

To the Graduate Council:

I am submitting herewith a dissertation written by Sylvia Dianne Lynch entitled "A Study of the Attitudes of English Teachers and Students Toward the Use of Commercially Prepared Literature Study Guides in Selected Tennessee High Schools." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum Instruction.

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A STUDY OF THE ATTITUDES OF ENGLISH TEACHERS AND STUDENTS
TOWARD THE USE OF COMMERCIALLY PREPARED
LITERATURE STUDY GUIDES IN
SELECTED TENNESSEE
HIGH SCHOOLS

A Dissertation

Presented for the
Doctor of ~~Philosophy~~ **EDUCATION**

Degree

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ABSTRACT

The purpose of this study was two-fold: (1) to determine to what extent high school students actually make use of commercially prepared study guides for literature and (2) to determine what high school English teachers feel are the advantages and disadvantages of students' using the guides.

By use of two questionnaires, data were obtained from English teachers attending meetings of two professional organizations for English teachers and from twelfth grade students in six selected East Tennessee high schools. Included in the student sample were seniors from two high schools from rural areas, two schools from a suburban area, and two schools from an inner-city area. Such distinctions were made to determine whether the type of school students attended had any effect on their familiarity with, or use of, commercial study guides. Data were compiled by proper divisions, tabulations formulated, and analysis made by number, percentage, and descriptions.

It was found that teachers' attitudes toward student use of the guides are inconsistent. Teachers seem unsure whether students' use of the guides is beneficial or detrimental. It was also found that availability is the primary factor affecting students' familiarity with and uses for commercial study guides. Suburban area students are the most frequent users of the study guides. Rural area students are the least familiar with the study guides. It was also determined

that type of school students attend--rural, suburban, or inner-city--is not a factor in their attitudes toward the use of study guides.

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CHAPTER I

INTRODUCTION

I. INTRODUCTION TO THE PROBLEM

Most major bookstores in East Tennessee have a large display of commercially prepared study guides on practically every major classic literary work taught in today's high school English classes. Guides such as Cliffs Notes, Barron Notes and Monarch Notes give students not only a detailed discussion of the plot but character analysis, explication of major themes, and critical analyses of artistic merits of the work as well. Even though each edition of Cliffs Notes emphatically states that the "notes are not a substitute for the text itself," many teachers feel that some students read the guides rather than the works themselves. It is here the controversy arises. After conversations with several fellow English teachers in Claiborne County, Tennessee, this writer realized that a broad spectrum of attitudes concerning students' use of guides existed. There were teachers who viewed students' using the guides as a form of cheating, while others openly recommended their use to students.

Because of these diverse opinions and a seeming lack of agreement as to the benefits and/or detriments of these study guides, it appeared that there was a definite need for research concerning the attitudes toward, and use of, these study guides by students.

II. STATEMENT OF THE PROBLEM AND PURPOSE

After having talked to several area English teachers and students, this writer determined the problem was that there were teachers and students who felt that the use of study guides presented an unfair advantage for students who had access to them over those who were either unaware of their existence, or who could not obtain the notes. There were those, also, who felt that using the notes might impede the development of critical reading skills of some students.

The purpose of the study, then, became twofold: (1) to determine to what extent high school students actually made use of commercial study guides for literature classes, as well as to determine their opinions concerning the fairness or unfairness of using the guides, and (2) to determine what high school English teachers felt were the advantages and disadvantages of students' using the guides.

The following major areas were investigated as a means of securing information related to the study concerning teachers' attitudes:

1. How do teachers view students' using the guides?
 - a. Do teachers view the guides as an aid or as a hindrance toward developing critical reading skills?
 - b. Do the guides provide an unfair advantage for some students?
 - c. In what ways do teachers think their students use the guides?

2. In what ways, if any, do teachers use the guides?
3. Do either of the following relate to teachers' attitudes toward students' using the guides: (a) the recency of a teacher's completion of formal education or (b) the number of years of teaching experience?

The following major areas were investigated concerning students' attitudes:

1. How frequently do students actually use the guides?
2. For what purposes do students use the guides?
3. How do students view their fellow students' use of the guides?
4. What relationships, if any, exist between location of the school (inner-city, suburban, rural) the students attend and the students' attitudes toward use of the guides?

III. NEEDS FOR THE STUDY

This researcher felt that a study of the use of commercially prepared study guides should be made for the following reasons:

1. English teachers themselves have widely diverse opinions concerning student use of these guides.
2. An examination of Dissertation Abstracts, Current Index to Journals of Education, and Educational Research Information Center revealed no research study had been made.
3. Some students may use these guides either in lieu of, or in addition to, reading the texts upon which they are based.

4. Some students feel that using a guide constitutes a form of cheating and, therefore, it is a practice that must be hidden from their teacher.

IV. LIMITATIONS OF THE STUDY

The following are the limitations of the investigation:

1. This study was delimited to high school seniors from six East Tennessee high schools.

2. It was delimited to secondary English teachers who (a) attended the fall meeting of the Tennessee Council of Teachers of English Conference in Knoxville, Tennessee, (b) attended the spring meeting of the East Tennessee Association of Teachers of English, and (c) were employed at the aforementioned six schools.

3. It was limited in that the validity of responses to some very frank questions in the two surveys were contingent upon the honesty of the respondents.

4. It was also limited in that there could have been some variation of interpretation by respondents regarding some of the questions.

V. DEFINITIONS OF TERMS

For purposes of this study, the following definitions were adopted:

Rural School

A rural school is one that is located within a county with a maximum population of 30,000 people.

Study Guide

A study guide is a commercially prepared publication designed to aid the reader in the study of a particular work of literature. It is sold to the general public.

Suburban Schools

A suburban school is one that is located in a metropolitan area having a minimum population of 200,000 people.

Teachers' Manual

A teachers' manual is a commercially prepared guide which accompanies a literary anthology and is designed to aid the teachers in the instruction of literary works contained in the anthology. It is disseminated by textbook companies to teachers.

Inner-city School

An inner-city school is one that is located within the central part of a city with a minimum population of 100,000 people.

VI. PROCEDURES OF THE STUDY

During the writer's work at the University of Tennessee, a primary concern was to do work that was directly applicable to the high school English classroom. The primary goal was to become a better teacher of high school English. In the search for a research project, the same concern was foremost. The writer wanted to do

a project dealing directly with high school students and teachers, one that was relevant to the everyday classroom situation.

A discussion of teacher attitudes toward students' using commercially prepared study guides, such as Cliffs Notes, revealed a diversity of opinion about the benefits and detriments of using the guides. This discussion necessarily led to this investigator's including a sample of twelfth-grade students to find out to what extent they used study guides in conjunction with their study of literature in English classes.

Once the topic was selected, the investigator then proceeded to develop the survey instruments. Since the survey dealt with both teacher and student attitudes, it was necessary to develop two instruments. The instruments were kept brief in form because the survey was conducted during instructional time in the designated high schools. Approval was granted from the committee to proceed with the study. Thereafter, the writer followed these procedures:

1. Secured permission from the office of the Vice Chancellor for Research to be exempt from review by the Committee on Research Participation.

2. Wrote to the Superintendents of Claiborne County, Union County, and Knox County School Systems and to the Director of Research in Knoxville City Schools to obtain permission to conduct the surveys in selected schools from those systems.

3. Chose the following schools: Claiborne County High School and Horace Maynard High School, rural schools; Halls High School

and Farragut High School, suburban schools; Rule High School and South-Young High School, inner-city schools.

4. Received permission from principals of all six schools to visit classes there to conduct the survey.

5. Made appointments with teachers of two senior English classes from each of the six schools. These classes were tracked as either "standard" or "advanced placement" classes.

6. Attended the annual meeting of the Tennessee Council of Teachers of English held at The University of Tennessee and passed out surveys to the secondary English teachers who attended.

7. Surveyed teachers who attended the spring meeting of the East Tennessee Association of Teachers of English.

8. Compiled data from questionnaires onto master sheets, made tabulations, applied procedures in the form of rank order, percentage distribution, and frequency.

9. Looked for patterns in responses, made comparisons of teacher and student responses, and drew conclusions from the data.

10. Made recommendations for further study.

VII. ORGANIZATION OF THE STUDY

Chapter I includes an introduction to, and statement of, the problem, as well as the limitations, definitions, procedures, and organization of the study.

Chapter II is a discussion of how some of the commonly used study guides came into being and includes an analysis of how various guides deal with a common title.

Chapter III is an explanation of the procedures of the study.

Chapter IV reports and analyzes the data from the teacher and the student questionnaires.

Chapter V includes findings, conclusions, and recommendations for further study.

CHAPTER II

AN ANALYSIS OF SELECTED CURRENTLY AVAILABLE STUDY GUIDES

I. INTRODUCTION

An examination of Dissertation Abstracts, the Current Index to Journals of Education, the Encyclopedia of Educational Research, and a search by Educational Research Information Center (ERIC) revealed no previous studies dealing with teachers' and students' attitudes toward the use of commercially prepared study guides for literature. Therefore, the investigator found it necessary to find an alternative to a report of related literature. It was decided to analyze examples of various literature study guides available to teachers and to students to determine format and approach of the guides and to examine closely one of those guides regarding origin and marketing.

II. EXAMPLES OF STUDY GUIDES CURRENTLY AVAILABLE

Several publishers including Bantam, Ballantine, Warner, Harper and Row, Avon and Dell offer guides for the study of literature. These guides are most often available to teachers for the purpose of teaching a book published by that company. Many times the publishers will supply a copy of the guide free of charge to teachers. Most guides are not intended for students, but are designed to be an aid to the teacher.

The guides are all very similar with regard to format. Each consists basically of biographical information about the author of the work, a plot summary of the work, questions to aid in classroom discussion, topics for composition, sample test questions, and a list of related works for further reading. For example, Dell Publishing Company offers teacher's guides to many of their titles. The guides vary with each title. Some begin with a summary of the plot, followed by information for pre and post reading activities. These comments and questions about the work are worded in such a way that they could be read directly to students. There are also classroom activities such as art projects, writing topics and language studies. Other guides from Dell are more complex and are designed for a variety of uses. For example, the investigator examined a guide arranged in such a way that it could be used on three levels: (1) a thematic study, (2) a literary study on the novel as a genre and (3) a detailed study of the plot, character, and theme. This particular version of the Dell guides has no plot summary.

The teacher's guides from Avon Books have no plot summary and are divided into three major segments consisting of activities and questions for various stages in the reading of works discussed. There are also several short answer tests throughout designed for teachers to be able to ascertain whether students are reading and understanding the reading assignments.

Avon, Dell and Bantam also offer guides to several works of one author treated in one guide. Most of the guides consist of very

brief plot summaries, followed by questions for discussion and a series of activities on the works of the author. Others do not offer plot summaries, but rather give only discussion questions from each work.

All the aforementioned guides are intended primarily for teachers. Other available guides appear to be intended primarily for students, but can be used by teachers as well. These guides were of primary interest to this investigator for the purposes of this study. Study guides from four publishers available in bookstores in the East Tennessee area concerned with the same title were chosen. York Notes, Barron's Book Notes, Monarch Notes and Cliffs Notes for William Shakespeare's Romeo and Juliet were examined with regard to format and approach to the play.

All four guides are very much the same in format. Each has the following sections: life of Shakespeare, brief synopsis of the play as a whole, discussion of major characters, scene-by-scene summaries and commentaries, critical analysis, sample test questions, and bibliography for further related reading. The test questions have the greatest variations. Barron's guide has two objective type tests with a few discussion questions. Suggested answers are provided for the tests. York Notes has no sample test, but rather what is referred to as "hints for study," or suggestions to students concerning major points for emphasis when reviewing the play as a whole. Monarch and Cliffs Notes each have suggested essay type questions. Possible answers are not given in Cliffs Notes.

Monarch Notes, published by Simon and Schuster, and Cliffs Notes offer the largest selection of titles and are the most widely used study guides. In addition to the traditional Monarch Notes, the publisher now offers a new version characterized by a more simplified language than the original version. Perhaps the most unique development in study guides is an audio version now offered by the Cliffs Notes Company. At the time of this writing, Cliffs Notes offers fourteen titles on cassette tapes which include dramatized readings from the works, music, discussions concerning critical analyses, and suggestions to students about how best to use the tapes. Time magazine reported introduction of the cassettes on the market:

Cliffs president Richard Spellman, who hopes that these miniclasses will appeal to adults as well as students, notes that basically the tapes are designed for people who do not have time to read. Stephen Colbert, manager of a Waldenbooks store in the Ford City Shopping Center in Chicago, calls the tapes a panic buy, particularly for procrastinating students whose parents drag them in. Says he, "It's Tuesday night and the kid needs to have it by tomorrow, and the parent says, 'This is the last time you'll do this.'"¹

III. ORIGIN AND MARKETING PRACTICES OF A WIDELY USED GUIDE

Since Cliffs Notes appears to be the most widely used guide by both teachers and students, the investigator chose that guide for investigation as to the origin and marketing practices.

Cliffs Notes has its origin with one man, Clifton Hillegass, who started the business in the basement of his home in 1958.

¹"Heard Any Good Books Lately?" Time, 12 November 1984, p. 87.

The original idea for a study guide was borrowed by Hillegass from Jack Cole, a publisher in Toronto, Canada, who was putting out what may have been the first true line of notes in history. Hillegass decided to adapt Cole's idea and imported fourteen titles which were reissued as Cliff's Notes. (The apostrophe was later dropped from the title.)¹ All those first titles were Shakespearean plays.

In 1964 sales of Cliffs Notes reached \$1 million. The company left Hillegass' basement and moved to a converted supermarket in Lincoln, Nebraska where it now publishes more than 200 titles and employs some 15 persons, in addition to 25 sales representatives.

Since Cliffs Notes was the first study guide offered in the United States, its introduction met with some disapproval from teachers. In an interview with the Omaha World-Herald, Hillegass detailed initial reactions to the guides:

A lot of teachers were very suspicious of the notes because they equated them with "ponies" that students are sometimes known to use. They considered them kind of sub-rosa. . . I take issue with that. The notes are legitimate study guides . . . It's not unlike what a student would find in the library after diligently reading various sources.²

This investigator sent a questionnaire to Gary Carey, editor for the Cliffs Notes Company. The questionnaire concerned information pertinent to the development of the guides, the primary intended market and other factors. According to Carey, the company offers

²Ibid., p. 87.

225 titles, with The Scarlet Letter being its all-time most popular title. Carey replied he felt trends with regard to popularity of titles come and go, but that works by Joseph Conrad are no longer popular, that Black literature is less emphasized, and detective fiction interests are waning. He also indicated that the eighteenth-century novel is no longer as popular, presumably because "there is no longer enough time to read and discuss those huge volumes." Titles are terminated from the list of offerings if sales drop significantly. New titles are frequently added when teachers at the National Council of Teachers of English meetings ask for them.

Writers for the guides, 99 percent of whom teach, are sometimes selected when teachers write the company, citing a need for a new title, and giving their approach to the teaching of that work. The guides are often authored by college professors and staff personnel.

According to Carey, Cliffs Notes were initially intended for freshmen and sophomores in college, but an equal number of guides are bought by high school students. Teachers and graduate students are the second largest market. Sales are usually greatest during fall of the year, with the Mid-Western United States being the largest market. Cliffs Notes also has outlets in Ireland, England, Australia, New Zealand, Europe, China and Japan.

Chapter III will deal with the procedures followed in implementing this study.

CHAPTER III

PROCEDURES OF THE STUDY

I. INTRODUCTION

Conducting a study of the attitudes of high school English teachers and students toward the use of commercially prepared literature study guides was especially appealing to the investigator because she wanted to do a research project dealing directly with the teaching of high school English. The investigator saw a twofold purpose of the study: (1) to determine the extent of use of the guides by high school students and (2) to determine what high school English teachers felt were advantages and disadvantages of students' using the guides.

II. CONSTRUCTION OF SURVEY INSTRUMENTS

Once the purpose was established, the researcher started construction of two questionnaires. In order to meet the twofold purpose of the study, a concurrent investigation of teacher and student attitudes was necessary. The first instrument was designed to determine attitudes of high school English teachers toward students' using the commercially prepared study guides. The following areas for investigation were used in developing the teacher questionnaire:

1. Teacher's attitudes toward students' using the guides
 - a. Aids to, or hindrances in, the development of critical reading skills
 - b. Ways students use the guides
2. Ways teachers use the guides
3. Relationship between teachers' attitudes toward students' using the guides and other factors
 - a. Recency of teachers' completion of formal education
 - b. Number of years of teaching experience

From these areas for investigation, an instrument was designed which consisted of twenty-four objective-type questions.

The next instrument designed was the one for students. The student questionnaire was by necessity kept as brief as possible, because it was administered in classrooms during regular instructional time. From the students, the investigator wished to obtain information concerning not only frequency of use of commercially prepared literature guides, but information regarding students' attitudes toward these guides. The following areas of investigation were included:

1. Students' familiarity with the guides
2. Frequency of use of the guides
3. Purposes for which the students use the guides
4. Students' views of classmates' using the guides
5. Students' perceptions of teacher attitudes toward their using the guides.

Based upon these five areas, twenty-four multiple choice answer questions were developed. The teacher and the student questionnaires appear in Appendixes A and B, respectively.

III. IDENTIFICATION AND SELECTION OF SAMPLES

Once the instruments were completed, the investigator then proceeded to choose both the teacher and student groups to be used in the investigation. The researcher decided the most efficient way to survey a broad, representative sample of teachers was to attend a meeting of a professional organization and pass out questionnaires to those English teachers attending it. The annual meeting of the Tennessee Council of Teachers of English took place at The University of Tennessee, Knoxville, in November of 1984. Teachers attending the conference were asked to complete the questionnaires and then return them to the investigator during the day. This plan proved to be an efficient method of surveying those teachers, as the rate of return was 75.2 percent.

In April of 1985, the East Tennessee Association of Teachers of English, a local affiliate of the National Council of Teachers of English, met in Knoxville. Teachers attending that meeting who had not previously completed a questionnaire were asked to do so. The rate of return was 100 percent.

The next step was to identify and survey a student sample. The investigator decided the student population most likely to be familiar with and to use commercially prepared study guides

would be seniors, because of the amount of in-depth literary criticism generally required.

The investigator felt that among students there might be some variation in frequency of use of the guides according to the type of school attended. Thus, it was decided to survey student populations in rural, suburban, and inner-city area schools to verify if such differences were a factor. The researcher decided to survey students from two representative high schools from each of the three types of schools: that is, students from two rural high schools, two suburban high schools, and two inner-city schools. Within each school, students from two twelfth-grade level English classes were included in the sample.

The study involved students from six East Tennessee area high schools. The inner-city schools were defined as those located within the central part of a city with a minimum population of 100,000 people. The investigator chose to survey Rule High School and South-Young High School in the Knoxville City School System to fulfill this requirement.

For purposes of this study, suburban schools were defined as those located in a metropolitan area, having a minimum population of 200,000 people. The two suburban schools chosen were Halls High School and Farragut High School in the Knox County School System.

Rural schools were defined as those located within a county with a maximum of 30,000 people. The two rural schools chosen were Claiborne County High School in the Claiborne County School System

and Horace Maynard High School in the Union County School System.

Once the schools used in the study were identified, the investigator wrote letters to the superintendents and/or directors of research of the respective school systems asking permission to enter the selected schools to conduct the survey. A copy of the letter of permission appears in Appendix C. The researcher received unanimous approval from the superintendents and directors granting her permission to contact principals in the designated high schools.

Next, letters were sent to the principals of each of the six high schools explaining the purpose of the study and asking permission to make appointments with two twelfth-grade English teachers for the purpose of administering the survey questionnaire to students. Enclosed in the letter to the principal were letters to be passed to two teachers of twelfth-grade English in each school. The letters to the teachers gave a tentative date for the purpose of conducting the survey in their classes.

During the spring of the 1984-1985 school year, the investigator visited two twelfth-grade English classes in each of the six schools. Students were given the questionnaires at the beginning of each class period. The surveys were completed and returned to the researcher with a rate of return of 100 percent. The administration of the survey took approximately five minutes.

IV. SUMMARY

The purpose of this chapter was to describe the procedures used in conducting a study of the attitudes of English teachers and students toward the use of commercially prepared literature study guides. Permission was granted from superintendents, as well as from principals of six area high schools, to survey twelfth-grade English students to collect data for this study. Data from teachers were supplied from questionnaires given out at two English teachers' meetings in Knoxville, Tennessee.

Chapter IV contains an analysis of the data assembled from both student and teacher questionnaires.

CHAPTER IV

ANALYSIS OF THE DATA

I. INTRODUCTION

The purpose of this chapter was to analyze data describing the attitudes of English teachers and students toward the use of commercially prepared literature study guides. Survey questionnaires were given to both teachers and students. Data from the teacher questionnaire were divided into three major parts: (1) how teachers view students' using the guides, (2) how teachers themselves use the guides, and (3) what factors concerning teachers' educational backgrounds and years of teaching experience relate to attitudes of teachers. Data from student questionnaires were divided into three parts: (1) frequency with which students use the guides, (2) purposes for which students use the guides, and (3) students' perceptions of teachers' attitudes toward students' using the guides.

II. TEACHERS' VIEWS OF STUDENTS' USING THE GUIDES

Among factors of interest in the attitudes of teachers toward students' using the guides were (1) teachers' estimates of how many of their students actually use the guides, (2) teachers' attitudes toward students' using the guides, (3) teachers' ideas about purposes for which students use the guides, and (4) teachers' opinions concerning the benefits and/or detriments of students' using the guides.

Table I denotes basic information regarding teachers' familiarity with two widely used literature study guides, Cliffs Notes and Monarch Notes. Of the total, 98.9 percent of the surveyed teachers were familiar with Cliffs Notes and 90.1 percent were familiar with Monarch Notes for literature.

Table II shows the estimates teachers made concerning how many of their students use the guides in order to understand or analyze literature. As the table denotes, 49.5 percent of the surveyed teachers felt that few of their students actually use the guides, while 45 percent of the teachers felt many of their students use them.

Table III represents a summary of how teachers in the study viewed students' using the guides. The survey showed that 47.3 percent approved of students' using commercially prepared literature guides, constituting the most frequent response to that question. Of the total, 31.9 percent reported they were indifferent about students' using the guides, and 15.3 percent of the 91 teachers indicated disapproval.

Related to the question of whether teachers approved of the guides was the question of whether teachers felt the guides should be available to students. Table IV denotes that 58.2 percent of the teachers preferred that guides be available to students, while 20.9 percent preferred the guides be unavailable to students. Of the total, there were 20.9 percent who said they were indifferent to whether the guides were available to students. There were three teachers who did not respond to the question. One teacher wrote,

TABLE I
 SELECTED TENNESSEE TEACHERS' FAMILIARITY WITH TWO WIDELY
 USED LITERATURE STUDY GUIDES, CLIFFS NOTES
 AND MONARCH NOTES

	Yes		No	
	Number	Percent	Number	Percent
Familiar with Cliffs Notes	90	98.9	1	1.1
Familiar with Monarch Notes	82	90.1	9	9.9

TABLE II
SELECTED TENNESSEE TEACHERS' ESTIMATES OF HOW MANY
OF THEIR STUDENTS USE COMMERCIALY PREPARED
STUDY GUIDES TO UNDERSTAND OR
ANALYZE LITERATURE

Response	Number	Percent
All	1	1.1
Many	41	45.0
Few	45	49.0
None	3	3.3
No response	1	1.1
Totals	91	100.0

TABLE III
SELECTED TENNESSEE TEACHERS' ATTITUDES TOWARD
STUDENTS' USING THE GUIDES

Response	Number	Percent
Approve	43	47.3
Indifferent	29	31.9
Disapprove	14	15.3
No response	5	5.5
Totals	91	100.0

TABLE IV
SELECTED TENNESSEE TEACHERS' ATTITUDES TOWARD AVAILABILITY
OF GUIDES TO STUDENTS

Response	Number	Percent
Should be available	53	58.2
Should not be available	17	20.9
Are indifferent	17	20.9

"If students used them as an aid, I would not mind. I wish they were unavailable because students do not use them properly."

Table V shows teachers' responses to the frequency with which they recommend use of the guides to their students. Seldom was the most frequently indicated response, as it constituted 44 percent of the total number of responses; 33 1/3 percent of the teachers indicated they never recommend use of the guides to their students; 20.8 percent said they frequently recommend them.

Table VI denotes the number of teachers who view use of the study guides to be a form of cheating. As shown on the table, 75.8 percent did not associate use of the guides with cheating, while 19.8 percent viewed use of the guides to be a form of cheating.

Table VII is concerned with teachers' opinions regarding whether students who use guides have an unfair academic advantage over those students who do not use the guides. Of the respondents, 70.3 percent disclosed they felt use of the guides is not an unfair advantage, while 24.2 percent indicated they felt using the guides does present an unfair advantage.

Table VIII shows the reactions of teachers toward students' reading a guide in lieu of an assigned piece of literature. A majority of teachers, or 52.7 percent, said they would feel disappointment. Frustration was the most likely reaction of 22.3 percent of the teachers, and 8.9 percent indicated they would feel anger. Three of the teachers, or 2.7 percent, said they were nonchalant about the matter. Eleven respondents wrote answers on the instrument other

TABLE V
FREQUENCY WITH WHICH SELECTED TENNESSEE TEACHERS RECOMMEND
USE OF GUIDES TO THEIR STUDENTS

Response	Number	Percent
Seldom	40	44.0
Never	30	33.0
Frequently	19	20.8
Very frequently	0	0

TABLE VI
SELECTED TENNESSEE TEACHERS' ATTITUDES TOWARD STUDENTS' USING THE
GUIDES AS A POSSIBLE FORM OF CHEATING

Response	Number	Percent
Using the guides is not a form of cheating	69	75.8
Using the guides is a form of cheating	18	19.8
No response	4	4.4

TABLE VII

SELECTED TENNESSEE TEACHERS' OPINIONS REGARDING WHETHER STUDENTS'
USING THE GUIDES CONSTITUTES AN UNFAIR ACADEMIC
ADVANTAGE OVER STUDENTS NOT
USING THE GUIDES

Response	Number	Percent
Not an unfair advantage	64	70.3
An unfair advantage	22	24.2
No response	5	5.5
Total	91	100.0

TABLE VIII

SELECTED TENNESSEE TEACHERS' REACTIONS TO STUDENTS' READING
STUDY GUIDES IN LIEU OF ASSIGNED LITERATURE

Response	Number*	Percent
Disappointment	59	52.7
Frustration	25	22.3
Anger	10	8.9
Nonchalance	3	2.7
Other answers	11	9.8
No response	4	3.6

*Since teachers were asked to mark all applicable answers for each question, totals on some tables, like this one, may be more than the 91 who participated in the study.

than the ones offered by the examiner. These additional reactions included disgust, pleasure, concern, and irritation; one stated, "It figures."

Table IX denotes teachers' opinions concerning purposes for which students use study guides. Of the total, 39.8 percent of the teachers felt students make use of the guides to avoid reading the assigned selection; 25.5 percent said students use the guides to get a clearer understanding of the work in question. Of the teachers surveyed, 12.4 percent felt that students use the guides to help raise their grades. Additionally, 11.8 percent of the teachers thought students use the guides as a means to anticipate test questions, while 9.3 percent stated students use guides as an aid to writing about literature. Two teachers chose not to respond to the question.

Participating teachers were asked to state which type of student they felt most often uses a commercially prepared study guide. Respondents were permitted to mark more than one applicable answer. As denoted in Table X, 35.1 percent of the teachers' responses indicated students who most often use the guides are ones who do not like to read. A total of 32 percent stated students who strive for top grades are the ones most frequently using the guides. A total of 21.4 percent of the teachers' responses indicated that students having trouble with literary interpretation most often use study guides. Only 3.1 percent of the responses indicated that students who do not like to write use the guides most often. Seven teachers wrote additional reasons why students use study guides. Five of

TABLE IX
SELECTED TENNESSEE TEACHERS' OPINIONS CONCERNING PURPOSES
FOR WHICH STUDENTS USE STUDY GUIDES

Response	Number	Percent
To keep from reading the selection	64	39.8
To get a clearer understanding of the work	41	25.5
To raise their grades	20	12.4
To anticipate test questions	19	11.8
To aid in writing about literature	15	9.3
No response	2	1.2

TABLE X
 SELECTED TENNESSEE TEACHERS' OPINIONS REGARDING THE KINDS OF
 STUDENTS WHO MOST OFTEN USE STUDY GUIDES

Response	Number	Percent
Student who does not like to read	46	35.1
Student who strives for top grades	42	32.0
Student who has trouble with literary interpretation	28	21.4
Student who does not like to write	4	3.1
Other answers	7	5.3
No response	4	3.1

those seven responses indicated that students most likely to use the guides were "too lazy to read the assignments." One teacher used the term opportunistic to refer to students who use the guides. The other two teachers added responses that indicated students most likely to use the guides were ones pressed for time.

Table XI shows data concerning whether teachers felt students' understanding of a literary work is enhanced by their reading a study guide in conjunction with the work itself. Of the total, 73.6 percent said they felt students' understanding is enhanced by their reading a study guide in conjunction with a work; 12.1 percent stated they did not feel reading a study guide in conjunction with a work enhances understanding; 10 percent indicated they did not know if reading a study guide enhances understanding.

Table XII denotes teachers' attitudes concerning whether they view the study guides to be essentially a form of literary criticism. Of the teachers surveyed, 49.5 percent said they do not view the guides to be a form of criticism; 41.7 percent said they view the guides to be a form of literary criticism. Eight of the teachers chose not to respond to the question.

III. WAYS TEACHERS USE THE GUIDES

This researcher was also concerned with ways teachers themselves use the guides. Table XIII denotes the number of teachers who currently use the study guides in their teaching. Of the teachers surveyed, 38.5 percent said they seldom use the guides; 30.8 percent

TABLE XI

SELECTED TENNESSEE TEACHERS' ATTITUDES AS TO WHETHER STUDENTS'
UNDERSTANDING OF A WORK IS ENHANCED BY READING A GUIDE
IN CONJUNCTION WITH READING THE LITERARY
WORK ITSELF

Response	Number	Percent
Using a guide enhances students' understanding	67	73.6
Using a guide does not enhance students' understanding	11	12.1
Do not know	10	11.0
No response	3	3.3

TABLE XII

SELECTED TENNESSEE TEACHERS' ATTITUDES TOWARD STUDY GUIDES
AS ESSENTIALLY A FORM OF LITERARY CRITICISM

Response	Number	Percent
Not a form of literary criticism	45	49.5
A form of literary criticism	38	41.7
No response	8	8.8
Totals	91	100.0

TABLE XIII
DEGREE TO WHICH SELECTED TENNESSEE TEACHERS USE
GUIDES IN THEIR TEACHING

Response	Number	Percent
Very frequently	1	1.1
Frequently	22	24.4
Seldom	35	38.5
Never	28	30.8
No response	5	5.5

never use them; 24.4 percent frequently use them, and 1.1 percent indicated they use the guides very frequently in their teaching. Five teachers chose not to respond to the question.

Table XIV denotes that more than half, or 51.4 percent of the teachers, most often use the guides for a better understanding in order to teach a particular piece of literature more effectively, while 29.7 percent of the total use guides as a source of composition topics. Teachers were invited to write on their respective questionnaires other uses they have for using the guides; twenty-four teachers added answers other than the ones listed on the instrument. Ten responses were that the guides are read by teachers in order to review works prior to reading them. Eleven teachers said they read the guides in order to monitor students' work, i.e., structuring tests so that the work itself must be read and checking students' papers for plagiarism. One teacher wrote that the guides were used to aid slower students' understanding of the work. One other written response said the guides were used for bibliographies. Another stated, "I use the guides to show my students how poor criticism is done."

Table XV shows teachers' responses to whether they would use a guide in a class. Of the 91 teachers, 46.1 percent said they would not openly use a guide in a class; 30.8 percent stated they would use a guide in a class; 18.7 percent indicated they were not sure.

Table XVI tells whether teachers view the teachers' manuals that accompany the literature texts they use as being essentially different from the study guides like those mentioned in the questionnaire.

TABLE XIV
PURPOSES FOR WHICH SELECTED TENNESSEE TEACHERS USE THE GUIDES

Purposes	Number	Percent
For a better understanding in order to teach a work	53	51.4
For composition topics	27	29.7
For test questions	17	16.5
For daily work	5	4.9
Other answers	24	23.3

TABLE XV
NUMBER OF SELECTED TENNESSEE TEACHERS WHO WOULD USE
A STUDY GUIDE IN CLASS

Response	Number	Percent
Would use a guide in a class	28	30.8
Would not use a guide in a class	42	46.1
Are not sure	17	18.7

TABLE XVI
SELECTED TENNESSEE TEACHERS' OPINIONS AS TO WHETHER TEACHERS'
MANUALS WHICH ACCOMPANY THEIR LITERATURE TEXTS ARE
DIFFERENT FROM STUDY GUIDES

Response	Number	Percent
View teachers' manuals as being different from guides	44	48.4
Do not view teachers' manuals as being different from guides	36	39.5
No response	11	12.1
Totals	91	100.0

The table shows that 48.4 percent of the teachers feel their manuals are essentially different, while 39.5 percent do not. Twelve percent did not respond to the question. Among the negative responses, four teachers wrote, "My manual is not as thorough as the guides."

IV. NUMBER OF YEARS OF EXPERIENCE AND REGENCY OF EDUCATION OF TEACHERS WHO PARTICIPATED IN THE STUDY

Table XVII reports data concerning the number of years of experience of the teachers who participated in the study. Of the 91 teachers, 17.6 percent had more than 20 years' experience; more than half, or 63.7 percent had taught between 11 and 20 years; 16.5 percent had between 5 and 10 years experience; 2.2 percent had less than 5 years' experience.

Table XVIII denotes the time elapsed since the participating teachers' last college course. Of the total, 3.3 percent had been enrolled in a college course within the last year, while 41.8 percent had a college course within the last 1 to 2 years. There were 30 teachers, or 33 percent, who had a course within the last 3 to 5 years, and 16.4 percent within the last 6 to 10 years. There was one teacher who had been in a college course within the last 11 to 15 years and one teacher who had a course more than 15 years prior to her answering the questionnaire. Three teachers chose not to respond to the question.

TABLE XVII

NUMBER OF YEARS OF TEACHING EXPERIENCE OF SELECTED TENNESSEE
TEACHERS WHO PARTICIPATED IN THE STUDY

Response	Number	Percent
More than 20 years	16	17.6
11-20 years	58	63.7
5-10 years	15	16.5
Less than 5 years	2	2.2

TABLE XVIII

TIME ELAPSED SINCE TEACHERS' LAST COLLEGE COURSE

Response	Number	Percent
Less than 1 year	3	3.3
1-2 years	38	41.8
3-5 years	30	33.0
6-10 years	15	16.4
11-15 years	1	1.1
Longer than 15 years	1	1.1
No response	3	3.3

V. STUDENTS' FAMILIARITY WITH THE GUIDES

For purposes of this study, 254 seniors from six East Tennessee area high schools were surveyed. The sample was divided according to type of school the students attended. The sample included 98 rural students, 87 suburban students, and 69 inner-city students.

Basic information to be obtained from the students was their familiarity with the two popular guides, Cliffs Notes and Monarch Notes. Table XIX denotes students' responses to the question of familiarity with those two study guides. Of the students from rural areas, 31.6 percent were familiar with Cliffs Notes and 16.3 percent were familiar with Monarch Notes.

The students most familiar with the guides were the suburban group. Of those students, 100 percent were familiar with Cliffs Notes, and 23 percent were familiar with Monarch Notes. Of the inner-city population, 73.9 percent said they were familiar with Cliffs Notes and 55.1 percent said they were familiar with Monarch Notes.

VI. FREQUENCY OF USE OF GUIDES BY STUDENTS

This researcher investigated student data to determine the frequency with which students actually make use of commercially prepared literature study guides. Table XX shows responses of students from the three types of schools in the study. As shown by the table, from the rural areas two percent of the students said they were very

TABLE XIX

SELECTED EAST TENNESSEE STUDENTS' DEGREE OF FAMILIARITY WITH TWO
WIDELY USED LITERATURE STUDY GUIDES

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
Familiar with Cliffs Notes	31	31.6	87	100.0	51	73.9
Not familiar with Cliffs Notes	57	58.2	0	0	18	26.1
No response	10	10.2	0	0	0	0
Familiar with Monarch Notes	16	16.3	20	23.0	38	55.1
Not familiar with Monarch Notes	80	81.6	66	75.9	31	44.9
No response	2	2.0	1	1.1	0	0

TABLE XX
 FREQUENCY OF USE OF GUIDES BY SELECTED
 EAST TENNESSEE STUDENTS

Response	Rural schools		Suburban schools		Inner-city schools	
	Number	Percent	Number	Percent	Number	Percent
Very frequently	2	2.0	15	17.2	0	0
Frequently	11	11.2	43	49.0	9	13.0
Seldom	49	50.0	27	31.0	44	63.8
Never	17	17.3	1	1.1	5	7.3
No response	19	19.4	1	1.1	11	15.9

frequent users of the guides, while 11.2 percent indicated they use the guides frequently. Half the rural group stated they seldom use the guides; 17.3 percent indicated they never use the guides. There were 19.4 percent of the students from that group who did not respond to the question.

From the suburban population, 17.2 percent said they use the guides very frequently, 49 percent indicated they use the guides frequently, and 31 percent said they seldom use them. One student chose never as a response to the question, and one student did not answer the question.

A total of 13 percent of the inner-city group indicated they frequently use the guides; 63.8 percent said they seldom use the guides; 7.3 percent stated they never use the guides, and 15.9 percent did not respond to the question.

It may be noted that there was a large number of rural and inner-city students who did not respond to the question. This matter may best be explained by the fact that the question of frequency of use was contingent upon students' positive response to familiarity with at least one of the guides.

VII. PURPOSES FOR WHICH STUDENTS USE THE GUIDES

Students were asked to indicate their reasons for using the guides. Table XXI denotes that of the rural group, 29.6 percent stated they use a guide in order to understand a work more fully; 21.4 percent indicated they use a guide to help prepare for tests; 20.4 percent

TABLE XXI
REASONS WHY SELECTED EAST TENNESSEE STUDENTS
USE THE GUIDES

Reason	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
To understand a work more fully	29	29.6	65	28.6	46	34.3
To help prepare for tests	21	21.4	50	22.0	24	17.9
To keep from reading assigned selections	20	20.4	30	13.2	7	5.2
To aid in writing compositions	9	9.2	49	21.6	25	18.7
To get higher grades	6	6.1	30	13.2	16	11.9
Other answers	3	3.1	3	1.3	1	.8

indicated they read guides to keep from reading assigned selections; 9.2 percent stated they use the guides to aid in writing compositions; 6.1 percent use the study guides to get higher grades. Three students gave answers other than the ones given on the instrument.

Of the suburban population, responses to the question of reasons for using the guides were as follows: to understand a work more fully, 28.6 percent; to help prepare for tests, 22 percent; to keep from reading assigned selections, 13.2 percent; to aid in writing compositions, 21.6 percent; to get higher grades, 13.2 percent. Three students from the suburban group gave answers other than those on the instrument.

In the inner-city group, 34.3 percent said they use a guide to understand a work more fully; 17.9 percent use guides to help prepare for tests; 5.2 percent read guides to keep from reading assigned selections; 18.7 percent use guides as an aid to writing compositions; 11.9 percent use the guides in order to get better grades; one student gave a response other than the ones given on the instrument.

As indicated by Table XXI a total of seven students gave purposes for using the guides other than the ones given on the instrument. All seven students indicated they primarily use the guides "to save time." One student stated, "I use them when book reports sneak up on me." Another said, "I use them in case of emergency if I can't finish the reading."

Table XXII gives the frequency with which students read a guide in lieu of the assigned work itself. Of the rural population,

TABLE XXII

FREQUENCY WITH WHICH SELECTED EAST TENNESSEE STUDENTS READ
A GUIDE IN LIEU OF THE ASSIGNED SELECTION

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
Always	0	0	0	0	0	0
Frequently	23	23.5	35	40.2	11	15.9
Rarely	32	32.7	33	37.9	31	44.9
Never	8	8.2	15	17.3	11	15.9
No response	35	35.6	4	4.6	16	23.3

no students said they always read a guide instead of reading the assigned work; 23.5 percent stated they frequently read a guide in lieu of an assigned work; 32.7 percent indicated they rarely read a guide in lieu of an assigned work; 8.2 percent said they never read a guide instead of the work; 35.6 percent from the rural group did not respond to the question.

No students from the suburban group said they always read a guide in lieu of an assigned selection. Other responses from the suburban group were as follows: 40.2 percent indicated they frequently read a guide in lieu of the work; 37.9 percent said they rarely read the guide in lieu of the work; 17.3 percent said they never read the guides instead of the work; 4.6 percent did not respond to the question.

Of the inner-city population, no students stated they frequently read the guide in lieu of the work itself; 15.9 percent of the students said they frequently read the guides in lieu of the work; 44.9 percent indicated they rarely read the guide instead of the work itself; 23.3 percent of the inner-city students did not respond to the question.

VIII. STUDENTS' VIEWS OF CLASSMATES WHO USE THE GUIDES

This investigator was concerned with how students view classmates who use study guides. Table XXIII shows students' opinions regarding whether those students who use the guides have an unfair academic advantage over those students who do not use them. Of the

TABLE XXIII

SELECTED EAST TENNESSEE STUDENTS' OPINIONS REGARDING WHETHER
THOSE STUDENTS WHO USE THE GUIDES HAVE AN UNFAIR
ACADEMIC ADVANTAGE OVER
STUDENTS WHO DO NOT
USE THEM

Responses	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
An unfair advantage	27	27.6	20	23.0	9	13.0
Not an unfair advantage	51	52.0	67	77.0	50	72.5
No response	20	20.4	0	0	10	10.0

rural group, 27.6 percent stated they felt using the guides gives an unfair advantage. The inner-city group's responses showed that 13 percent feel that using the guides presents an unfair advantage for those students who use them.

Table XXIV reports students' responses concerning what they consider to be some unfair advantages of students who use the guides. Of the rural group, 34.7 percent said a student with a guide has an unfair advantage because completing an assignment requires less time; 12.2 percent of the rural students said it is unfair that a student may get credit for a thought that is not an original one, and 30.6 percent said there may be difficult concepts that students without the guides may not understand. Eleven students, or 22.4 percent, said students with a guide may not have to read the work itself.

Of the suburban population, 17.1 percent indicated that a student with a guide has an unfair advantage because he may spend less time on an assignment than a student who does not have a guide; 25.7 percent said a student with a guide may get credit for a thought that is not an original one; 22.9 percent said there may be difficult concepts in a work that students without notes may not understand; 34.3 percent stated students with a guide may not have to read the work itself.

Of the inner-city population, responses were as follows: a student who uses a guide may spend less time, 35.7 percent; student may get credit for a thought that is not an original one, 7.1 percent; there may be difficult concepts students without guides may not

TABLE XXIV

SELECTED EAST TENNESSEE STUDENTS' OPINIONS ABOUT SOME UNFAIR
ADVANTAGES THAT STUDENTS WHO USE GUIDES HAVE

Advantages	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
Students who use a guide may spend less time on an assignment than students who do not use a guide	17	34.7	6	17.1	5	35.7
Students may get credit for a thought that is not an original one	6	12.2	9	25.7	1	7.1
Students with a guide may understand some concepts that others may not understand	15	30.6	8	22.9	6	42.9
Students with a guide may not have to read the work itself	11	22.4	12	34.3	2	14.3

understand, 42.9 percent; student with a guide may not have to read the work itself, 14.3 percent.

Students were asked whether they felt that students' using guides get higher marks than students who do not use them. As shown on Table XXV, 26.5 percent of the rural population said they feel students with guides get higher marks; 15.3 percent indicated students with guides do not get higher marks; 37.4 percent stated they were not sure whether students with guides get higher marks.

Of the suburban population, 45.9 percent said students who use guides get higher marks than students who do not use guides; 22.9 percent of that group stated they did not feel that students with guides get higher marks; 31.0 percent indicated they were unsure whether students who use guides get higher marks.

Of the inner-city students, 36.2 percent said they feel students who have guides get higher marks; 17.4 percent stated they did not feel students with guides get higher marks; 30.4 percent indicated they were not sure.

Table XXVI denotes students' responses concerning whether they view using the study guides a form of cheating. Of the rural group, 5.1 percent said they felt use of the guides is a form of cheating; of the suburban students, 3.4 percent; of the inner-city students, 2.9 percent said they felt use of the guides is a form of cheating.

TABLE XXV
 SELECTED EAST TENNESSEE STUDENTS WHO FEEL THOSE USING THE GUIDES GET
 HIGHER MARKS THAN STUDENTS WHO DO NOT USE THEM

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
Do get higher marks	26	26.5	40	45.9	25	36.2
Do not get higher marks	15	15.3	20	22.9	12	17.4
Not sure	37	37.8	27	31.0	21	30.4
No response	20	20.4	0	0	11	15.9

TABLE XXVI

SELECTED EAST TENNESSEE STUDENTS WHO VIEW USING THE
GUIDES TO BE A FORM OF CHEATING

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
A form of cheating	5	5.1	3	3.4	2	2.9
Not a form of cheating	73	74.5	83	95.4	56	81.2
No response	20	20.4	1	1.1	11	15.9

IX. STUDENTS' PERCEPTIONS OF TEACHERS' ATTITUDES
TOWARD STUDENTS' USING STUDY GUIDES

The investigator analyzed students' perceptions of teachers' attitudes toward students' using commercially prepared study guides for literature. Table XXVII shows students' responses concerning whether they think teachers' knowledge of their using study guides would affect their grades. Of the rural population, 18.4 percent of those students said they felt that if teachers knew students used a guide, it would affect their grades; 22.3 percent said they did not think grades would be affected; 39.8 percent were not sure whether grades would be affected.

Table XXVIII shows that 21.4 percent of the students from the rural areas said they would hide the guides from their teachers. Of the suburban group, 11.5 percent indicated they would hide the guides from their teachers; of the inner-city students, 5.8 percent.

Table XXIX denotes the number of students who think teachers use study guides. Of the rural students, 59.2 percent feel teachers use study guides; 94.3 percent of the suburban students think teachers use guides; 59.4 percent of the inner-city students think teachers use guides.

Table XXX shows students' opinions about purposes for which teachers use the guides. In the rural, the suburban, and the inner-city groups, students indicated most frequently they think teachers use the guides to secure a better understanding of a literary

TABLE XXVII
 NUMBER OF SELECTED EAST TENNESSEE STUDENTS WHO THINK
 TEACHERS' KNOWLEDGE OF STUDENTS' USING GUIDES
 WOULD AFFECT THEIR GRADES

Response	Rural		Suburban		Inner-city	
	Number	Percart	Number	Percent	Number	Percent
Do think teachers' knowledge of students' using study guides would affect their grades	18	18.4	13	14.9	9	13.0
Do not think teachers' knowledge of students' using study guides would affect their grades	22	22.4	43	49.4	32	46.4
Not sure	39	39.8	31	35.6	17	24.6
No response	19	19.4	0	0	11	15.9

TABLE XXVIII

DEGREE TO WHICH SELECTED EAST TENNESSEE STUDENTS WHO USE
GUIDES FEEL THEY WOULD HAVE TO HIDE THEM FROM
THEIR TEACHERS

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
Would have to hide guides from teachers	21	21.4	10	11.5	4	5.8
Would not have to hide guides from teachers	56	57.1	77	88.5	55	79.7

TABLE XXIX
NUMBER OF SELECTED EAST TENNESSEE STUDENTS WHO THINK
TEACHERS USE STUDY GUIDES

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
Think teachers use study guides	58	59.2	82	94.3	41	59.4
Do not think teachers use study guides	23	23.5	5	5.7	18	26.1

TABLE XXX
SELECTED EAST TENNESSEE STUDENTS' OPINIONS ABOUT PURPOSES FOR
WHICH TEACHERS USE STUDY GUIDES

Purposes	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
For a better understanding of a work to teach	44	44.9	62	43.4	24	25.5
For test questions	22	22.4	34	23.8	18	19.1
For composition topics	7	7.1	31	21.7	13	13.8
For daily work	7	7.1	8	5.6	8	8.5
Other answers	2	2.0	6	4.2	3	3.2

work before they teach it. Of the rural students, 44.9 percent marked that response; of the suburban students, 43.4 percent; and of the inner-city group, 25.5 percent. The next three most frequently marked answers were that teachers use guides to obtain: (1) test questions, (2) composition topics, and (3) daily work. Eleven students wrote answers on the questionnaire other than the ones given. All these answers implied teachers use the guides to make sure students do not rely solely on the guides themselves.

Table XXXI shows that 70.4 percent of the students from the rural schools have not seen a teacher use a study guide in class; 51.7 percent of the suburban students stated they had not seen a teacher use a guide; 69.6 percent of the inner-city students indicated they had not.

Table XXXII denotes the number of students who view teachers' manuals as being different from study guides. Of the rural population, 46.9 percent do not view teachers' manuals as being different from study guides; 71.3 percent of the suburban students do not view teachers' manuals as being different; 56.5 percent of the inner-city students do not.

Chapter V presents a summary of the study, the findings, the conclusions, and suggestions for further study.

TABLE XXXI

NUMBER OF SELECTED EAST TENNESSEE STUDENTS WHO HAVE SEEN A
TEACHER USE A STUDY GUIDE IN A CLASS

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
Have seen a teacher use a study guide in a class	10	10.2	42	48.3	11	15.9
Have not seen a teacher use a study guide in a class	69	70.4	45	51.7	48	69.6

TABLE XXXII

NUMBER OF SELECTED EAST TENNESSEE STUDENTS WHO VIEW TEACHERS' MANUALS
AS BEING DIFFERENT FROM STUDY GUIDES

Response	Rural		Suburban		Inner-city	
	Number	Percent	Number	Percent	Number	Percent
View teachers' manuals as different from guides	32	32.7	25	28.7	18	26.1
Do not view teachers' manuals as different from guides	46	46.9	62	71.3	39	56.5

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY

I. SUMMARY

The purpose of this study was two-fold: (1) to determine to what extent high school students actually make use of commercial study guides for literature and (2) to determine what high school English teachers feel are the advantages and disadvantages of students' using the guides. Two questionnaires were prepared for collection of data. One instrument was designed to be administered to high school students. The second instrument was designed for secondary English teachers.

Teachers attending two meetings of two professional organizations for English teachers were surveyed for the teacher data. There were 91 teachers who participated in the study.

Permission was granted from superintendents to conduct the survey among students in six selected East Tennessee high schools. The student sample consisted of seniors in two English classes from each of those six schools. Included were two high schools from a rural area, two schools from a suburban area, and two schools from an inner-city area. Such distinctions were made to determine whether the type of school students attended had any effect on their familiarity with, or use of, commercial study guides. Student questionnaires

were administered directly to students during their respective English class times.

Data from the questionnaires were arranged in tabular form; simple statistical techniques in the form of number and percentage were used to analyze, interpret, and describe the data.

II. FINDINGS

From student and teacher responses on the two questionnaires, this study revealed the following findings:

1. Of the 91 surveyed teachers, 49.5 percent said that few of their students actually use commercially prepared study guides to analyze or understand literature; 45 percent of the teachers said that many of their students use the guides; 3.3 percent said none of their students use the guides; 1.1 percent indicated all their students use them.

2. Of the teachers surveyed, 47.3 percent approve of students' using the guides and 31.9 percent of the teachers indicated indifference to students' using the guides; 15.3 percent of the teachers indicated disapproval of students' using the guides.

3. A majority of the teachers, or 58.2 percent, feel guides should be available to students.

4. Of the teachers surveyed, 44 percent seldom recommend use of the guides to their students; 33 percent never recommend use of guides to students; 20.8 percent indicated they frequently recommend use of guides to students.

5. Of the 91 teachers who participated in the study, 75.8 percent indicated they do not view use of study guides by students to be a form of cheating, while 19.8 percent stated they view use of the guides as synonymous with cheating.

6. A majority of the teachers in the study, or 70.3 percent, stated they do not feel that students with study guides have unfair advantages over students who do not use the guides.

7. Of the 91 teachers who participated in this study, 52.7 percent indicated they would be disappointed to learn that students had read a study guide in lieu of an assigned work; 22.3 percent of the teachers indicated their reaction to students' reading a guide instead of the work itself would be frustration.

8. Teachers' opinions concerning purposes for which students use study guides were ranked as follows: to keep from reading the assigned selection itself; 39.8 percent; to get a clearer understanding of the work, 25.5 percent; to raise students' grades, 12.4 percent; to anticipate test questions, 11.8 percent; to aid in writing about literature, 9.3 percent.

9. Of the teachers surveyed, 35.1 percent said the students who most often use a study guide are those who do not like to read; 32 percent of the teachers said students who strive for top grades most often use study guides; 21.4 percent of the teachers said students who have trouble with literary interpretation are the ones who most often use study guides.

10. A majority of teachers, or 73.6 percent, stated they feel students' understanding is enhanced by reading a study guide in conjunction with reading the literary work itself.

11. Of the 91 teachers surveyed, 49.5 percent view study guides as essentially a form of literary criticism; 41.7 percent do not.

12. More than half the teachers, or 69.2 percent, seldom or never use the study guides in their own teaching. Of the total 91 teachers, 25.3 percent use them frequently in their teaching.

13. Of the 58 teachers who use the guides in their teaching, slightly more than half, or 51.4 percent, use them for a better understanding of a work in order to teach more effectively; 29.7 percent of those teachers use the guides to obtain composition topics.

14. Almost half, or 46.1 percent, of the teachers said they would not use a study guide in class.

15. Of the teachers surveyed, 48.4 percent view their teachers' manuals which accompany their literature texts as being different from study guides.

16. Of the 91 teachers surveyed, 17.6 percent had more than 20 years of teaching experience. More than half, or 63.7 percent, of the teachers had taught between 11 and 20 years, while 16.5 percent had taught between 5 and 10 years. Only 2.2 percent of the teachers had less than 5 years of experience.

17. Of the surveyed teachers, 78 percent had been enrolled in a college course within the past five years.

18. Rural students are the least familiar with the study guides, as only 31.6 percent of them are familiar with Cliffs Notes, the most widely used guide. Suburban students are most familiar with the guides, as 100 percent indicated familiarity with Cliffs Notes. Of the inner-city students, 73.9 percent said they are familiar with Cliffs Notes for literature.

19. Rural students use the guides least; 50 percent of them said they seldom use the guides, and 17.3 percent said they never use them. Suburban students use the guides most frequently; nearly half, or 49 percent, of those students use the guides frequently, and 17.2 percent use them very frequently. Of the inner-city students, 63.8 percent said they seldom use the guides: 13 percent indicated they use the guides frequently.

20. Rural students ranked reasons for using the study guides as follows: to understand a work more fully, to help prepare for tests, to keep from reading assigned selections, to aid in writing compositions, to get higher grades, and to save time. The suburban students' reasons were the same as those of the rural students, except that the suburban group put to aid in writing compositions before to keep from reading assigned selections. The inner-city students' answers were the same as those of the rural students.

21. Of the 98 rural students, 23.5 percent said they frequently read guides in lieu of assigned works; 32.7 percent of the rural area students rarely read a study guide in lieu of the work itself. Of the suburban students, 40.2 percent frequently read a study guide

in lieu of an assigned work, and 37.9 percent rarely read a study guide instead of the work itself. Of the inner-city students, 15.9 percent said they frequently read a study guide in lieu of the assigned work, and 44.9 percent said they rarely read a guide in lieu of the work itself.

22. Of the rural group, only 27.6 percent said students with guides have an unfair academic advantage over students who do not use the guides. Of the suburban group, 23 percent indicated students with guides have an unfair advantage. Of the students from the inner-city areas, only 13 percent said they view students who use guides as having an unfair academic advantage over students who do not use them.

23. Of each of the three groups, only 5.1 percent or less associate use of the study guides with cheating.

24. Of the students from the rural areas, 26.5 percent indicated they feel students who use the guides get higher marks than those who do not use them, as do 45.9 percent of the suburban students and 36.2 percent of the inner-city students.

25. Of the students from the rural areas, 18.4 percent indicated they think a teacher's knowledge of students' using study guides affects those students' grades; 22.4 percent do not think grades are affected; 39.8 percent are not sure whether grades are affected. Of students from the suburban population, 14.9 percent said a teacher's knowledge of students' using study guides affects the grading of those students. Nearly half, or 49.4 percent, do

not think grades are affected; 35.6 percent of the suburban group are not sure whether grades are affected. Of the inner-city group, 13 percent said they think grades of students using guides are affected by teachers' knowledge of the use of guides, while 46.4 percent do not think grades are affected; 24.6 percent of the inner-city group stated they are not sure whether such knowledge affects the grades of students who use the guides.

26. Of the three groups--the rural, the suburban and the inner-city--more than half (57.1 percent, 88.5 percent and 79.7 percent, respectively) do not feel they have to hide the study guides from their teachers.

27. Of the rural students, 59.2 percent indicated they think teachers use study guides; 94.3 percent of the suburban students and 59.4 percent of the inner-city students think teachers use study guides.

28. Students indicated purposes for which they think teachers use the study guides. All three groups--rural, suburban, and inner-city--ranked the purposes as follows: (1) for a better understanding of a work in order to teach more effectively, (2) for test questions, (3) for composition topics, and (4) for daily work.

III. CONCLUSIONS

This study has presented certain findings concerning the attitudes of high school English teachers and students toward the use of commercially prepared literature study guides. As a result of this study and its findings, the investigator is able to draw the following conclusions:

1. Teachers' educational background and/or number of years of teaching experience has no effect upon their attitudes toward students' using commercially prepared study guides for literature.

2. Teachers' attitudes toward student use of the guides are inconsistent. Teachers seem unsure whether students' use of the guides is beneficial or detrimental.

3. Even though teachers say they approve of the use of the study guides by students, their primary objection is that students will read the guides themselves in lieu of the work itself.

4. Availability is the primary factor affecting students' familiarity with and uses for commercial study guides. The nearer the school is located to a major bookstore, the more likely its students are to use the guides. This investigator feels that if this study had been done one year after the initial student survey, a difference in student familiarity with the guides would have occurred within the rural sample. One of the schools in that sample is located approximately 15 miles from a bookstore which sells the study guides. The other school, however, at the time of the study was

approximately 37 miles from a bookstore which sells guides. Since the study was conducted, a bookstore opened which sells the guides in a nearby town approximately 20 miles from the school. The bookstore has a large selection of Cliffs Notes titles available, and the mall where the bookstore is located is frequented by students from the school in question.

5. Students do not associate the use of study guides with cheating and do not feel they should hide the guides from their teachers.

6. Suburban area students are the most frequent users of the study guides. This fact may be attributable to a concentration of bookstores which sell the guides.

7. The type of school--rural, suburban, inner-city--is not a factor in students' attitudes toward use of the guides.

8. New teachers do not participate in professional organizations and conferences as much as do teachers with more years of teaching experience. This investigator feels this may be due to the fact that teachers recently graduated from college tend not to spend their spare time attending seminars and lectures that are much like the methods courses they so recently completed.

IV. SUGGESTIONS FOR FURTHER STUDY

The investigator makes the following suggestions for further study:

1. This study may be expanded to include college professors of English and their students.

2. This study may be expanded to analyze kinds of study guides, such as teacher-made guides, student-made guides, and a variety of commercially prepared study guides for literature.

3. This study may be expanded to analyze methods of teaching literary criticism.

4. This study may be expanded to investigate reasons for the lack of participation in professional organizations by new teachers.

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APPENDIXES

APPENDIX A

APPENDIX A

TEACHER QUESTIONNAIRE

Please check answers to questions which apply to you. You may check more than one answer to a question.

1. How long have you taught?
☐ Less than 5 years ☐ 11-20 years
☐ 5-10 years ☐ More than 20 years
 2. How long has it been since your last college course?
☐ 1-2 years ☐ 6-10 years
☐ 3-5 years ☐ 11-15 years
☐ Longer than 15 years
 3. Are you familiar with Cliffs Notes study guides for literature?
☐ Yes ☐ No
 4. Are you familiar with Monarch Notes for literature?
☐ Yes ☐ No
- If you answered No to questions 3 and 4, stop here.
5. How often do you use the guides in your teaching?
☐ Very frequently ☐ Seldom
☐ Frequently ☐ Never
 6. How often did you use them as a student?
☐ Very frequently ☐ Seldom
☐ Frequently ☐ Never
 7. In your estimation how many of your students use the guides?
☐ All ☐ Few
☐ Many ☐ None
 8. How often do you recommend use of the guides to your students?
☐ Very frequently ☐ Seldom
☐ Frequently ☐ Never
 9. In what ways do you most often use a study guide?
☐ For a better understanding in order to teach a particular piece of literature
☐ For test questions
☐ For composition topics
☐ For daily work
☐ Other, please specify _____
 10. How do you feel about students using study guides?
☐ I approve ☐ I am indifferent
☐ I disapprove
 11. In what ways do you think students generally use study guides?
☐ To aid in writing about literature
☐ To keep from reading the selection itself
☐ To anticipate test questions
☐ To get a clearer understanding of a piece of literature
☐ To raise their grades
☐ Other, please specify _____

12. If a student told you that he/she read a study guide instead of an assigned piece of literature, what would you feel?

☐ Anger	☐ Frustration
☐ Nonchalance	☐ Disappointment
☐ Disbelief	☐ Other, please specify _____
13. Do you wish study guides were available for student use?

☐ Yes	☐ I don't care
☐ No	
14. Do you feel a student's understanding of a novel is enhanced by his/her reading a study guide about that book in conjunction with the piece of literature itself?

☐ Yes	☐ I don't know
☐ No	
15. Do you look upon study guides as essentially another piece of literary criticism?

☐ Yes	☐ No
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16. Do you view a student's use of study guides as a form of cheating?

☐ Yes	☐ No
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17. Do you feel that if a student uses a study guide for most assigned reading that his/her critical reading skills may not develop adequately?

☐ Yes	☐ No
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18. Do you feel that students who use study guides have unfair advantages over students who do not use them?

☐ Yes	☐ No
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19. If you knew that a student used a study guide, would it affect the way you graded the student?

☐ Yes	☐ I'm not sure
☐ No	
20. Which type of student do you feel most often uses a study guide?

☐ A student who has trouble with literary criticism
☐ A student who strives for top grades
☐ A student who does not like to read
☐ A student who does not like to write
☐ Other, please specify _____
21. Would you use a study guide in class?

☐ Yes	☐ No
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22. How would you feel if study guides became available in your school's bookstore?

☐ I would strongly agree with the practice
☐ I would agree with the practice
☐ I would be indifferent to the practice
☐ I would disagree with the practice
☐ I would strongly disagree with the practice
23. Do you view the teacher's manual that accompanies your literature text as being essentially different from a commercially prepared study guide?

☐ Yes	☐ No
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24. If you have questions or comments that were not addressed in this questionnaire, please feel free to write them below:

APPENDIX B

STUDENT QUESTIONNAIRE

1. Do you plan to go to college?
() Yes () No () I'm not sure right now.
2. Are you familiar with Cliffs Notes study guides for literature?
() Yes () No
3. Are you familiar with Monarch Notes for literature?
() Yes () No
4. How often do you use the guides
() Very frequently () Seldom
() Frequently () Never
5. Which of the following best expresses the reason you use study guides?
() To get higher grades
() To understand a piece of literature more fully
() To keep from reading all the selections assigned
() To help prepare for tests
() To aid in writing compositions
() Other, please specify _____
6. What do you think most useful about the guides?
() Character analysis () Study questions for preparing for a test
() Plot summary () Other, please specify _____
7. How often do you read the guides instead of the work itself?
() Always () Rarely
() Frequently () Never
8. Where do you get the study guides you use?
() My parents buy them () I buy them for myself.
() They are in my home. () My brother or sister buys them.
() I borrow them from my friends. () Other, please specify _____
9. Would you tell a teacher that you had read a study guide instead of an assigned piece of literature?
() Yes () No
10. Do you think your teachers use the guides?
() Yes () No
11. If you answered Yes to number 10, in what ways do you think they use them?

Appendix B continued

11. If you answered Yes to number 10, in what ways do you think they use them?
 - ☐ For a better understanding in order to teach a particular piece of literature
 - ☐ For test questions
 - ☐ For composition topics
 - ☐ For daily work
 - ☐ Other, please specify _____
12. Has a teacher ever recommended a study guide to you?
 - ☐ Yes
 - ☐ No
13. How did you first learn about the study guides?
 - ☐ From a classmate
 - ☐ From an older brother or sister
 - ☐ From a teacher
 - ☐ From observing them in a bookstore
 - ☐ From parents
 - ☐ Other, please specify _____
14. Do you think study guides should be available for students to buy?
 - ☐ Yes
 - ☐ No
 - ☐ I don't care
16. Do you think that students who use study guides have unfair advantages over students who do not use them?
 - ☐ Yes
 - ☐ No
17. If you answered Yes to number 16, what are some of these unfair advantages?
 - ☐ There may be difficult concepts discussed in the guides that other students may not understand
 - ☐ A student who uses a guide may have to spend less time in preparing for an assignment than a student who does not use a guide
 - ☐ A student may get credit for a thought which is not an original one
 - ☐ A student with a guide may not have to read the assignment to make grades equivalent to a student who does not use the guide
 - ☐ Other, please specify _____
18. Do you think that if a teacher knew you used a study guide it would affect the way you were graded?
 - ☐ Yes
 - ☐ No
 - ☐ I'm not sure
19. Have you ever seen a teacher use a study guide in class?
 - ☐ Yes
 - ☐ No
20. Do you view use of study guides by students as a form of cheating?
 - ☐ Yes
 - ☐ No
21. If you had used a study guide, do you feel you would have to hide that fact from your teacher?
 - ☐ Yes
 - ☐ No
22. Do you view a teacher's manual as being essentially different from a study guide?
 - ☐ Yes
 - ☐ No

Appendix B continued

23. In your estimation how many of your friends use study guides?
☐ All ☐ Few
☐ Many ☐ None
☐ Some
24. Do you think students who use study guides generally get higher marks than students who do not use them.
☐ yes ☐ No ☐ I don't know

APPENDIX C

Post Office Box 6
New Tazewell, Tennessee 37825
November 5, 1984

Dear Superintendent:

I am presently pursuing the Ed.D. degree at The University of Tennessee. Research for my dissertation requires that I conduct a short survey among seniors in selected schools in this area. The survey is a short questionnaire designed to find out how frequently students use commercial study guides as aids to literary analysis. A copy is enclosed for your examination. The questionnaire takes approximately three to five minutes to complete. Students will be assured that their responses will be treated anonymously and that their grades will in no way be affected by their completing the questionnaire. The study will involve two senior English classes at _____ and _____ High Schools.

May I have your permission to contact the principals at those schools to set up convenient times to conduct the study?

I look forward to hearing from you at your earliest convenience.

Respectfully,

(Mrs.) Sylvia Dianne Lynch
Graduate Student
University of Tennessee

Post Office Box 6
New Tazewell, Tennessee 37825
April 9, 1985

Dear Principal:

I am presently pursuing the Ed.D. degree at The University of Tennessee in Knoxville. Research for my dissertation requires that I conduct a survey among seniors in selected high schools. The survey is a short questionnaire designed to find out how frequently students use commercial study guides as aids to literary analysis. I have received permission to conduct my study at your school from the superintendent.

The questionnaire takes approximately three to five minutes to complete. I would like to administer the questionnaire to two senior English classes, preferably college bound and/or average ability.

May I have your permission to contact teachers of two senior English classes at your school to establish appointments to conduct my survey?

I look forward to hearing from you at your earliest convenience.

Respectfully,

(Mrs.) Sylvia Dianne Lynch
Graduate Student
University of Tennessee

Post Office Box 6
New Tazewell, Tennessee 37825
April 16, 1985

Dear Teacher:

I am a teacher in the Claiborne County school system and I am presently pursuing the Ed.D. degree at The University of Tennessee. Research for my dissertation requires that I conduct a survey among high school seniors in selected schools in this area. The survey is a short questionnaire designed to find out how frequently students use commercial study guides as aids to literary analysis. I have received permission from the principal to conduct the study at your school.

The questionnaire takes approximately three to five minutes to complete. I would like to administer the questionnaire to two classes, preferably college bound and/or average ability level classes. Would you indicate dates and times below which would be convenient for you?

I shall send a confirmation upon receiving your reply. Thank you for your cooperation, and I look forward to hearing from you at your earliest convenience.

Respectfully,

(Mrs.) Sylvia Dianne Lynch
University of Tennessee

Month _____ Day _____ Day _____ Hour _____ Hour _____

VITA

Sylvia Dianne Lynch was born in Middlesboro, Kentucky, and was raised in Claiborne County, Tennessee. She attended school in the county and was graduated from Claiborne County High School in 1972. She entered Lincoln Memorial University in 1975. She graduated valedictorian of her class in 1977 with a Bachelor of Arts degree in English and a Bachelor of Science degree in education. She began teaching in the Claiborne County school system in 1977. She attended The University of Tennessee, Knoxville, where she received a Master of Science degree in English education in 1981. She re-entered The University of Tennessee in 1983 where she received the Doctor of Education degree with an emphasis in English education and with a collateral in Educational Leadership in 1985. She is a member of Cedar Grove Baptist Church, Delta Kappa Gamma, and the National Council of Teachers of English.