CHAPTER II

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Research on student teaching is comparatively not very old. It is only recently that the researchers have started taking interest on this important aspect of teacher education programme. During the recent two decades sufficient number of studies have appeared on the supervisory role played by the college lecturers using different approaches to observe and guide the student teachers during their student teaching activity. These studies have thrown light on the current supervisory practices, problems in the performance of the supervisory role, improvement in the teaching behaviour of student teachers, actual performance of the supervisors, expectations of the supervisors' performance by different groups of participants and the conflicts between the role expectations and the role performance of college supervisors.

Importance of the College Supervisor on the Student Teaching Experience.

Much has been written about the influence of college supervisors on student teachers. The studies conducted by Boschee (1968), Hayes (1968), and Prescott & Soares & Soares (1968) have shown that the college supervisors have more, or at least as much, influence as cooperating teachers.

Pangotra (1971) examined the role of college supervisors, cooperating teachers, and the peer group for providing feedback to the student teachers for developing certain typical skills, and found the college supervisor to be the best source of feedback for the student teachers. (94:431-32)

Stringfellow (1973) in a study proposed to develop a handbook for college supervisors of secondary student teaching at the University of Alabama, reviewed that: "According to both the literature and
In the study entitled "Openmindedness, Self-concept, and Teacher-Student Rapport of the College Senior, Supervising Teacher, and College Supervisor During Student Teaching" Wheeler (1976) concluded that, "The role of college supervisors is influential .... Contacts of the college supervisor with student teachers and supervising teachers are influential and should not be reduced". (144:5060-61)

Nichols (1976) conducted a study to compare the effectiveness of five methods of observation and feedback in inducing a positive behavioural change in student teachers. The results of the study indicated that the college supervisor is the best source of feedback and the video-tape recording and written instrument is the best media for feedback in making a positive change in the behaviour of student teachers. (85:7703-04A)

Langotra (1979) studied the socializing agents in student teaching and found that it is not merely the professionals like college supervisor, the school faculty, but also the non-professionals like the pupils, peer and parents that can contribute towards the socialization process. (95:57-46)

Konefal (1981) in the study to identify the role of a university supervisor as it related to the needs and problems of a specific group of teachers concluded that the university supervisor - student teacher relationship was an important factor in the student teaching experience and that the amount and type of feedback given to the student by the supervisor was important. The reduced anxiety, personal growth and increased confidence felt by the students seemed to be directly related to their interaction with the supervisor. (58:1597A)
Research efforts for bringing about established criteria or job specification for the position of college supervisor of student teaching are not very extensive nor particularly revealing. The paucity of such studies has been noted by several authors in recent years. For example, Youstra (1970) in a study to determine if there were any established criteria or job specifications currently accepted and being used by the administrators of student teaching programmes, concluded that, there was no established criteria or job specification for the position of college supervisor of student teaching and there was some disagreement between college personnel and the public school teachers over the importance of some of the selection criteria.

The lack of established criteria or job specification for the position of college supervisor has also been shown in the studies of Gysbers & Johnston (1963), Hansen (1965), Sapchamnonk (1972), Kunde (1973), Stringfellow (1973), and Gold (1979).

Stagg (1968) studied the problems which were caused by procedures and practices of the teacher training institution on student teaching, and concluded that the single greatest problem-causing factor in the student teaching programme has been the failure to establish clear, two-way lines of communication between the teacher training institution and the cooperating school and between the various members of the student teaching team in connection with what each was trying to accomplish and how they were trying to do so.

Walsh (1969) studied the administration and supervision of senior elementary school student teaching programme in the State of New Jersey, the analysis of data led the investigator to conclude the basic responsibilities of college and school personnel in student teaching and some major problems encountered by college personnel in the administration and supervision of student teaching programme as
follows:

1) The major responsibility of directors of student teaching was found to be the placement of student teachers in their assignments. College supervisors observed, counseled, and evaluated student teachers, oriented cooperating teachers to their responsibilities, acted as a liaison between the college and the school, and maintained channels of communication among all parties involved. The major responsibility assumed by the principal was found to be in the selection of cooperating teachers. Cooperating teachers assumed wide variety of vital and significant responsibility in the student teaching programme.

2) Teacher education institutions faced serious problems, such as, inadequacies within college staffs, excessive travel distances, a lack of time to provide desirable and necessary supervisory services due to high teaching load of college supervisors, and poor communication between the college and the schools. (140:5530A)

In an attempt to examine the position of the college supervisor in pre-service teacher education programme, Lourie (1982) conducted a study using role theory literature as tools for analysis. The results of the study strongly suggested that, given the university's commitment to the transfer of certain kinds of knowledge and information, teacher educators need to analyze the supervisor position from an organizational perspective in order to understand how organizational factors facilitate or impede the knowledge and information transfer process in the supervisor-student teacher relationship. Methods of socialization, and rules for role behaviour were found to be important factors in determining the effectiveness of the supervisor-student teacher relationship. (72:3296A)

Role Expectations of the College Supervisor.

A number of studies have been conducted to investigate the expectations of the participants in student teaching experience regarding the role of the college supervisor. Some important among these are of Cheesebrough (1971), Choowiwatanawanch (1971), Hytrek (1973), Srisuth (1973), Ashby (1973), Freed (1976), Patharasaengthai (1976), Kruger (1977), and Alkatheery (1982). All these studies are
reviewed in the following paragraphs:

Cheesebrough (1971) studied effective and ineffective behaviours of the college supervisor as perceived by elementary student teachers and cooperating teachers, and concluded that:

1) The college supervisor is expected to provide deserved praise, support, encouragement, and convey understanding when he is presenting his evaluation of the student's performance.

2) The college representative is expected to use evaluative techniques that assist the novice with self-evaluation.

3) The respondents desire specific recommendations for the improvement of the student teacher's teaching style, classroom control, and pupil-teacher relationships.

4) The college supervisor who performs extra-supervisory function is appreciated by student teachers and cooperating teachers.

5) The college representative is expected to exhibit positive personal characteristics.

6) The college supervisor is expected to assume an active role in developing and maintaining good interpersonal relationships among the participants in the student teaching programme.

7) There appears to be a need for more communication and interaction between the college supervisor and the cooperating teacher.

8) The college supervisor is expected to employ effective classroom procedures and to utilize commendable instructional techniques when he conducts seminars.

9) The respondents expect the college supervisor to observe the student teacher often enough to justify the final evaluation. (22:2353A)

Choowiwatanawanich (1971) studied the problems of social student teachers' supervisors of the teachers colleges in the Educational Region I, Thailand, and found a need for more cooperation between cooperating teachers and college supervisors in supervising the student teachers, and, a need for more congruency in the supervi-
sory practices among college supervisors while observing and giving suggestions to student teachers. ( 23:85f89 )

Hytrek (1973) studied the role of the college/university consultants as perceived by the cooperating teachers. The analysis of the data showed that the cooperating teachers scored the administrative duties of a consultant above most others. Supervisory duties that scored high were regular meetings with the student teachers and cooperating teachers. The cooperating teachers also felt that they wanted the consultant to help the student teachers with content as well as general methods. The cooperating teachers felt that evaluation should be done by all people involved in the field experience. Another implication was that the consultant should have special training in supervision. In the category of supervision, the cooperating teachers felt that visits should be made about every two weeks and the student teachers and cooperating teachers should be notified of the visits at least part of the time. ( 52:2439-40A )

Srisuth (1973) in the study entitled "Problems of Student Teaching in the Yala Teachers College's Rural Student Teaching Project", recommended that:

1) College supervisors should be more concerned with helping student teachers develop their teaching skills and providing them proper opportunities to participate in all school activities.

2) College supervisors should help cooperating teachers to understand and hence improve their supervisory practice. ( 122:117-118 )

Ashby (1973) in a study aimed at determining the role of the college supervisor who visits weekly each of his student teachers in cooperating elementary or secondary schools, through an analysis of expectations for that role by cooperating teachers, student teachers, and college supervisors; determining perceived reasons for consensus or disagreement among or within the three groups in their expectations...
for the role of the college supervisor, concluded that:

The three groups favored the expectation that college supervisors should visit each of their student teachers in the cooperating public schools once a week. They did not favor visits by college supervisors twice a month or three to five times a semester. In oral interviews, they explained that frequent visitation by college supervisors is an essential factor in proper evaluation of student teachers' performance. Thus, it could be concluded that these role agents favored the Fordham policy of requesting weekly visits by college supervisors to each of their student teachers. They did not favor the policy of less frequent visitations, which is the average practice of the teacher education institutions in New York State and in the nation. (5:2428A)

Freed (1976) conducted a study to determine the role expectations of the college supervisor of student teaching as seen by supervisors, principals, cooperating teachers, and student teachers. Data indicated that the trait most desired in a supervisor was "supportive" which was ranked first by three out of four groups. Other traits considered as being highly important were "empathetic", "tactful", "patient", and "objective". Role expectations which related to the supervisor's relationship with student teachers were the most highly rated in importance by those responding to the survey. The respondents indicated that the supervisor should be mainly concerned with the professional development of the student teacher. Also, it was indicated that the supervisor should not be concerned with the principal's responsibilities at the cooperating school. (39:233-34A)

Patharasasengthai (1976) in the study entitled "Problems of the Student Teaching Programme of the Faculty of Education, Silpakorn University, Thailand.", recommended that:

1) The supervisors should assume an active role in developing and maintaining good interpersonal relationships among the participants in the student teaching programme.

2) There should be a standard or basic agreement among the supervisors while guiding and criticizing student teachers and there should be more communication and interaction between the supervisors and cooperating teachers.
3) The numbers of supervisors should be increased to meet proper supervisor-student teacher ratio.

4) Three-way conferences between student teachers, cooperating teachers, and supervisors should be conducted to help student teachers improve their performance on student teaching. (98:120)

Kruger (1977) conducted a study entitled "Critical Incidents Affecting the Supervision of Special Education Student Teachers" purposed to determine which college supervisor behaviours were perceived, by special education student teachers, as contributory or deleterious to the field experience. As a result of the findings in this study the investigator recommended increased numbers of observational visits, more systematic schedules of visitation, the preparation of more relevant practicum sessions, and increased supervisor involvement in the construction of daily lesson plans and teaching materials. In addition, the findings indicated a need for more considerate and courteous manner of entering the classroom for observations, planned supervisor involvement in the teaching of lessons, and post-observational conferences characterized by discussion regarding a checklist of student teaching skills. (59:2046A)

In 1982, Alkatheery conducted a study to find out important characteristics of student teaching using the Delphi Method, and the results concerning with college supervisors revealed that the most important competencies that the supervisors should display in working with student teachers are (1) ability to develop rapport with student teachers, (2) commitment to the student teachers' development, (3) a willingness to spend the necessary time with the student teachers, (4) successful teaching experience, and (5) good background in the subject area. (4:5877-78A)

Research studies to examine the expectations on the college supervisor's role in various groups of respondents showed a lack of consensus between the expectations of different groups of respondents.
Kunde (1973) found that the ideal supervisor was seen differently according to the student teachers' and cooperating teachers' viewpoint and the viewpoint expressed by the directors of student teaching. (60:1162-63A)

Freed (1976) found significant differences as to expected roles related to the supervisor and cooperating teacher. Supervisors and student teachers indicated a strong desire for more supervisory input into the selection and evaluation of cooperating teachers and schools. However, principals and cooperating teachers did not indicate that this was what they preferred. They indicated that the supervisor should not be concerned with these aspects of the practicum. (39:233-34A)

Cluett (1977) conducted a study entitled "An Exploration of Role Expectations for College Supervisors in Student Teaching Collaborative System" and found that a lack of consensus among the four groups (student teachers, cooperating teachers, college supervisors, and school administrators) occurred mainly in the areas of role expectations associated with Evaluation and Administration. However, each of the categories of Instruction, Providing Leadership, Establishing Liaison, as well as the General Category also reflected some lack of consensus. (24:7696-97A)

Rothman (1981) identified, through the use of the critical incident technique, supervisory behaviours of college supervisors perceived as effective or ineffective by secondary school cooperating teachers, found two major areas of interpersonal conflict between college supervisors and cooperating teachers. These are the conflicts over the goals of student teaching and conflicts over the role or task expectations of the college supervisor. Management of conflict was made most often by cooperating teachers recognizing that they would have to work alone with and take responsibility for the professional development of the student teacher. (104:2086A)
Ortiz-Vega (1982) attempted to determine the perceived role expectations of the university supervisor of student teaching among cooperating teachers, student teachers, and university supervisors emanating from the three major universities in Puerto Rico and to discover whether there were differences in expectations held by the different referent groups within among the three institutions. The data analysis yielded the following results:

1) No significant differences were found among groups classified using the demographic data and the role expectations as identified by the three referent groups.

2) There were significant differences in the expectations of the university supervisor's role as identified by the three referent groups at each one of the universities.

3) There were no significant differences in the expectations of the university supervisor's role as identified by the combination of the three referent groups among the three institutions.

4) There were significant differences in the expectations of the university supervisors among the three institutions.

5) There were no significant differences in the expectations of the university supervisor's role as identified by all of the cooperating teachers among the three institutions.

6) There were no significant differences in the expectations of the university supervisor's role as identified by all of the student teachers among the three institutions.

The Actual Role Performance of the College Supervisor.

Several authors had been described what college supervisors do in actual practice, Emans (1983) reviewed the studies of Bowman (1979), Zimpher, deVoss & Nott (1980), and Cohn (1981) and stated that:

Typically, supervisors visit their student teachers five times and spend approximately six hours in the school; their visits include the "amenities of greeting and exchanging pleasantries with the building principal (and) sitting through recess periods", with the actual observation of student
teaching limited to about one hundred minutes during the entire student teaching experience. The supervisor's observation is generally followed by a conference with the student teacher. (34:14)

During the past fifteen to twenty years a number of studies had been undertaken to determine the supervisory role played by university or college lecturers in the helping professions. These studies have thrown some light on the current practices, effective and ineffective supervisory practices and some causes of problems in performing the supervisory role of the university/college lecturers. Some of these studies are reviewed in the following paragraphs:

Richardson (1969) conducted research to describe the role of the college supervisor of student teachers in an Individual Progression student teaching semester. Results of the study indicated that, when an Individual Progression programme considered consonant with the paradigm was implemented, the factors found to limit the effectiveness of the college supervisor of student teachers include: 1) the time available of the college supervisor; 2) the relationship of the college supervisor to the supervising teacher in terms of selection, orientation, and availability; and 3) the nature of the diagnostic and evaluative process, including verbal feedback to student teachers and the availability of diagnostic instruments. (102:2406A)

Burrows (1969) investigated the perceptions of the college supervisors who had supervised elementary education, student teachers during the 1968-1969 academic year at the Ohio State University to identify and analyze the role perceptions of the college supervisors. Burrows concluded that, the college supervisors, as a group, viewed personal oriented supervisory behaviour as the most preferred type of supervisory behaviour and directed this personal oriented supervisory behaviour mainly toward the needs, goals, and emotions of the student teacher. The mastery of subject matter content by the student teacher and meeting the formalized instructional expectations was less preferred supervisory behaviour. (17:4300A)
Sukhia (1973) surveyed the current supervisory practices at D.E.I Women's Training College Agra, and found the important aspects of the actual functions of the college supervisors as follows:

1) The supervisors helped the student teachers in choosing proper schools, in having the teaching unit from the school, and in preparing the lesson to be taught. They helped student teachers in developing logical sequence of questioning and developing self-confidence and use of proper teaching aids.

2) The supervisors also saw that student teachers adopted proper teaching behaviour in the classroom and managed the class with proper discipline.

3) The supervisors understood their students fairly well and taught them effectively by displaying all the professional teaching skills that might be helpful for the student teachers in actual teaching.

4) Supervisor-student ratio was found to be 1:15 for supervision of the student teachers, where the university had prescribed that this ratio should be 1:12.

5) In supervision, too much emphasis was laid on student teachers correcting the incomplete or partially correct responses of the pupils in a very formal and time-consuming manner, maintaining discipline in the classroom rather mechanically, taking a very serious view of the mischiefs committed by the pupils and punishing them harshly.

6) Supervisors sometimes maintained unnecessarily wide distance from the student teachers which obstructed free exchange of ideas and smooth interpersonal relations between them.

7) The supervisors were hardly serious in matters of professional growth.

8) Supervisors devoted only about eight minutes to supervise the student teachers' actual classroom teaching in a period of forty minutes. (126:450-51)

Sharma (1977) conducted a study to compare the effectiveness of the three techniques of providing feedback, viz., discussion, oral, and written, on the attainment of teaching skills related to
stimulus variation, viz., body movement, gestures, and shifting sensory channels of student teachers. The major conclusions of the study were:

1) Discussion was the most effective technique of providing feedback by the peer supervisors for the attainment of the skill of body movement. Similarly, written feedback was effective in case of the skill of shifting sensory channels.

2) With regard to effectiveness, the hierarchy among three techniques of feedback was discussion, written, and oral.

3) Only the case of the skill of shifting sensory channels, discussion was least effective.

4) There was no differential effect of the three techniques of feedback upon attainment of skill of gestures. (115:446-447)

Cluett (1977), in the same study as mentioned earlier, found that all groups of respondents (student teachers, cooperating teachers, and school administrators) indicated that they perceived the college supervisor as the overall co-ordinator for the student teaching system, and the role incumbent best able to perform the vital function of linking the school and the university in the provision of field experiences. He is seen as primarily concerned with mediating disputes; briefing participants in the programme; and sharing with other the responsibility for supervising, advising, and evaluating student teachers. He is not seen as expert on teaching or an expert in the content areas. He is viewed as the pragmatic expert, one who because of his background and experience related to the practicalities and constraints of the school situation. (24:7696-97A)

Passi Bimla (1977) conducted a study to examine the nature of feedback provided to the student teachers in the prevailing student teaching programme, and found that the comments of supervisors clustered around a few aspects of teaching like questioning, explaining, etc. Aspects like content selection, remedial measure, etc., were ignored. (97:441-442)
Hake (1978) studied "The Supervisory-Counseling Behavior of College Supervisors As Perceived by Elementary And Secondary Senior Student-Teachers" and found that:

1) More than half of the student teachers viewed their supervisors to be effective: they recommended their supervisors to the next group of students and they said their supervisor and they had worked well together to improve teaching skills.

2) For student teachers, there were many significant interrelationships between supervisory behaviours and supervisory success and non-success.

3) The rationale of applying the theoretical propositions and practices of counseling to student teaching supervision had validity.

4) The client-centered approach of non-directive supervisory-counseling was more effective than the directive approach and the high anxiety setting of student teaching.

5) The interaction and communication processes inherent in frequent conferences between supervisor and student teacher were viewed by students as success behaviour. (45:7051A)

Rothman (1981), in the same study reviewed on page 29, concluded that: 1) The most effective behaviour of college supervisors identified by cooperating teachers was the college supervisor’s participation in a conference with the cooperating teacher and/or student teacher about some aspects of the student teaching experience. 2) The most ineffective behaviour of college supervisors was identified as the lack of or few visits made by college supervisors to the school to observe and supervise student teachers. The results of the study also indicated that effective behaviours of college supervisors elicited cognitive changes in cooperating teachers’ insights about student teaching supervision more than twice as often as did the ineffective behaviours of college supervisors elicited more direct action by cooperating teachers. (104:2086A)

Ball (1982) studied the content and process of supervision on
a group of supervisors to ascertain: 1) their relationship to student teachers' levels of concern and 2) their effects on student teaching practice, in a setting in which three student teachers were responsible to teach a third/fourth grade classroom for one semester. The results of the study were:

1) Initial and final orders of concerns of the project student teachers were impact, self, task.

2) The concern which showed the greatest increase in importance was the task of teaching.

3) Support functions provided to the student teachers appeared to be in conflict with promotion of reflective thinking.

4) Support and evaluative role of the supervisors were in conflict with each other.

5) Informal daily interactions between the student teachers and the principal were more influential in shaping student teacher attitudes about the principal's supervision than were formal evaluations. (7:762A)

While researchers attempted to investigate the perceptions of different groups of respondents results of some studies indicated a lack of consensus between the perceptions of different groups of respondents regarding the actual role performance of the college supervisors.

Hake (1978) found that the college supervisors viewed themselves as non-directive and successful, while student teachers viewed the supervisors as more directive and less successful than they (the supervisors) perceived themselves to be. Hake also made a conclusion that "There was a lack of congruence in the perceptions of college supervisors and student teachers regarding success criteria and the relationship to those criteria to the supervisory behaviour". (45:7051A)

Leddick (1980) in a study focused on the behaviour preferences, role preferences, and personality traits that influence the supervision process found significant differences between the perceptions
of two groups of respondents. Subjects most like the experts frequently chose behaviours of modeling-rehearsal-feedback, open-ended questions, positive/negative feedback, brainstorming alternatives, and reflection of feelings. Subjects least like the experts chose fewer behaviours and rated them lower. These were the behaviours of positive/negative feedback and modeling-rehearsal-feedback, respectively. They rated the use of open-ended questions lower than did the former group; they rated reflection of feeling and teaching higher than did the former group. The researcher also concluded that:

1) Not only were specific behaviours preferred, but these behaviours also determined to occur consistently.

2) All subjects demonstrated preferred supervision behaviours.

3) Silence was the behaviour least preferred by experts, supervisors, and trainees. (63:3426A)

Comparison of Role Expectations and Role Performance.

In an attempt to examine the effectiveness of the college/university lecturers' performance on their supervisory role on student teaching some investigators found significant gaps between the actual role performance of the supervisors and their ideal role in some specified areas.

Fitch (1969) conducted a study designed to investigate perceptions held by intern teachers and intern consultants and concluded that:

The analysis of teaching task was preferred highly but was perceived to occur less frequently. Interns wanted: (1) help in analyzing their teaching weaknesses, (2) to be involved in analyzing demonstration lessons, (3) consultants evaluations, and (4) written observation note left by consultants. Interns were not receiving this kind of assistance very frequently. Consultants did not prefer nor did they perceive themselves extending this assistance to interns. (38:1115A)
Kunde (1973) found that a comparison of means between the actual and ideal perceptions for each respondent group revealed that the students, cooperating teachers, and directors of student teaching see the supervisor as being significantly different from they might want him to be. (60:1162-63A)

Waters (1973) studied the role expectations of the college supervisor of elementary student teachers in the State of Georgia. The purpose of this study was to ascertain through a questionnaire submitted to principals, supervising teachers, student teachers, and college supervisors, the role of the college supervisor of student teachers in elementary education being performed in the State of Georgia, as well as what role was considered to be the ideal role for the college supervisor of student teachers in elementary education. When the data were analyzed, differences were reflected among the groups as to the actual and ideal role being performed by the college supervisor. Differences in means between responding groups exhibited a desire for more services than being received, with the student teachers possessing a less positive conception of the actual role, particularly in regard to Factor I, Liaison-Consultant-Instruction. The mean range between the actual and desire role was smallest for the college supervisors. Differences in means of the actual and ideal role were supported by obtained F ratios. Utilization of Duncan's Multiple Range Tests indicated significant differences at the .05 level between all groups when responding of items on Factor I, Liaison-Consultant-Instruction, but differences were not significant when considering Factor II, Consultant-Counselor. Arranging of means in hierarchy revealed that the most desired items to be those of a counseling nature. (142:4975-76A)

HYPOTHESES:

The following hypotheses had been developed for the present study. These were by and large based on the related studies reviewed
earlier and the experiences of the present researcher as teacher educator and as the Chairman of the Student Teaching Experience Committee of Ubon Teachers College, Thailand.

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, 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. (Fitch-1969, Kunde-1973, and Waters-1973)