CHAPTER VI

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Student teaching occupies a key position in the programme of teacher education at all levels. Support for student teaching has a long history (Dewey-1904, Conant-1963, Association of Teacher Educators-1973). Several studies reported that student teachers considered student teaching to be the most important part of teacher education programmes, overshadowing the student's academic and professional course work (Yamamoto, Pederson, Opdahl, Townsend, Paleologos & Smith-1969; Wingard, Srivastava-1970; Sharma, Peck & Tucker-1973; Lortie-1975). Moreover, if sufficiently realistic, student teaching performance should provide some basis for predicting the future success of the teacher (Kinney-1961).

In student teaching experiences, two levels of supervision are normally found: a representative from the teacher preparation institution, and cooperating school personnel.

The college supervisor is the official representative of the college. It is he who shoulders a great responsibility for the overall supervisory instruction provided to the student teacher. He provides liaison between the college and cooperating schools and gives overall direction to the student teaching experience.


Unfortunately, as reported by many researchers on different occasions (Gysbers & Johnston-1963; Hansen-1965; Youstra-1970;
Cheesebrough-1971; Kunde, Stringfellow-1973; Freed-1976; Gold-1979; Moses-1980; and Rothman-1961), there is an absence of established criteria or job specification for the position of the college supervisor, and they stated the need for some discussion and clarification in this area. The paucity of the lack of clearly defined role of the college supervisor can also be seen by the conflict which occurred between the perceptions of the participants of the student teaching programme as reported by researchers included Fitch-1969, Wingard-1970, Kunde-1973, Waters-1973, Freed-1976, Cluett-1977, Hake-1978, Webb-1979, Moses-1980, Rothman-1981, and Ortiz-Vega-1982. This circumstance of lacking consensus among participants had limited the effectiveness of the college supervisors' performance on their supervision of student teaching (Richardson, Walsh-1969; Choowiwatanawanich-1971; Ratharasaengthai-1976; Moses-1980; and Rothman-1981).

The present study is an effort in the same direction to find out whether there is some consensus among participants regarding the role expectation and role performance of the college supervisors on student teaching.

The present study, "Role Expectations and the Role Performance of College Supervisors on Student Teaching as Perceived by School Principals, Cooperating Teachers, and Student Teachers" has the dual purpose: (1) to examine the role expectations and the role performance of college supervisors as perceived by various groups, i.e., school principals, cooperating teachers, and student teachers, and (2) to investigate the significant gaps between the perceptions on the role expectations and the role performance of college supervisors on student teaching programmes at the Northeast Group of Teachers Colleges, Thailand. Specifically, the study has been taken up with the following objectives in view:

1. To examine the role expectation of college supervisors on student teaching as perceived by school principals, cooperating teachers, and student teachers.

2. To examine the role performance of college supervisors on student teaching as perceived by school principals, cooperating teachers, and student teachers.
3 To study the differences in the perceptions of school principals, cooperating teachers, and student teachers on the role expectations of college supervisors on student teaching.

4 To study the differences in the perceptions of school principals, cooperating teachers, and student teachers on the role performance of college supervisors on student teaching.

5 To study the differences between the role expectations and the role performance of college supervisors as perceived by:
   a) school principals
   b) cooperating teachers
   and,
   c) student teachers.

6 To identify the significant gaps between the role expectations and role performance of the college supervisors on student teaching.

7 To suggest the areas on which the college supervisors need to improve upon their performance for improving the teaching skills and competency of the student teachers.

**Hypotheses:**

The following hypotheses were formulated in this study:

1 The perceptions of the school principals, cooperating teachers, and student teachers on the role expectations of college supervisors will be significantly different. (Kunde-1973, Freed-1976, Cluett-1977, Rothman-1981, and Ortiz-Vega-1982)

2 The perceptions of the school principals, cooperating teachers, and student teachers on the role performance of college supervisors will be significantly different. (Hake-1978, and Leddick-1980)

3 The expectations of the school principals on the different roles (Academic, Skill Development, Guidance, and Evaluation) to be performed by the college supervisors will not be different.
4 The expectations of the cooperating teachers on the different roles (Academic, Skill Development, Guidance, and Evaluation) to be performed by the college supervisors will not be different.

5 The expectations of the student teachers on the different roles (Academic, Skill Development, Guidance, and Evaluation) to be performed by the college supervisors will not be different.

6 The perceptions of the school principals on the performance of different roles (Academic, Skill Development, Guidance, and Evaluation) of the college supervisors will not be different.

7 The perceptions of the cooperating teachers on the performance of different roles (Academic, Skill Development, Guidance, and Evaluation) of the college supervisors will not be different.

8 The perceptions of the student teachers on the performance of different roles (Academic, Skill Development, Guidance, and Evaluation) of the college supervisors will not be different.

9 The school principals will perceive significant differences between the role expectations and the role performance of college supervisors. (Waters-1973)

10 The cooperating teachers will perceive significant differences between the role expectations and the role performance of college supervisors. (Kunde-1973, and Waters-1973)

11 The student teachers will perceive significant differences between the role expectations and the role performance of college supervisors. (Pitch-1969, Kunde-1973, and Waters-1973)

METHODS AND PROCEDURES:

Fifty school principals, 100 cooperating teachers, and 200 student teachers were randomly selected from those who participated in the student teaching programmes of eight teachers colleges of the Northeast Group of Teachers Colleges, Thailand, in the first semester of academic year 1983 - 1984.
The Role Expectation Instrument, a five point rating scale developed by the investigator was employed to investigate the perceptions of selected subjects. The instrument contains 50 items designating functions that are usually performed by college supervisors on student teaching. Items were categorized in four groups, i.e., 25 items in Academic, 5 items in Skill Development, 10 items in Guidance, and 10 items in Evaluation.

Content validity for the instrument was established by expert opinion. Reliability for the instrument was established by administering the rating scale to a pilot sample and the reliability coefficient was computed by the use of Hoyt's Analysis of Variance Procedure. The statistical value of reliability was established at 0.936. Further, discrimination validity for the instrument was examined by testing of significant differences between individual scores along with Hoyt's Analysis of Variance Procedure. The F value obtained from this step was 15.53. It was significant at the .01 level.

Student teachers were asked to respond to the rating scale twice in scheduled setting. First, one week before the commencement of the student teaching experience and second, one week after completing the student teaching experience (of 8 weeks) to indicate their perceptions on ideal and actual role performance of college supervisors.

School principals and cooperating teachers were instructed to indicate their perceptions by marking two columns. Column A was employed to indicate the actual role performance of college supervisors, while responses in column B indicated their ideal functions. For this, they were given freedom to check the rating scale in their free time, then were collected back within one week.

Data collected from the Role Expectation Instrument were tabulated and analyzed by the following statistical procedures:
Computation of the mean, mode, and standard deviation of each item on the role expectations and the role performance, separately for each group of respondents as well as for the total sample of respondents.

Group - by - trials analysis of variance (which one trial was involved) followed by t-test where necessary, to test the differences between the perceptions of different groups of respondents regarding the role expectations and the role performance of college supervisors.

Subjects - by - trials analysis of variance (two-way classification with one observation per cell) followed by Tukey's Honestly Significant Difference Method where necessary, to test the differences of perceptions on different roles of the role expectations and the role performance of college supervisors, separately for each group of respondents.

Direct-Difference Method for the t-test to test the differences between the role expectations and the role performance of college supervisors as perceived by each group of respondents.

FINDINGS:

Within the limitations of this study, the following findings had emerged:

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.

2 All the three groups of respondents rated the actual role performance of the college supervisors on student teaching as average or moderate. This average level of performance had been noted in all the four specified roles described earlier.
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.

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.

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.
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.

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.

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.

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.

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.
11 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.

12 The comparison of mean scores between the role expectations and the role performance of college supervisors for each groups 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.