CHAPTER I

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In Thailand, the history of modern teacher education dates back to 1892 in the reign of King Chulalongkorn. The first teacher education programme was a two-year course with only three students enrolled.

The first formal school of teacher education admitting the graduates of grade 10 to a three-year course which led to an elementary certificate of teacher education was founded in 1895. Seven years later, a similar school offering an additional two-year course to the holders of the elementary certificate of teacher education was established. It was called a secondary teacher education school. In the same year, another school for elementary teacher education was set up for rural students.

In 1928 the secondary teacher education school was amalgamated with Chulalongkorn Civil Service College which was to become known later as Chulalongkorn University. Then only the elementary teacher education school was under the responsibilities of the Teacher Education Section attached to the Education Department.

In 1940 when Teacher Education was transferred to the Department of Primary Education, its responsibilities were:

1 Preparing pre-service teachers for the higher certificate of education.

2 Preparing pre-service teachers for the certificate of education.

3 Inspecting schools under Teacher Education Division and training teachers.

In 1954, the Department of Teacher Education was created in the Ministry of Education. The elevation from the status of a divi-
sion in what was the Department of Primary Education to that of a
department was to respond the need and demand for qualified teachers
and also to set the stage for a major reorganization of the teacher
education system. The work began with expansion of the teachers
colleges already in existence, as well as the establishment of the
new ones. Some small teachers colleges were either closed down or
merged with others. The College of Education which is a degree gran­
ting institution, was also set up to prepare teachers for the upper
secondary schools.

As a result of another reorganization of the Department of
Teacher Education in early 1973, the College of Education with its
branches (eight in number) were grouped to form what was equivalent
to a department within the Ministry of Education. In 1975, all
College of Education became a university under the control of the
Office of University Affairs.

In 1975, teachers colleges under the Department of Teacher
Education were granted affiliation to prepare teachers at the degree
level.

There are at present 36 teachers colleges under direct adminis­
trative control of the Department of Teacher Education. There are six
colleges in Bangkok and the remainders are in the provinces. The
distribution is such that there is at least one teachers college
for every two adjacent provinces. (133:2-3)

The eight teachers colleges that form the crux of this study
were established during 1944 - 1974. (130:87-88) These teachers
colleges offer grade 12 graduates a two-year course to the Higher
Certificate of Education and a four-year course for Bachelor of
Education. They also offer a two-year course of Bachelor of Education
for the higher certificate holders. These two programme of teachers
preparation are implemented under the guidelines of National Policy
and System of teacher education as follows:
National Policy and System on Teacher Education:

The National Education Scheme 1977 stipulated the policy of teacher education by maintaining that "The state is responsible for organizing all levels of teacher training and producing well-qualified and able teachers for various educational institutes in compliance with the objectives laid down in the National Scheme of Education".

Moreover, the National Education Scheme 1977 stressed the system of teacher-training as follows:

Teacher-training aims at producing the teacher who can arouse the learning desire and overall development in the learner in such a way that the latter will become a person of high morals and ethics, as all intelligent people should be. This must correspond according to the Thai culture and democratic monarchy, with a firm belief in the institutions of the Nation, Religion and Monarchy. The development embraces his overall personality, his relationship to students and his role in society. (135-3)

These are regarded as the guidelines in the preparation of the new teachers.

At present Thailand is launching the Fifth National Economic and Social Development Plan (1982 - 1986). The Fifth National Plan maps out the specific policy on teacher education into 5 points, viz.,

1. The training, production and utilization of teachers of each institution and at each level will be coordinated to ensure consistency with the newly improved educational curricular.

2. The syllabi of teacher training courses will be improved to provide appropriate theory and practice so that graduates can be better equipped with teaching knowledge of pre-school, primary school, secondary, vocational, and non-formal education.

3. Teacher training institutions will be encouraged to work together in producing and utilizing educational equipments and educational personnel. Support will be given to the provision of educational equipment to teacher training institutions. The provision of technical services to communities will also be promoted.
4 Measures will be formulated on improving the recruitments of teachers and lecturers for teacher training institutions. Emphasis will be placed on selecting those individuals who exhibit their proper attitudes, have good morals and have strong dedication to the teaching profession.

5 Teacher training institutions will be encouraged to undertake and promote research, particularly on assessing and evaluating the quality of graduates and the efficiency of teacher training activities. (90:204-05)

This policy on teacher education serves as a guideline for the teacher education institutions to manage their functions.

The Functions of Teachers Colleges:

According to the Teachers College Act 1975, No.5, the teachers college shall have five working areas as follows:

1 Pre-service Teacher Education
2 In-service Teacher Education
3 Research and Development
4 Provision of Technical Services to the Community
5 Promotion and Preservation of National Identity, Art and Culture in the Thai Context. (135:8)

There are certain major weaknesses in the existing system of professional education. The quality of training institutions remains with a few exceptions, either mediocre or poor. Competent staff are not attracted; vitality and realism are lacking in the curriculum and programme of work which continue to be largely traditional; and set pattern and rigid techniques are followed in student teaching, with a disregard for present-day needs and objectives.

However, it can not be denied that the present system of training teachers, inspite of some deficiencies, has helped somewhat in awakening social consciousness among students and in developing a sense of significance in the teachers' role. It is a fact that
student teachers in Thailand have become activists. They express great concern for social and political activities and feel it their responsibility to render service to the community. The teachers-to-be should have a more accurate concept of reality and gain better insights into the causes of things so that they can define problems and see more and better alternatives for the solution of problems. It is necessary that the prospective teachers have sufficient time for their professional training in the community, work with real problems and take responsibility for their actions.

In order that this training may be adequate, the teacher education faculty has to play a major role. This role concentrates around changing the behaviour, attitude and aptitude and developing their desirable traits so that they devote their creative energy and efforts profitably for the students and the community. The college faculties can not escape the responsibility of orienting student teachers to the school environment in which they will do their student teaching and develop their professional skills. The development of professional skills is in fact the main thrust of the teacher training and is very crucial for developing interests, beliefs and faith in the teaching profession.

There is going on constantly a two-way communications between the college faculties and the student teachers. The college supervisor besides developing the professional competencies of the student teachers makes a critical assessment of the professional behaviours of the student teachers during their student teaching and gets the feedback whether the intentions of the college supervisors to develop the desirable traits among the student teachers were met or not. If not, what were the discrepancies or issues of conflicts. The student teachers on the other end have certain expectations regarding the role performance of the college supervisors to help them grow into competent teachers so as to be able to teach in the realistic situation. It is this programme of student teaching that gives them
an opportunity to test the gaps between their expectations and the actual roles played by the college supervisors.

The school faculties, particularly the principals and cooperating teachers are largely interested in teaching-learning that takes place in the classroom and their intentions are that best teaching may take place so that the learning on the part of the school pupils becomes optimum. To achieve this end there is a need to properly orient, prepare and guide the student teachers and this responsibility mainly lies with the college supervisors. They (school faculties) are by and large interested in knowing how well this responsibility is being performed by the college supervisors and how well it matches to their expectations regarding the role of the college supervisors.

Thus, we have two major groups: one the student teachers and the other the school faculties, particularly the principals and cooperating teachers that have certain expectations regarding the role of the college supervisors on student teaching. During the student teaching programmes these groups of participants also get interested in assessing or knowing the actual role performance and to compare it subsequently with their expectations with the objective of finding out in which areas there is congruency and in which areas there is a conflict or gap.

The present enquiry "Role Expectations and the Role Performance of College Supervisors on Student Teaching as Perceived by School Principals, Cooperating Teachers, and Student Teachers" is a step towards a systematic study of the specific expectation from and performance of the college supervisors on student teaching.

The terms used in the study have been defined as follows:
The examination of literatures pertaining to role concept reveals that the concept of role has assumed a key position on the field of cultural anthropology, sociology and social psychology. Each discipline has a different frame of reference. Anthropologists and sociologists who have been interested in communication and interpersonal relationships of institutions have needed a term to indicate the relation of individual activities to the larger organization of society. Hence they have linked "role" with institutional terms like "status", "position", and "office". The conceptualization of role contemplated by some prominent authorities in each field is discussed in this study:

Among anthropologists, role is treated as integral part of status, or as a link between culture and social structure, Benedict (1934), for example, said:

No man ever looks at the world with pristine eyes. He sees it edited by a definite set of customs and institutions and ways of thinking. Even in his philosophical probings he can not go behind these stereotypes; his very concept of the true and false will have reference to his particular traditional customs. (9:2)

Linton, in his book "The Study of Man", reflected a great interest in the twin concepts of status and role. He explained the term "status" and "role" in the following words:

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties ... A role represents the dynamic aspect of status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status in to effect, he is performing a role. Role and status are quite inseparable, and the distinction between them is of only academic interest. There are no roles without statuses, or statuses without roles. (69:157)
Linton’s idea of role has been followed by many modern writers. His insistence upon a close relationship between role and status, and the implication that positions and the attending role were elements of societies suggested new possibilities for analyzing social structure. The idea that an individual’s behaviour would be constructed as role performance implied that role was a link between individual and social structure.

Sociologists’ studies of role lay more emphasis on interaction. Parsons (1972), considered interactions of individuals as social system of action. To him the objective world is composed of social, physical and cultural objects. A social object is an actor, i.e., ego or alter ego. Physical objects are empirical entities, i.e., means and conditions of action. Cultural objects are symbols or value patterns, i.e., ideas or beliefs. (96:4)

Role theory propounded by Sarbin, a social psychologist, emphasized “self” as the unit of personality. The other two conceptual units included in his role theory were role, the unit of culture; position, the unit of society. He viewed role as “the result of the interaction between two series of events. The first is the maturation series, the second is the personal-social series. The maturation series of events may be assumed to be fairly constant from culture to culture, the personal-social of events is the major determinant of psychological variation”. (109:239)

Warren (1977) also emphasized on “self” as an important factor of role behaviour. To him, "self" is not only "actor" but also an important "audience". He pointed that:

The concept of self is linked to the concept of role by the fact that individual selves take positions and play roles, each self playing the same role a little differently than the last. From the structural-functional perspective, each institutional position involves an ideal role, or role behaviour which is optimally functional for maintenance of the social institution. ... The self is an important to her or his own behaviour. ..., the self interprets the expectations of others in shaping behaviour, modifying them according to particular perspectives, needs, and preferences. (141:292)
Levinson is among the social psychologists who defined the term "role" related to the social position. In his study: "Role, Personality, and Social Structure", he said:

The concept of role is related to, and must be distinguished from, the concept of social position. A position is an element of organizational anatomy, a location in social space, a category of organizational membership. A role is so to say, an aspect of organizational psychology; it involves function, adaptation, process. It is meaningful to say that a person "occupies" a social position, but it is inappropriate to say, as many do, that one occupies a role. ( 64:250 )

Since the introduction of role into behavioural science, there has been a diffusion of role concepts. According to Thomas and Biddle (1966), "Many texts today in social psychology, sociology, and anthropology employ a role terminology, and an increasing number of integrative theories in these fields employ role terms. Increasingly, too, one finds role concepts in articles and books in fields dealing with the professional concerns of personal and social change, and many workers in education, industry, and interpersonal helping have adopted selected terms from the vocabulary". ( 12:7-8 )

But, however, today, inspite of scores of words and ideas, Thomas and Biddle, in their study: "The Nature and History of Role Theory", concluded that, "there are only a dozen or so terms that appear again and again". ( 12:8 )

In summing up the concept of role, Levinson, in his study: "Role, Personality, and Social Structure", concluded that:

There are at least three specific senses in which the term "role" has been used, explicity or implicity, by different writers or by the same writer on different occasions.

1 Role may be defined as the structurally given demands (norms, expectations, taboos, responsibilities and the like) associated with a given social position. Role is, in this sense, something outside the given individual, a set of pressures and facilitations that channel, guide, impede, support his functioning in the organization.
Role may be defined as the member's orientation or conception of the part he is to play in the organization. It is, so to say, his inner definition of what someone in his social position is supposed to think and do about it.

Role is commonly defined as the actions of the individual members — actions seen in terms of their relevance for the social structure (that is, seen in relation to the prevailing norms). In this sense, role refers to the ways in which members of a position act (with or without conscious intention) in accord with or in violation of a given set of organizational norms. (64:251-52)

It may be stated that "role" concerns with the thoughts and actions of individuals, and at the same time it points out some socially accepted demands (norms, expectations, taboos, responsibilities, and the like) which influenced the behaviour of the individual. Every individual has a series of roles deriving from various patterns in which he participates.

**Role Expectation**

The term "role expectation" is among other terms used in role theory that apply to prescriptive behaviour.

Lindgren (1973), summarized the essential of expectation on person's role that:

The person who occupies a position is expected to behave in certain ways, and he tends to hold these expectations for himself and his own behaviour. These expectations are acquired through processes of social learning and are reflected in the role he plays. (67:222)

Role expectation, also, can be defined as persons' stimulus and response. Sarbin and Jones defined the term "role expectation" on two sides: stimulus, and responses, and, they also suggested the ways in which role expectation could be assessed. They stated that:
A role expectation is a cognitive structure inferred on the stimulus side, from the person's previous commerce with regularities in other's behaviour, and, on the response side, from the person's tendency to group a number of descriptions of actions and qualities together with the name of specific social position. Role expectations may be assessed by an inventory composed chiefly of action sentences or by an instrument which taps qualitative aspects. (110:465)

Hunt, in his article "Role and Role Conflict" explained that:

It is common practice to refer to that aspect of a total role construction that refers to the behaviour of another as a "role expectation". It would be perfectly legitimate to use the term "role expectation" to refer to any anticipation of particular behaviour patterns contingent upon another's occupancy of any given position regardless of any relationship to one's own. Persons holding expectations concerning the role performances of others commonly strive to communicate their expectations to the focal-person in hopes of influencing the latter to conform to them. (51:281)

The term "role expectations", in this study, is applied to the actions which college supervisors should play on the "student teaching supervision".

**Role Performance**:

The term "performance" and "role performance" are the most common terms used to denote the overt action of person. "Action", according to Thomas and Biddle, "is behaviour distinguished on the basis of its having been learned previously, its goal-directedness, and its apparent voluntariness".

The term "role performance" as stated by Levinson, is "refers to the overt behavioural aspect of role definition - to the more or less characteristic ways in which the individual acts as the occupant of a social position". (64:257)

There are some other terms, "role behaviour", "role enactment", "behavior pattern", and others which are also employed the same sense.
"Role enactment", the term as used by Hunt means the actual behaviour manifested by a given positional occupant. Thus, "role enactment is equivalent to Newcomb's role behaviour" (Sharan-114:24).

Hunt explained some specific characteristics of role enactment that:

- We shall refer to a person's actual role behavior as a "role enactment". ... the actual role behavior exhibited by a person will be associated with a variety of antecedent conditions and variables among which the cognitive components of roles will be only one ... it is plain that role enactments can vary between individual occupying similar positions either as a result of variations in their cognitive role construction, or because of variations in the "stimulus" field in which they behave, or of course, both. Furthermore, the role enactments of a single person can vary through time as a function of the same factors. (51:281)

- To assess one's role performance or one's role enactment, Sarbin and Jones suggested the ways in which the same was used for role expectations, they said:

  Observations of role enactment may be of two kinds: the specific actions of a person enacting a role can be recorded, or qualitative descriptions inferred from the entire sequence of behaviors may be obtained. (110:465)

In this study, the term "role performance" is applied to the actual behaviour of college supervisors on their "student teaching supervision".

**Student Teaching**:

The term "student teaching" is generally used to notify the period or situations in which the perspective teachers were assigned to assume responsibilities as school teachers. It is a period of guide teaching in which student teachers can plan and develop learning experiences with children and secure expert help while they are doing it. A functional programme of student teaching offers...
a challenge to the student teacher of acquiring and understanding of
the fundamental teaching-learning process, a knowledge of the problems
of actual teaching, and a mastery of the skill of directing the
learning of boys and girls. Such opportunities, by the cooperative
efforts of the teachers college and cooperating schools, are provided
in such a way that the student teachers can participate in all
school activities. They are given an opportunity to learn about the
actual work of the teacher in the classroom, on the playground, in
the lunch room, and in special activities.

Curtis and Andrews, in their book 'Guiding Your Student Teacher'
stated about "student teaching" in the following words:

Student teaching is a period (or periods) during which a
student receives guidance in learning to assume responsibili-
ity for the major activities of teachers in the public
schools. (28:ix) This part of the student's programme
generally comes in the last year of the teacher education
curricular. (28:3) The purpose or function of student
teaching across the country, generally speaking, is to provide
opportunities, under-guidance, for the student to develop
and evaluate his competencies in the major area of teacher
activity in the public school. (28:4)

According to Bennie (10:18), student teaching is "a period
of guided teaching during which the student takes increasing respon-
sibility for the instruction of a given group of learners over an
extended period of time".

For this study, the term "student teaching" has been used to
notify the period during which the teachers' college students were
assigned to full-time, off-campus, participation in teaching in
public or district school under the supervision of college supervisors,
cooperating teachers, and the principal, and, has specific objectives
as follows:

1. To develop the student teachers' abilities of transferring
   their learned educational principles, methodology and
teaching techniques into the actual practical experience
   in the 'real' classroom.
2 To provide the prospective teachers opportunities for practice teaching under competent guidance and supervision of cooperating teachers, college supervisors, school supervisory board, and other concerned supervisors.

3 To provide the prospective teachers with 'real-life' experiences in the schools and classrooms in order to acquaint them with classroom atmosphere and to understand the teacher actual responsibilities.

4 To develop the student teachers' concept of the teachers' actual role through their experiences in student teaching.

5 To develop the student teachers' positive attitude toward the teaching profession and to develop their skills in working cooperatively with pupils, peers, and community.

6 To acquaint the prospective teachers with the good teaching performance such as:
   6.1 instructing, training, and bringing up the pupils
   6.2 collaborating in developing the school and participating in all school activities
   6.3 collaborating and supporting in the extra-curricular activities for the pupils in which to provide them added skills and to encourage them in transferring their knowledge, abilities, and energies into the development of their community
   6.4 preserving and encouraging local cultural activities
   6.5 establishing educational activities accordingly and effectively to the community development
   6.6 being energetic in learning and experiencing on the teaching profession and in self-developing in order that living as 'good example' life for the youth and the community.

7 To develop the prospective teachers' self-confidence, 'world-wide' view, and creativity in working.

8 To provide opportunities for the teacher employer departments (i.e., schools, and the provincial education offices) to share their experiences and opinions cooperatively with the teachers college in training and refining the programmes of teachers preparation. (138:3-4)
College Supervisor:

The college supervisor is the official representative of the college. It is he who shoulders great responsibility for the overall supervisory instruction provided to the student teacher. This includes, in many cases, the assignment of the student teacher to a class, to co-ordinate the activities of the student teacher with the cooperating teacher and other personnel in the cooperating schools, and close surveil lance of the student teacher's learning experiences with the concurrent evaluation of his progress. Generally, the college supervisor is the college faculty member, in a few cases this position is filled by persons jointly appointed by the college and the public schools.

The college supervisor, in this study, is the lecturer of the teachers college who has the responsibility for supervising a number of student teachers in various public or district school assignment. He also provides consultancy services to the student teachers and the cooperating teachers and serves in a liaison capacity between the schools and the college in matters concerning student teaching. Specific responsibilities of the college supervisors on student teaching for this study are as follows:

1) General Responsibilities:

1.1 Acts as the programme co-ordinator between the college, cooperating schools and other concerned agencies/offices.

1.2 Acts as liaison between student teachers, cooperating teachers, school administrators, the Student Teaching Experience Committee, and other concerned.

1.3 Managing the back-and-fort transportations for student teachers to the cooperating schools.

1.4 Writing or collaborating in publishing bulletins, supervisory guides, or periodical concerning student teaching experience.

1.5 Giving the needed advices to the student teachers.
1.6 Taking care of student teachers on their daily activities and on their security while at student teaching.

1.7 Providing data regarding the actual situations of education in the communities for other faculty members and other concerned when needed for upgrading teaching-learning qualities.

1.8 Acquainting the student teachers with the community development strategies and their duties on community services.

1.9 Collaborating with the school education board in the development of the school and community.

1.10 Providing necessary services from the college to the student teachers while at student teaching in community schools such as health and communication services.

1.11 Assisting the college authorities in selecting the schools best equipped with personnel and facilities for the student teaching programmes.

1.12 Coordinating and collaborating in the provision of educational and technical extension services to community.

1.13 Attending the meeting and planning sessions for developing of the student teaching programme with the Student Teaching Experience Committee when requested.

1.14 Providing cooperating schools, necessary teaching, supervising, and practicing facilities for student teaching experience, i.e., teaching aids, teaching materials, and supervising guides.

1.15 Collecting student teachers' results of student teaching practice from the cooperating schools or groups of schools for the Office of Student Teaching Experience.

2) Academic Supervisory Responsibilities:

2.1 Guiding and advising the student teachers in their teaching, class-controlling, class-arranging, and, the school development and community service activities.

2.2 Observing and conferring with student teachers in order to help them improve their instructing practices.
2.3 Helping student teachers in selecting and developing instructional resources and materials.

2.4 Assessing and giving suggestions for student teachers in their lesson planning and daily-activities note taking.

2.5 Evaluating the student teachers' progress in their student teaching practice.

2.6 Acquainting student teachers with the government official regulations and the teacher ethics.

2.7 Collaborating in conducting seminars of student teachers, cooperating teachers, school administrators, and other concerned designated to supplement and complement student teaching experience.

2.8 Collaborating in the orientational and preparational programmes conducted for the prospective student teachers.

2.9 Giving suggestions for student teachers, cooperating teachers, and school administrators on how to utilize educational innovation and technology in the school operations.

2.10 Acquainting cooperating school personnel and other concerned with the philosophy, objectives, organization, and content of the student teaching programmes.

2.11 Consulting with cooperating school personnel and other professionals in order to analyze the performance of student teachers and plan experiences that will lead the improvement of the student teachers' activities in their student teaching.

2.12 Guiding and directing student teachers to be able to work towards the guided schedules. (138:14-16)

Cooperating Teacher:

In defining the term "cooperating teacher", Curtis and Andrews explained that:

'Cooperating teacher' is the term now rather generally used to designate the public school classroom teacher who
supervises student teachers. Ordinarily a cooperating teacher is considered to be a regular public school teacher, in contrast with a laboratory school teacher. Supervising teacher is still very commonly used, although it may be confused with the term 'college supervisor'. Sometimes campus laboratory school teachers are called 'supervising teachers', to distinguish them from the 'cooperating teachers' in the public schools. (28:ix-x)

The term "cooperating teacher" used in this study is applied to the regular classroom teacher in the public or district schools who is given the responsibility of working directly with a student teacher.

Student Teacher:

The term "student teacher" is applied to a prospective teacher who is undergoing a course in teacher education.

In this study, this term is used to refer to the final year teachers' college students of the two-year programme of the Higher Certificate of Education who are assigned to student teaching in public or district schools.

School Principal:

The term "school principal" is being in very limited sense, for this study, it refers to the head of a cooperating school: the public or district school which provides facilities for student teaching.

OBJECTIVES OF THE STUDY:

The present 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 the 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.
Organization of the Chapter:

In this thesis there are six chapters including the running chapter of introduction.

Chapter II contains the account of the review of related studies. On the basis of the review, hypotheses framed for the study are also given.

Chapter III deals with the procedures and methods used in this study.

Chapter IV presents the statistical analysis and the interpretations of the results.

Chapter V contains conclusions and suggestions of the study.

Chapter VI contains a summary of the study.