CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS
5.1 CONCLUSIONS:

The analysis of data leading us to the following conclusions:

5.1.1 Conclusions Related to the Role Expectation:

5.1.1.1 All the three groups of respondents, i.e., cooperating school principals, cooperating teachers, and student teachers had developed a high level of expectations from the college supervisors regarding their role on student teaching. This high level of expectations had been noted on all the four specified roles viz., (1) Academic, (2) Skill Development, (3) Guidance, and (4) Evaluation.

5.1.1.2 The expectations of the school principals, cooperating teachers, and student teachers did not differ on Academic, Skill Development, Guidance, and the overall supervisory roles. However, there were differences between some groups on the role of Evaluation of student teaching and are described below:

The expectations of the school principals and the cooperating teachers regarding the evaluation function were not different, but there were differences (a) between the school principals and student teachers, and (b) between the cooperating teachers and student teachers, both at the .05 level. Further, the mean value of the student teachers on the evaluation function was lower than both the groups, suggesting thereby that student teachers expected a liberal rather than a critical evaluation on their student teaching.

5.1.1.3 The school principals were more concerned with the practical aspects of student teaching than the academic one. Their expectations of the college supervisors on the role of Evaluation of student teaching skills;
Guidance of student teachers; and Skill Development among the student teachers were significantly higher than the Academic role at .01 level. And further, their expectations were highest on the skill development.

5.1.1.4 The cooperating teachers were also more concerned with the practical aspects of student teaching than the academic one. Their expectations on the Guidance of student teachers; Evaluation of student teaching; and Skill Development were significantly higher than the Academic role at .01 level.

5.1.1.5 The student teachers were more concerned with the developmental help by their college supervisors than the academic help and critical evaluation of their performance. Their expectations on Guidance and Skill Development were significantly higher than the Academic and Evaluation functions.

5.1.1.6 All the three groups of respondents (school principals, cooperating teachers, and student teachers) expected a higher level of performance from the college supervisors for the skill development of the student teachers.

5.1.2 Conclusions Related to the Role Performance:

5.1.2.1 All the three groups of respondents, i.e., cooperating school principals, cooperating teachers, and student teachers rated the actual role performance of the college supervisors on student teaching as average or moderate. This average level of performance had been noted on all the four specified roles viz., Academic, Skill Development, Guidance, and Evaluation.

5.1.2.2 There were no significant differences between the perceptions of the school principals and the student teachers regarding the college supervisors' actual performance on all the roles, i.e., Academic, Skill Development, Guidance, Evaluation, and the overall supervisory roles.

5.1.2.3 The perceptions of the cooperating teachers on the actual role performance of the college supervisors were significantly different from the perceptions of the school
principals and of the student teachers for all of the roles. The mean values obtained by the cooperating teachers on various roles were lower than the mean values obtained by the other two groups. It means that the perceptions of cooperating teachers on the actual role performance of the college supervisors was the lowest.

5.1.2.4 The school principals and cooperating teachers did not rate significant differences between the actual performance of the college supervisors on Academic, Skill Development, Guidance, and Evaluation roles.

5.1.2.5 The actual role performance of the college supervisors on Evaluation, Skill Development, and Guidance roles were significantly different from their performance on Academic role according to the ratings of the student teachers.

5.1.3 Conclusions Concerning the Differences between the Role Expectations and the Role Performance:

The comparison of the mean scores between the role expectations and the role performance of college supervisors for each group of respondents revealed significant gaps on Academic, Skill Development, Guidance, Evaluation, and the overall supervisory roles. It led us to the conclusion that the school principals, cooperating teachers, and student teachers see the performance of the college supervisors as being significantly lower than their expectations.

5.2 RECOMMENDATIONS:

5.2.1 Recommendations to Develop Consensus among the Participants of Student Teaching Programme:

It has been found that all the three groups of respondents expected a high level of performance from the college supervisors on student teaching where as they perceived the actual performance of the college supervisors as moderate. Thus, it could be stated that there were gaps between the role expectations and the role performance of the college supervisors. These gaps could occur
due to the lack of a clear role definition (Kunde-1973), or due to the lack of two-way lines of communication between the participants (Stagg-1968, Wheeler-1976, Moses-1980, and Rothman-1981), or due to the lack of competencies of college supervisors themselves. Consensus among the participants may be developed through the following programmes:

i) The college authority should promote regular communication and discussion among college supervisors about their role, develop a clear role definition as a result of their collaborative effort, and disseminate this information to all participants.

ii) Seminars should be organized to which the college staff, cooperating school personnel, and student teachers be invited for discussion and better understanding of the roles of college supervisors.

iii) The philosophy, objectives, and functions of student teaching; and the roles of college supervisors on student teaching should be reviewed from time to time to bring them up-to-date.

iv) Workshops should be conducted during each academic session to inform cooperating school personnel of the latest developments in the student teaching programme.

v) In-service training programmes on supervisory duties and responsibilities should be designed for beginning supervisors. These would involve course work as well as team supervision programmes.

vi) Training for college supervisors in human relation and communication skills should be launched in order to strengthen and provide support to continuous collaboration by college supervisors and cooperating school personnel in the professional development of student teachers.
vii) A workshop should be conducted at least once during each semester to improve supervisory practices of college supervisors to meet the expectations of the co-workers.

viii) The college authority should provide sufficient opportunities to college supervisors to perform their supervisory roles on student teaching. These can be done in various ways such as reducing their teaching load, increasing numbers of college supervisors, providing more facilities of transportation, etc.

ix) The college supervisors should re-establish and maintain stronger ties with cooperating schools, making frequent visits to the school and holding conferences with teachers concerned with the student teaching programme so as to have mutual understanding about their roles on student teaching.

5.2.2 Recommendations for Further Study:

The present study confined itself to study the role expectations and the role performance of college supervisors on student teaching as perceived by school principals, cooperating teachers, and student teachers in the Northeast Group of Teachers Colleges, Thailand. As the subject is of vital significance, the following recommendations are made for further study:

i) The study may be replicated with a large sample and a wider geographical area so that the results obtained can be of wider generalizations.

ii) The survey studies on problems and difficulties of the college supervisors and the cooperating school personnel in performing their supervisory roles on student teaching should be conducted.

iii) A systematic investigation and analysis should be made to ascertain the causal factors preventing realization of the ideal role.

iv) Further research should be conducted to determine desirable visitation practices and the minimum visitation standards of college supervisors.
v) A systematic investigation and analysis should be made to examine the most important competencies that experienced college supervisors display in their work with student teachers and the best means for developing these competencies.