this evidence, the "emotional flatness" described by Good and Brophy (1973) and "relatively neutral" states when doing class work found by Leone and Richards (1989) may be a somewhat misleading description of the feelings of a class. When the scores from individual profiles are averaged, this perceived emotional flatness is observed and can be misinterpreted. Figure 9 shows a graphic summary of the averaged responses for each adolescent's week in the classroom. Describing an adolescent's feelings in this way, the extremes of feeling states are removed, changing the "black and white" picture to shades of gray, and the complexity of their responses becomes embedded. Jackson (1968) explains this

Figure 9 Graph of Averaged Affect Ratings of Each Participant During Regular Classroom Activity



"grayness" by saying that some students may be able to separate their feelings and the daily business of classroom life. For them school may be reduced to one of life's inevitabilities toward which they adopt a take-it-or-leave-it attitude.

Feelings of Involvement

When the activities and the time were kept constant for all of the participants, the feelings of the adolescents in this study varied to a great degree. Feelings of involvement are associated more with the individual adolescent's personal temperament than with the activities or time of day. Figure 10 provides a graphic reference for conclusions relating to feelings of involvement for the adolescent's week in the classroom. The source of the feelings may extend beyond the classroom and the scope of this study. The averaged responses range from 2.6 to 7.9 on a 0-9 scale throughout a school week.

Feelings of "Wishing to Be Doing Something Else"

A common feeling that adolescent students often express is that they "dislike school" and would rather be doing something else. This feeling is not corroborated by all of the individual adolescent self-reports in this study. The conclusion drawn from the responses of these adolescents suggests most feel somewhat "wishing to be doing something else" and that they are generally not as content in a present day classroom as is expected by this researcher. Figure 11 shows a graphic summary of each participant's daily feelings of "wishing to be doing something else" and supports this conclusion.

The outcomes from the present study of adolescents' "wishing to be doing something else" does support the study by Csikszentmihalyi and Larson (1984) who report that young adolescents experience strong negative feelings of

Figure 10 Graph of Averaged Daily Scores of Each Participant Being Involved in Daily Classroom Activity

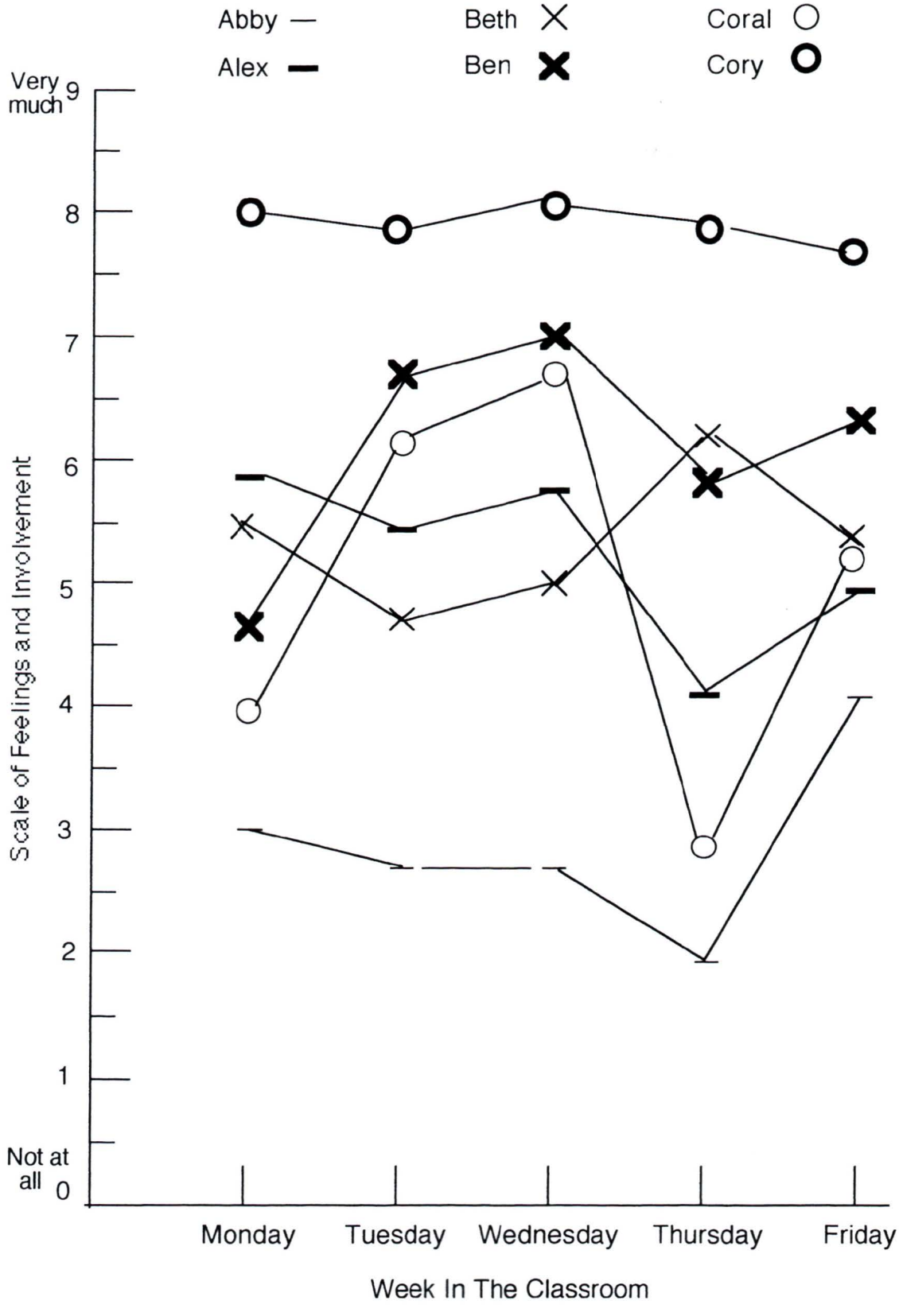
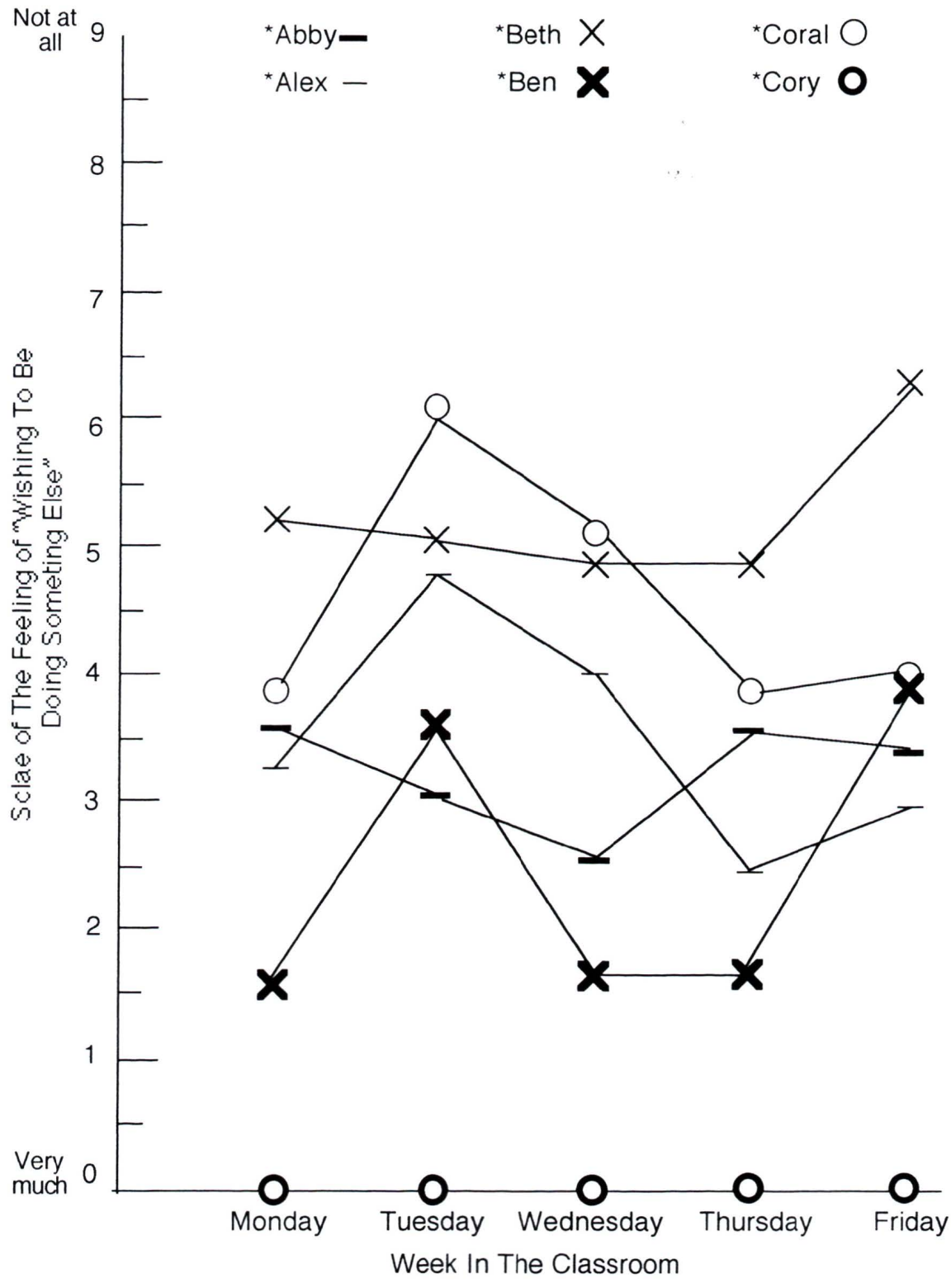


Figure 11 Graph of Averaged Daily Scores of Each Participant "Wishing to be doing something else" during Daily Classroom Activity



* Scores are mirrored to reflect the scale: 0= Very Much... (stronger negative feelings)
9= Not at all.....(stronger positive feelings)

"wishing to be doing something else" in class. Caution must be used in concluding that young adolescents feel negatively about their classroom experiences. They could be responding to the negative way the research question was posed. Given the unlimited number of choice of activities each adolescent could imagine herself or himself wishing to be doing, school work could be least appealing by default.

Feelings and Classroom Activities

Part of the research question to be answered includes the association of adolescents' feelings with the learning activities going on at the time. The results from the study lead to the conclusion that for a young adolescent in a suburban school the most negative and positive feeling states are not associated with any particular activity. Figure 12 provides a summary of the activities associated with the highest and lowest scores reported by each adolescent and shows no visible patterns.

Time of Day and Week

There is no clear evidence in the present study to conclude that what a young adolescent feels is directly associated with a particular time of day in the classroom. Teachers try to timetable the core academic subjects for the morning rather than afternoon. However, there is nothing in the present study to suggest that a young adolescent feels better about doing class work in the mornings rather than in the afternoons.

A weaker general conclusion relating the feelings of the group to the time of week adolescents feel most positive are Tuesday, Wednesday and Friday. Such adolescent response patterns to spending long periods of time in a classroom

Figure 12. Activity Described By Each Adolescent For Their Highest And Lowest Feeling Scores During A Week In The Classroom

Participant	Level	Feelings: Affect ●	Involvement □	Wishing... △
Abby	High	-writing answers to test	-writing science test	- textbook math activity
	Low	-marking and recording reading results	-watching vollyball -checking my student profile -calculating % -watching students run 1600m	-reading nd answering math story problems -marking and recording results -writing a science test -typing up thank you letter
Alex	High	-finished science test -playing volleyball -doing math work gauss	-writing vocab test -writing pop quiz -doing a science test	-walking to qym
	Low	-watching music video	-walking to gym -talking to...	-working on 2 thank you cards -filling out my average -listning to Mr. talk about art -writing "Pop Quiz" -watching music video -marking test results
Beth	High	-preparing for a math test	-doing a science test	-writing a thank you letter on computer
	Low	-skills now project table of contents	-watching a video in music class -doing a science test	-preparing for socials
Ben	High	-playing volleyball	-marking vocab -playing volleyball -filling out my vocab test -doing pop quiz -doing science test -Mr.__ is collecting science	-playing volleyball -talking after science test -working on computer -reading about Egypt
	Low	-writing a science test	-making jokes about	-writing a thankyou letter -filling out a french sheet -doing vocab. -numbering skills now book
Coral	High	-calculate my average in math	-picking names for P.E. -table of contents for skills now -doing broken line graphs -filling out master profile sheet -doing a science test in matter	-band -table of contents -playing volleyball -filling out master profile sheet -math graphing -cutting out pictures
	Low	-keyboard practicing	-math graphing -cutting out pictures skills now	-writing pop quiz in L.A. -warming up endurance run -watching clock to mark test
Cory	High	-bugging my friend -computing my average	-getting out skills now -cutting out pictures -walking to gym -calculating my average -listening to Mr.__...	- no activities
	Low	-finished writing a test	-watching music video -reading about reading -doing socials test on Canada	- all activities

may have implications for any future practices of school districts extending the school week to six days and the school year to twelve months. According to the present study increasing the time spent in the classroom may not translate into adolescents being more productive or feeling better about school.

Limitations of the Study

The study may be limited by the lack of psychometric testing of the ESM instrument. Few studies have been done to specifically research the validity and reliability of the ESM procedure (Hormuth, 1986; Larson & Csikszentmihalyi, 1983). Saarni (1984) points out that by age seven or eight, children become adept at hiding their emotional states from others. However, a more recent ESM study shows stability, in that a person's aggregate pattern of ratings represent meaningful features of that person (Larson, 1989). This researcher's experience, in the present study using ESM, also suggests that it can be a highly sensitive procedure. This is evident in the way that it reflects the emotional functioning of individuals.

It must be pointed out also that in the present study, unlike most self-report measures, the researcher did not rely on one single assessment but obtained repeated measures across six participants and many activities over a period of time.

Other sources of validity in this study are indicated by Bronfenbrenner's (1977) definition of ecological validity which refers to the extent to which the class environment experienced by the adolescents has the properties it is supposed or assumed to have by this researcher. What may be useful is cross-

validation using the same approach by a colleague teaching the same grade at the same time of the school year.

Finally, there is content validity in the present study through the adolescents' direct ratings of how they feel at a given moment.

Other influences on the participants' feeling responses may be the effects of training and habituation. The style of instruction, being predominantly structured and direct for the entire year, may inadvertently affect the participants' feelings in a predictable way, hence the profiles of students' feelings may be somewhat unique or specific to a particular classroom.

Another concern of this study is observer bias, the kind proposed by Rostand (1960). In the present study the researcher was the teacher of the class and worked closely with the participants and the outcomes of their responses. It is possible for this researcher to describe or interpret effects that do not truly represent the participants or conditions of the study.

A final effect that may limit this study is the Hawthorne effect by deliberately placing greater emphasis on feelings for a concentrated period of time. This is normally not done with adolescents in regular classroom routines. By doing so, it is possible to create greater sensitivity toward feelings within adolescents, producing somewhat distorted results (Borg & Gall, 1989).

The size of the sample group is important to this study. Some of the effects mentioned previously may be minimized if, for example, the sample is drawn from different classes of grade seven adolescents within the same school or other suburban schools.

In opting for a n=6 "small n" study design, any conclusions based on this research cannot be generalized to the population of adolescents at large. Any conclusions may well be particular to the adolescents of this study. However, the

results provide some insight into the affective or inner functioning of an adolescent in this type of classroom and time in their development.

Implications of the Study

Changing Practices in the Classroom

Outcomes of the present research can be somewhat encouraging to teachers and administrators. The sample of adolescents of this study indicate, through their personal responses, that they are generally positive in their feelings in their public suburban school experiences, are moderately involved in the programs and processes, and do not all wish to be in class.

The outcomes of this research could have implications for improving classroom practices. The practices that need changing still seem to be those that deal with the average student's affective well being and its relationship to learning. Teachers and adolescents themselves will need to learn to recognize that feelings can be an integral part of the learning process and learning environment. A new kind of support for learning may be needed. Just as there is cognitive support for learning through strategies (Mulcahy, Short & Andrews, 1991), there should be "affective" support for the learner in the classroom as well. This is not to suggest that teachers become counsellors. It merely implies that the average teacher work more with the 'person behind' the activities, marks and grades, to include the way he or she feels during academic class work. For example, much teacher time is spent conferring about students with parents, other colleagues, support staff, administrators and other caregivers, but little time is spent actually conferring, one to one, with the student. Elkind (1989) reports that a teacher spends as little as six hours conferring with each student

per year. The conclusions of this study imply that the feelings young adolescents experience in the classroom may depend on how they have developed affectively as a learner and in everday life.

There seems to be a growing need for more humanistic approaches to education. Technology, contrary to its impersonal implications, may eventually be used to "free" teachers from record keeping, evaluating and reporting, to spend that time learning who their students are and supporting them psychologically in the classroom.

For Further Research

Results from this study raise other research questions relating to affect and adolescents in the classroom learning environment. Time seems to be a constant concern of most classroom teachers. The time at which activities occur for young adolescents according to the conclusions of the present study, does not seem as important as teachers recognizing that there may be "natural rhythms" to each individual's feelings of time of day or week in the classroom. Through current technology, such rhythms could be used with even more precision and sensitivity in developing personalized learning schedules for adolescents, rather than being restricted to the contrived conveniences for mass instruction, which are still used in classrooms today with young adolescents.

This study describes what feelings young adolescents experience and the nature of their feelings under classroom conditions. What it does not do is examine how young adolescents deal with emotion-eliciting events in the classroom or the emotional "baggage" they bring to school from real life events away from the classroom. Quite often the teacher notices a range of feelings such as anger, elation, depression, anxiety, or activeness in adolescents during the

course of the day. Questions worthy of further research are: how do young adolescents internally adapt to their constantly changing feelings? Do adolescents, for example, experience a kind of "affective dissonance" between how they feel and how they act? How do they "accommodate" such feelings and are there mechanisms that young adolescents use to "get through their school day"?

The present study investigated young 13 year old adolescents in an academic "transitional stage" at grade 7. An extension of this study to include 16 year old adolescents at their academic transitional stage to high school may be informative. A comparison study of how adults feel in adult education classes may be of interest and be of value to "life span" research. A comparison of affective data resulting from such studies could provide new insights into adolescent emotional growth and development in the school setting. From studies such as these, data on how students feel may emerge, to provide some direction for teachers on how to make classroom learning more personally enjoyable and meaningful, for more of the time in the classroom during these transitional years.

Finally, the present study encourages a reexamination of the concept of intrinsic motivation in adolescents. The question that needs to be asked is what sustains adolescents to keep learning through the days, weeks and school year? Different solutions to this question may be found by researching the affective components of motivation: feelings of success or failure, personal attitudes, personal needs, will and desires. Research along these lines will require the continuing shift of how teachers perceive students. We need to believe in the *total person as a learner and not the learner as an object of a total educational process.*

REFERENCES

Anderson, L.W. (1987). The classroom environmental study: Teaching for learning. Comparative Education Review, 31(1), 69-87.

Barker, G.B., & Wright, H.F. (1951). One boy's day: A specimen record of behavior. New York: Harper & Brothers.

Bayer, D.L. (1986). The effects of two methods of affective education on self-concept in seventh-grade students. School Counsellor, 34(2), 123-134.

Betts, G.T., & Knapp, J. (1982). "Autonomous learning and the gifted: A secondary model." Paper presented at a workshop of the Association of Gifted and Talented Education, Hardin, MT.

Biehler, R.F. (1971). Psychology applied to teaching. Boston: Houghton Mifflin.

Blyth, D.A., & Traegar, C.M. (1983). The self-concept and self-esteem of early adolescents. Theory Into Practice, 22(2)U, 91-97.

Brophy, J.E. (1982). Two reaction papers: School as students experience it. The Elementary School Journal, 82(5), 519-528.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. American Psychologist, 34(10), 844-850.

Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. American Psychologist, 34(10), 844-850.

Borg, R.W., & Gall, D.M. (1989). Educational research. New York: Longman.

Byrne, D.B., Hattie, J.A., & Fraser, B.J. (1986). Student perceptions of preferred classroom learning environment. Journal of Educational Research, 80(1), 11-18.

Carpenter, C.J., Huston, A.C., & Spera, L. (1989). Children's use of time in their everyday activities during middle childhood. In M. Bloch & A. Pellegrini (Eds.), Ecological context of children's play. New Jersey: Abbex.

Cooley, W.W., & Mao, B.J. (1980). The sample of classroom time observed. Journal of Classroom Interaction, 17(1), 31-36.

Carter, T.M. (1971). Early adolescent characteristics, limitations, problems and attitudes. Educational Psychology, 92(1), 90-94.

Csikszentmihalyi, M., & Larson, R. (1984). Being adolescent: Conflict and growth in the teenage years. New York: Basic Books.

Csikszentmihalyi, M., & Larson, R. (1987). Validity and reliability of the experience-sampling method. Journal of Nervous Mental Disorders, 175, 526-533.

Csikszentmihalyi, M., Larson, R., & Prescott, S. (1977). The ecology of adolescent activity and experience. Journal of Youth and Adolescence, 6(3), 281-294.

Doyle, W. (1981). Research of classroom contexts. Journal of Teacher Education, 32(6), 57-60.

Dweck, C.S. (1986). Motivational processes affecting learning. American Psychologist, 41, 1040-1048.

Eccles, J.S., & Midgley, C. (1990). Changes in academic motivation and self perception during early adolescence. In R. Montemaryer, G.R. Adams, & T.P. Gullotta (Eds.), From childhood to adolescence (pp. 134-155). Newbury Park, CA: Sage.

Elkind, D. (1989). The hurried child (rev. ed.). New York: Addison-Wesley.

Fraser, B.J., & O'Brien, P. (1985). Student and teacher perceptions of the environment in elementary school classrooms. Elementary School Journal, 85, 567-580.

Friedenberg, E.Z. (1966). The dignity of youth and other atavisms. Boston: Beacon.

Gille, B.C. (1980). Report of a commission on education. Victoria, BC: Greater Victoria School District 61.

Good, T.L., & Brophy, J.E. (1973). Looking in classrooms. New York: Harper & Row.

Goodlad, J.I. (1984). A place called school: Prospects for the future. New York: McGraw Hill.

Goodlad, J.I., & Klein, M.F. (1970). Behind the classroom doors. Worthington: Charles A. Jones.

Greene, A.L. (1990). Patterns of affectivity in the transition to adolescence. Journal of Experimental Child Psychology, 50, 340-356.

Greer, M.E. (1985). Back to basics: Inner dimensions. Childhood Education, 61(4), 263-266.

Guba, E.G. (1978). Toward a methodology of naturalistic inquiry in educational evaluation. Los Angeles, CA: Center for the Study of Evaluation, UCLA Graduate School of Education.

Hormuth, S.E. (1986). The sampling of experiences in situ. Journal of Personality, 54(1), 262-293.

Izard, C.E. (1977). Human emotions. New York: Plenum Press.

Jackson, P.W. (1968). Life in classrooms. New York: Holt, Reinhart & Winston.

Jackson, P.W., & Getzels, J.W. (1959). Psychological health and classroom functioning: A study of dissatisfaction with school among adolescents. Journal of Educational Psychology, 50(6), 295-300.

Josephina, Sister, C.S.J. (1959). A study of attitudes in the elementary grades. Journal of Educational Sociology, 33, 56-60.

Kniverton, B.H. (1969). An investigation of attitudes of adolescents to aspects of their schooling. British Journal of Educational Psychology, 39(1), 78-81.

Kong, S.L. (1970). Humanistic psychology and personalized teaching. Toronto: Holt, Rinehart & Winston.

Larson, R. (1989). Beeping children and adolescents: A method for studying time use and daily experience. Journal of Youth and Adolescence, 18(6), 511-530.

Larson, R., & Csikszentimihalyi, M. (1983). The experience sampling method. In H.T. Reis (Ed.), Naturalistic approaches to studying social and behavioral science (pp. 41-56). San Francisco: Jossey-Bass.

Larson, R., Csikszentmihalyi, M., & Graef, R. (1980). Mood variability and the psychosocial adjustment of adolescents. Journal of Youth and Adolescence, 9(6), 469-490.

Larson, R., & Lampman-Petraitis, C. (1989). Daily emotional states as reported by children and adolescents. Child Development, 60, 1250-1260.

Larson, R., & Richards, M.H. (1989). Introduction: A changing life space of early adolescence. Journal of Youth and Adolescence, 18(6), 501-509.

Larson, R., & Richards, M.H. (1994). Divergent realities: The emotional lives of mothers, fathers and adolescents. New York: Basic Books.

Leone, C.M., & Richards, M.H. (1989). Classwork and homework in early adolescence: The ecology of achievement. Journal of Youth and Adolescence, 18(6), 531-547.

Malatesta, C.Z. (1981). Affective development over the lifespan: Involution or growth? Merrill-Palmer Quarterly, 27(2), 145-173.

Marsh, H.W. (1993). The multidimensional structure of academic self-concept: Invariance over gender and age. American Educational Research Journal, 30(4), 841-860.

Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. (1992). Field-based research: A working guide. (ISBN 0-7726-1471-7). Province of British Columbia.

Moos, R. (1979). Evaluating educational environments. San Francisco: Jossey-Bass.

Mulcahy, R.F., Short, R.H., & Andrews, J. (Eds.) (1991). Enhancing learning and thinking. New York: Praeger.

Offer, D. (1969). The psychological world of the teenager: A study of normal adolescent boys. New york: Basic Books.

Offer, D., & Offer, J. (1975). From teenage to young manhood: A psychological study. New York: Basic Books.

Petersen, A.C. (1988). Adolescent development. Annual Review of Psychology, 39, 583-607.

Piaget, J., & Inhelder, B. (1969). The psychology of the child. New York: Basic Books.

Plutchik, R. (1962). The emotions: Facts, theories and a new model. New York: Random House.

Prawat, R.S., Grissom, S., & Parish, T. (1979). Affective development in children, grades 3 through 12. The Journal of Genetic Psychology, 135, 37-49.

Raddysh, J. (July 21, 1993). Droputs show signs early in life: Study. Times-Colonist, Victoria, BC, p. C10.

Richards, M.H., & Larson, R. (1989). The life space and socialization of the self: Sex differences in the young adolescent. Journal of Youth and Adolescence, 18(6), 617-626.

Ringness, T.A. (1975). The affective domain in education. Boston: Little, Brown & Co.

Rogoff, B. (1978). Spot observation: An introduction and examination. Quarterly Newsletter of the Institute of Comparative Human Development, 2, 21-26.

Rosenshine, B.V. (1978). How time is spent in elementary classrooms. Journal of Classroom Interaction, 17(1), 16-25.

Rostand, J. (1960). Error and deception in science. New York: Basic Books.

Savin-Williams, R.C., & Demo, D.H. (1983). Situational and transituational determinants of adolescent self-feelings. Journal of Personality and Social Psychology, 44(4), 824-833.

Saarni, C. (1984). An observational study of children's attempts to monitor their expressive behavior. Child Development, 55, 1504-1513.

Seif, E. (1979). What are teachers like who use a personalized approach? Educational Leadership, 44(7), 262-264.

Stefanko, M. (1984). Trends in adolescent research: A review of articles published in Adolescence, 1976-1981. Adolescence, 19(73), 1-14.

Sullivan, B.M. (1988). A legacy for learners: Summary of findings. (ISBN 0-7726-0847-4). Victoria, BC: Royal Commission on Education.

Taylor, S.J., & Bogdan, R. (1984). Introduction to qualitative research methods: The search for meanings. New York: John Wiley & Sons.

Tenenbaum, S. (1940). Uncontrolled expressions of children's attitudes toward school. Elementary School Journal, 40, 670-678.

Thompson, G.G., & Gardner, E.F. (1969). Adolescents' perceptions of happy, successful living. The Journal of Genetic Psychology, 115, 107-120.

Tomkins, S. (1962). Affect, imagery, consciousness: The positive affects. New York: Springer.

Ugurolglu, M., & Walberg, H. (1979). Motivation and achievement: A quantitative analysis. American Education Research Journal, 16, 375-389.

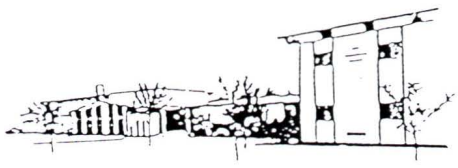
Waxman, H.C. (1991). Investigating classroom and school learning environments: A review of recent research and developments in the field. Journal of Classroom Interaction, 26(2), 1-4.

Williams, S., & McGee, R. (1990). Adolescents' self-perceptions of their strengths. Journal of Youth and Adolescence, 20(3), 325-337.

APPENDIX A

Parent Letter of Informed

Consent and Response



Hillcrest Elementary School
4421 Greentree Terrace, Victoria, B. C. V8N 3S9
Telephone: (604) 477-7273 Fax: (604) 472-0389

Principal: Mrs. C. Harker, M.Ed.
Vice-Principal: Mr. R. Dryden, M.Ed.

Parental Letter of Informed Consent for Participation in the study entitled "Affective Experiences of Young Adolescents in Day-to-Day Learning Activities in the Classroom"

Dear Parents or Guardians,

I am conducting research for an advanced degree in Educational Psychology at the University of Victoria, Department of Psychological Foundations in Education. For my proposed research I am requesting permission from the parents of six students from Div.1.

The research question that I am attempting to answer is:
" What affective experiences (feelings,thoughts,motives) do young adolescents have during day-to-day classroom learning activities ? "

The method of this research is to have each student complete a simple pencil and paper self-report form at random times each day during a regular school work week in the month of June.

In order for the proposed research to proceed, the approval of; the University of Victoria, The Greater Victoria School District, Mrs.C.Harker (Principal of Hillcrest Elementary School),parents and children must be obtained according to set procedures.

Please read the following statements about the proposed research your son or daughter is being asked to participate in and respond accordingly.

Statements

I understand that the proposed research:

(1) would include my child as a;

(a) higher ☐

(b) middle ☐

(c) lower ☐

achiever,at this time, according to Report Card standings.

(2) will ask my child to rate as honestly and as accurately ***as he or she is able*** his or her inner feelings,thoughts and actions on a simple one page form, five times a day, for one school week.

(3) will be ***voluntary*** and that he or she may withdraw at any time without any change to his or her personal, academic or social standing.

(4) will collect information that will ***NOT*** be used for any school evaluation; ***be coded*** to ensure anonymity; be ***kept in a locked filing cabinet in a locked room***; be known only to the researcher and ***only the processed results*** of the information will be provided to administration officials ***if requested.***

(5) would ***destroy the data sheets and any copies of the data sheets that will be used in directly collecting information from each participant*** at the end of the research time; September,1995.

If you require more information about any aspect of the proposed research, I would be pleased to discuss it with you. You may call me at Hillcrest Elementary School; 477-7273 or at my home; 477-5643.

Respectfully,

Mr. A.Skolsky
(Researcher)

c.c. University of Victoria
Greater Victoria School District
Mrs. C. Harker, Principal Hillcrest Elementary
Mrs. M Hartley, Counselor Hillcrest Elementary School

Greater VICTORIA School District

Parental Response Letter of Informed Consent for Participation in the study entitled "Affective Experiences of Adolescents in Day-to-Day Learning Activities in the Classroom"

Response Statement

Date _____

Dear Mr. Skolsky,

I ***GIVE*** permission for my child _____
to participate in the proposed research.

(*Parent's Signatures*)_____ _____

I ***DO NOT*** give permission for my child _____

to participate in the proposed research.

(*Parent's Signatures*)_____ _____

Greater VICTORIA School District

APPENDIX B

Student Letter of Informed

Consent and Response

Hillcrest Elementary School
4421 Greentree Terrace, Victoria, B. C. V8N 3S9
Telephone: (604) 477-7273 Fax: (604) 472-0389

Principal: Mrs. C. Harker, M.Ed.
Vice-Principal: Mr. R. Dryden, M.Ed.

Student Participant Letter of Informed Consent for Participation in the study entitled "Affective Experiences of Young Adolescents in Day-to-Day Learning Activities in the Classroom"

Dear Student Participant,

Please read the following statements about the proposed research that you are being asked to participate in.

statements

I understand that the proposed research:

(1) would include me as a
- (a) higher ☐
- (b) middle ☐
- (c) lower ☐

achiever, at this time, according to my Report Card standing.

(2) is studying what feelings, thoughts, and actions I might have while learning activities are going on in the classroom and that I will be asked to rate as honestly and as accurately as I am able, my inner feelings, thoughts, and actions on a simple self-report form, throughout each school day for a week.

(3) is voluntary; either, if I *choose to* participate, I may stop doing the research at any time or if I choose ***NOT*** *to* participate, there will be ***no change*** in the way people feel about me, think of me, or act toward me personally, or in my grades or class standing as a student.

(4) will collect information that will ***not be used*** for any school evaluation of me or of my performance and that the information I give will be private; ***be coded*** so the information that I give will not be associated with me; be ***kept in a locked filing cabinet*** in a ***locked room*** so only the researcher and, if necessary, administration officials can see it.

If you feel that you may want to participate in the research please meet with me on (***date***)_____ at(***time***)_____ in the(***place***)_____ _____to discuss your part in the research and for you to ask me any questions about the research.

Respectfully,

[redacted]

Mr. A. Skolsky [redacted]
(Researcher)

c.c. University of Victoria
Greater Victoria School District
Mrs. C. Harker Principal Hillcrest Elementary
Mrs. H Hartley Counselor Hillcrest Elementary

Greater VICTORIA School District

Student Response Letter of Informed Consent for Participation in the study entitled "Affective Experiences of Adolescents in Day-to-Day Learning Activities in the Classroom"

Response Statement

Date _____

Dear Mr. Skolsky,

I ***CHOOSE TO*** participate in the proposed research.

*(Adolescent Participant's signature)*_____

I ***DO NOT CHOOSE TO*** to participate in the proposed research.

*(Adolescent Participant's signature)*_____

Greater VICTORIA School District

APPENDIX C

Self-Report Form

ESM Self-report Form

Name_____ Code_____

Date:_____ Time Sampled:_____

As you are sampled :

What is the MAIN thing that you are doing?_____ with whom ?

_____ _____

What OTHER things are you doing? _____ with whom?

_____ _____

Describe how you are feeling as you are sampled :

	very	quite	some	neither	some	quite	very	
happy	•	•	•	.	•	•	•	sad
irritable	•	•	•	.	•	•	•	cheerful
angry	•	•	•	.	•	•	•	friendly
lonely	•	•	•	.	•	•	•	sociable
active	•	•	•	.	•	•	•	passive

Are you in control of your actions? _____

Do you wish you were doing something else? _____

How well are you concentrating?

0 1 2 3 4 5 6 7 8 9

not at all very much

VITA

Surname: Skolsky Given Names: Arthur Marshall

Place of Birth: Vegreville, Alberta, Canada

Educational Institutions Attended:

University of Victoria	1989 to 1996
	1973 to 1974
	1969 to 1972
Banff School of Fine Arts	1960 to 1963

Degrees Awarded:

Diploma in Education (Elem. Curric.)	University of Victoria	1974
B.Sc.	University of Victoria	1972
Fine Arts Diploma (Painting)	Banff School of Fine Arts	1963

PARTIAL COPYRIGHT LICENSE

I hereby grant the right to lend my thesis to users of the University of Victoria Library, and to make single copies only for such users or in response to a request from the Library of any other university, or similar institution, on its behalf or for one of its users. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by me or a member of the University designated by me. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Title of Thesis:

Young Adolescents in the Classroom;

Affective Experiences During Learning Activity

Author: [redacted]

Arthur Marshall Skolsky

September 30, 1996