AN EXAMINATION OF HEAD START TEACHER AND TEACHER AIDE RELATIONSHIPS WITH IMPLICATIONS FOR SUPERVISION AND CAREER DEVELOPMENT

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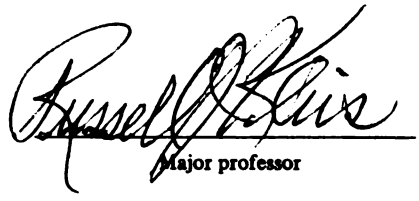

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ABSTRACT

AN EXAMINATION OF HEAD START TEACHER AND TEACHER AIDE RELATIONSHIPS WITH IMPLICATIONS FOR SUPERVISION AND CAREER DEVELOPMENT

By

Jack Granger Griffin

This study was conducted in six full-year Head Start programs in Michigan, during the spring of 1970. It investigated teacher aide role definition and performance perceptions plus teacher aide effectiveness and satisfaction in role performance as evaluated by 55 teachers and 55 teacher aides. The basic thesis under study was that a teacher aide selection and placement system could be developed through the use of five sets of data elicited from each teacher-teacher aide role-set. The data consisted of teachers' and teacher aides' responses to a three part interview-inventory.

The hypotheses of the study grew out of six general questions:

1. To what extent does congruence between Teacher Expectations and Teacher Aide Performance relate to the Effectiveness of the teacher aide as rated by herself and by her teacher?

2. To what extent does congruence between Teacher Expectations and Teacher Aide Perceptions of Teacher Expectations relate to the Effectiveness of the teacher aide?

3. To what extent does congruence between Teacher Expectations and Teacher Aide Aspirations relate to the job Satisfaction of the teacher aide?

4. Are the levels of teacher aide Effectiveness and teacher aide Satisfaction functions of teacher expectations?

5. Are the levels of teacher aide effectiveness and teacher aide satisfaction functions of teacher aide aspirations?

6. Are the levels of teacher aide effectiveness and teacher aide satisfaction functions of the interaction of teacher expectations and teacher aide aspirations?

As a result of the study the following conclusions seem valid:

1. Teachers who see their aides' performance as conforming to their expectations tend to rate their teacher aides higher in effectiveness than those who do not see conformance.

2. Teachers who see the aspirations of their teacher aides as conforming to their expectations tend to have aides with higher job satisfaction ratings.

3. It is only through the interaction of both teacher expectations and teacher aide aspirations that

predictions can be made concerning teacher aide placement and teacher aide selection for career development.

On the basis of the findings recommendations are made for placement and or training of teacher aides under nine sets of teacher-teacher aide relationships.

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By

Jack Granger Griffin

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Finally, to my wife, whose patience, understanding and support, I owe much more than I can express.

TABLE OF CONTENTS

LIST OF TABLES

Table | Page

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

Under the Economic Opportunity Act of 1964, the 89th Congress designated Project Head Start to be one of the programs in its massive attack on poverty in the United States. In the Guidelines set forth for administration of the Act, it was made clear that Head Start programs were to provide opportunities for disadvantaged adults as well as for disadvantaged children. Nearly two-thirds of the jobs in Head Start were viewed as potentially available for indigenous workers, predominantly in non-professional classifications. In the context of Head Start, an indigenous non-professional was defined as

> a person (1) who may lack significant formal training or experience, but (2) who, by virtue of his personality or experience, shows potential to perform the duties of the position for which he is employed, and (3) who, at time of employment is poor (as defined by the Office of Economic Opportunity standards).[1]

Having assumed the responsibility for employing non-professionals, it became incumbent upon Head Start directors to provide opportunities for their training and advancement. At first, training took the form of one-week orientation

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[1]Office of Economic Opportunity, Head Start--A Manual of Policies and Instructions, Washington, D.C., Sept. 1967, pp. 16-17.

sessions for new staff, as well as additional staff development through in-service training programs. These efforts, though effective in meeting the immediate needs of Head Start, only pointed out the need for more comprehensive training opportunities.[2]

Personnel in the Office of Economic Opportunity were aware that initial employment was only the first step in helping the poor. The need for career development training was apparent. It was also apparent that a national shortage of certified teachers and other professionals in the human service fields justified training for new workers in these fields. Public school classes were becoming larger because certified teachers were not available, particularly in the urban ghettos. The success of Head Start would depend on the availability and quality of staff training at all levels in the program.

Extensive professional preparation and other evidence of qualifications are usually required of Head Start teachers, except in privately operated programs. For the teacher aide, however, a desire to work with children, satisfactory health, and meeting the poverty standard of very low income are the only stated qualifications. Thus great differences in social, economic,

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[2]J. C. Flynn, "Head Start Supplementary Training: From Aloofness to Commitment," Head Start Career Development, Vol. I, No. 5, April 1970, pp. 1-2.

educational, and racial or ethnic backgrounds often exist between teachers and teacher aides in Head Start classrooms.

It has often been assumed that people who are poor have little ability, limited intelligence, and inadequate energy or ambition. An assumption of Head Start, on the other hand, is that in every poor community there are many persons with the intellectual capabilities, personal qualities, and potential for development requisite to becoming teacher aides and moving, with training, to progressively higher, more productive, or more satisfying positions of professional service. Therefore all programs conducted within Project Head Start must have a systematic plan for the continuous development and progressive placement of all teacher aides.[3]

> Many teacher aides can readily be trained to assist Head Start teachers in the performance of all their professional duties. Obviously not all of those who serve as teacher aides have the desire or opportunity to reach professional status in terms of becoming certificated teachers. . . . However, positions of teacher aide should always be used as opportunities to develop each individual in accord with her interests and capabilities.[4]

As of 1969, all Head Start administrators were required to submit career development plans for both professionals and nonprofessionals with their applications for

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[3]Office of Economic Opportunity, Career Development, OEO Guidance 6902-1, Prepared by Head Start, Feb. 1969, pp. 1-3.

[4]Manpower Evaluation and Development Institute, Career Planning and Development of Nonprofessionals, 2430 Pennsylvania Ave., Washington, D.C., Sept. 1966, p. 4.

refunding. Although the objectives of the career development plans were largely discretionary and hopefully innovative, four broad goals tended to emerge:

1. Some form of regular in-service training should be provided, with opportunities for formal credit-yielding adult education (high school completion or college courses and seminars).

2. Efforts should be made to encourage college and universities to grant credit for equivalent on-the-job experiences.

3. Teacher aides should be continually afforded opportunities to assist teachers in all of their professional duties.

4. Some form of career ladder with commensurate levels of pay should be provided for aides who progress satisfactorily.

Unfortunately, no additional funds were made available for the implementation of such plans.

The mandate for Career Development and the lack of funds to implement such a program adequately have combined to create one of the major problems facing Head Start programs. Administrators who attempt to implement the concept are confronted with the question: Limited by funds, as we are, how do we identify those who should receive pre-professional training, those who should be trained for other non-professional positions, those who should be

retained and retrained in their present positions, and those who should be encouraged to seek other employment? The question of matching aides, positions, and training requires the establishment of criteria for making judgements and providing the counsel implied in the Head Start plan.

The concept of Career Development itself entails certain assumptions from which minimum selection criteria may be drawn. First, a career ladder must make it possible for some teacher aides to progress from nonprofessional roles toward professional roles. Therefore, duties and expectations must be arranged in some progressive sequence or hierarchy of functions.

Second, there should also be opportunities on each rung or level of the career ladder for horizontal mobility. Obviously not all teacher aides have the capabilities or aspirations to become full professionals. However, opportunity for moving to positions offering greater job satisfaction must be provided through placement with other teachers, in other service areas of the program, or in other fields of employment.

Finally, it is critical to the success of the program that each teacher aide be effective in performing the duties of each position as she moves up the career ladder and it is important to the teacher aide that she receive satisfaction in her work as she moves from one position to another.

Some form of decision-making process is required for selecting among teacher aides those who are to be encouraged to move to higher professional responsibilities, those who are to continue in present teacher aide positions, those who are to be placed in other aide positions, and those who are to assist in other forms of service. Decision-making necessitates identifying certain criteria and collecting the data which can serve as a base for making the selections.

Five required items of knowledge or criteria tend to emerge from consideration of the assumptions about the career ladder: (1) definition of the teacher aide's role in terms of duty expectations as held by the teacher, (2) evaluation of the teacher aide's performance as held by both teacher and teacher aide, (3) description of the teacher aide's duty aspirations, (4) assessment of the teacher aide's effectiveness, and (5) appraisal of the teacher aide's satisfaction in her present position. While we cannot be sure that these factors represent the best criteria for the selection and placement of teacher aides for career development opportunities, there is evidence in professional literature to suggest that they hold considerable promise.

The purpose of this investigation is to analyze the relationships among these five factors as criteria which might be used in a system of teacher aide selection and

placement for career development. The study is based upon role theory and the individual Head Start classroom is viewed as containing, among others, the roles of teacher and teacher aide.

To accomplish this purpose the investigation sought to identify those functions performed by teachers and teacher aides and arrange them in a hierarchy of duties. The hierarchy of duties could serve as a means to further defining or refining roles for those who may choose or be chosen to ascend the "career ladder." The investigation also sought to develop a system for teacher aide evaluation and placement which would facilitate selection of those to receive career ladder training, those to continue in their present positions, those to be placed in other teacher aide positions, and those to assist in other forms of service. The selection system specified teacher aide effectiveness, teacher aide job satisfaction, teacher expectations, teacher aide performance and teacher aide aspirations as the criteria, and instruments were developed to collect the data. The instruments were administered by interview to 55 teacher and teacher aide role-sets in six Michigan Head Start Programs.

CHAPTER II

THEORETICAL BASE

A Head Start classroom may be viewed as a social organization. Organization implies component parts with rules about how the parts should be interrelated. If the goals of the Head Start classroom are known, the tasks to achieve them may be specified and organized into relevant roles. Each role is comprised of certain responsibilities and concomitant resources, including authority, for implementing the tasks.

According to Bakke and Argyris the first problem in all organizational life is how to take a group of varied individuals, with varied capacities and predispositions, and get them involved in a cooperative activity which adds up to success for the organization and satisfaction for the individual participants within the organization.[5]

Role performance, whether in the classroom or in any other institution or group, involves at least two kinds of behavior: (1) behavior which attains institutional or group goals and (2) behavior which satisfies individual

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[5]E. W. Bakke and C. Argyris, Organizational Structure and Dynamics, New Haven, Conn., Labor and Management Center, Yale University, 1954, p. 4.

needs. An investigation of the teacher and teacher aide role relationship must take account of role behavior in relation to its adequacy for the organization and for the individual.[6]

The present investigation is an extension of a research study conducted by Egon G. Guba and Charles E. Bidwell at the Midwest Administration Center of the University of Chicago. Since its inception in 1950, the Midwest Administration Center has had a major concern for research into the effects of administrative behavior on staff relations in the school setting. The Guba and Bidwell study sought to determine certain effects of administrative practice in the school situation upon teachers' effectiveness, job satisfaction, and confidence in administrative leadership. Their study was based on role theory and the individual school was viewed as containing, among others, the roles of teacher and principal.

The allocation of functions results in the formation of roles. Through the processes of interaction among workers within an organization, some functions or duties aggregate into a cluster of responsibilities for one individual, others become the responsibility of other individuals. Over a period of time, such clusters of duties tend to

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[6]E. G. Guba and C. E. Bidwell, Administrative Relationships, Chicago Ill., The Midwest Administration Center, University of Chicago, 1957, p. 1.

become standardized. Thus a role comes to consist of a complex of rights and duties accruing to a person occupying a certain position in a group. This process involves what is expected of him and what he has a right to expect of others.[7]

Roles are interdependent in that each role derives its meaning from other roles in the institution. The expectations for the first role may to some extent form the sanctions for the second. For example, the roles of teacher and teacher aide cannot really be defined except in relation to each other.[8]

> A role is obviously a two-way pattern, being built upon mutual dependence. For this reason, the coordination of functions results in a role-system, a set of roles which fit together and complement each other. In such a system each role is known to other members of the group who have reciprocal roles, and the incumbent of the role is expected to carry his load; however, he in turn makes demands of the others.[9]

Guba and Bidwell have developed a theoretical model of administrative behavior in social institutions as a function of role structure and personality structure. It indicates the nature of the relationship between the role structure--a function, in turn, of the institution--and the personality structure--a function of its individual members--

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[7]S. A. Greer, Social Organization (New York: Random House, 1955), p. 4.

[8]J. W. Getzels, J. M. Lipham, and R. F. Campbell, Educational Administration As A Social Process (New York: Harper & Row, 1968), p. 63.

[9]Greer, op. cit., pp. 22-23.

as these are related to the production of behavior which may or may not be adequate for the attainment of institutional objectives.[10]

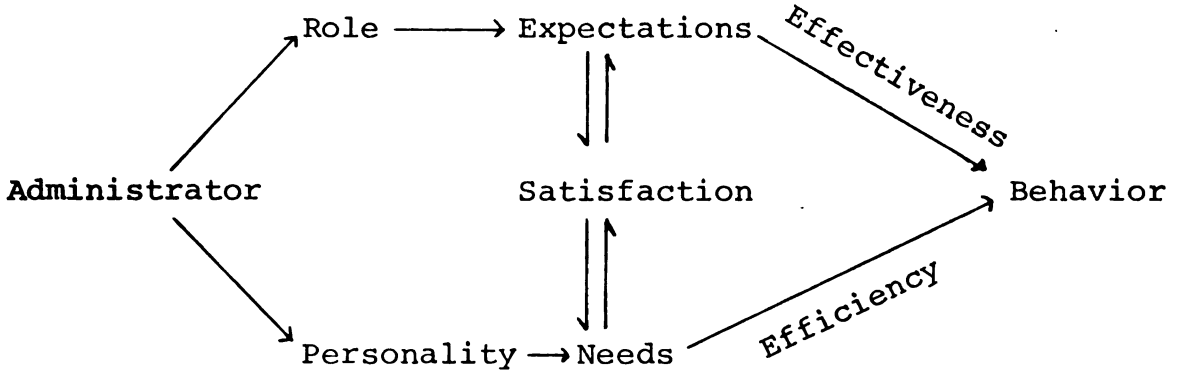

Figure 1.--The Theoretical Model as Formulated by Guba and Bidwell.

Expectations

This element may be viewed both in terms of its source and in terms of its function in the institution. The principal source of expectations directed toward the teacher role incumbent is located with the administrator. The role expectations held by the administrator may be said to constitute a set of limits on behavior.

According to Guba and Bidwell, the function of administrative role expectations is to limit and elicit behavior of a role incumbent in such ways that the achievement of institutional goals may be maximized. The role structure is organized so that the actions appropriately comprising each of the roles will be compatible with

[10]Guba and Bidwell, op. cit., p. 5.

behavior appropriate to the other roles in the organization. Thus the interacting behaviors of role incumbents will be coordinated, and the operation of the institution will thereby be rendered as effective as possible.[11]

Needs

The second element which influences behavior and contributes positively or negatively to satisfaction is needs. Just as the institutional requirements for behavior within a role set may be identified as expectations, the individual personality requirements may be identified as needs. According to Maslow:

> . . . the chief principle of organization in human motivational life is the arrangement of needs in a hierarchy of less or greater priority or potency. The chief dynamic principle animating this organization is the emergence of less potent needs upon gratification of the more potent ones. The physiological needs, when unsatisfied, dominate the organism, pressing all capacities into their service and organizing these capacities so that they may be most efficient in this service. Relative gratification submerges them and allows the next higher set of needs in the hierarchy to emerge, dominate, and organize the personality, so that instead of being, e.g., hunger obsessed, it now becomes safety obsessed. The principle is the same for other sets of needs in the hierarchy, i.e., love, esteem, and self-actualization.[12]

In this way needs are satisfied as actions are taken according to their hierarchical ranking. Thus the energy

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[11] Ibid., pp. 5-6.

[12] A. H. Maslow, Motivation and Personality (New York: Harper & Row, 1954), p. 70.

of the individual is conserved rather than dissipated, and there is some likelihood that individual goals may be met.

> The individual personality consists in a hierarchical structure of needs, and this structure motivates action by creating the psychic conditions which demand behavior. The physiological and the psychic tensions constituting the needs make action imperative. The nature of the tension indicates the required area of action for satisfaction and thus serves to make the actions purposive.[13]

Needs may be viewed as goal oriented. They refer to tendencies to achieve a goal or some end state. In this study the term "need" will refer to the roughly measurable force in the personality which is coordinating activities in the direction of a roughly definable goal; and the term "aspiration" will refer to this need's specific objectives (to be achieved perhaps in association with a specific role or position in a specific place at a specific time). For example, a teacher may be motivated by a general need for dominance (power, authority, leadership and so on), but his aspiration at a particular time may be to persuade the principal to appoint him reading consultant of that school.

Relationships of Expectations and Needs

It may be reasoned that since an institution consists of a system of roles, it also consists of a group of role incumbents (two of which are the teacher and teacher aide)

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[13]Guba and Bidwell, op. cit., p. 7.

and that each of these individuals brings with her her own structure of needs. Therefore each person is confronted with two major sources of demands with regard to her own behavior: (1) Those emanating from the institutional role expectations, as represented by her counterpart in the role-set, and (2) those arising from her own personality.[14]

For the role incumbent, the problem of behavior would be reasonably simple if these two sets of demands were identical. But because the structure of each personality is unique and because the requirements of the institution are not likely to be exactly the same as the needs of any of its role incumbents, these two sets of demands can never be entirely identical, and may not even be consistent. Consequently, depending on the nature of the given institution and the personalities of those who work within it, expectations and needs may be widely divergent.[15]

The significance of this interaction for understanding the variation of behaviors in an institution is that the relationship between the personality and the role is not static but dynamic. Once the person is placed in the role, the administrator cannot just leave the matter there. The gratification of the need on which the initial

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[14] Ibid., p. 7.

[15] Ibid., p. 7.

"fit" was made may call out other needs that must be taken into account.[16] This new set of needs may result in greater, lesser, or similar degrees of "fit" in relation to role expectations.

Effectiveness

This term may be defined as the extent to which the behavior of a given role incumbent corresponds to a given set of role expectations. Two consequences of importance result from this definition. (1) Behavior cannot be judged as effective or ineffective *per se*, but only in relation to a given set of expectations held by a particular group. It is possible that the same behavior may be judged effective by one group but ineffective by a second group because the expectations of the different groups for the incumbent's behavior are different. (2) Judgements of effectiveness may not be interpreted or understood unless there are available for comparison both the expectations being applied and the behavior being evaluated. Effectiveness thus becomes a relative concept, which is dependent as much upon a purely situational factor--expectations--as upon a behavioral factor. In terms of the model, effectiveness is defined as the congruence of expectations and behavior.[17]

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[16] Getzels, Campbell, and Lipham, *op. cit.*, p. 76.

[17] Guba and Bidwell, *op. cit.*, p. 8.

Efficiency

Guba and Bidwell maintain that insofar as the role incumbent's behavior conforms to his needs, his behavior will be easy, natural and pleasurable, and goals being sought by the behavior may be attained through a minimum expenditure of internal or psychic energy. Efficiency, therefore, refers to the minimum use of psychic energy per unit of goal attainment. Just as effectiveness was defined as a relationship between expectations and behavior, efficiency may be defined as a relationship between needs and behavior.[18]

Satisfaction

According to Guba and Bidwell, the satisfaction of the staff member with his job is a variable which may operate independently of effectiveness and efficiency. The term is used to denote the incumbent's contentment with his job situation, his evaluations of the adequacy of such factors as the physical environment of work, the personalities of fellow workers, and the tractability of clients.

> In this way, satisfaction depends only on the extent to which the individual's needs are fulfilled, and thus the model shows that satisfaction is a function of the congruence of needs and expectations, as these are perceived by the role incumbent. If the administrative situation is arranged so that a given act by an individual will satisfy both a need

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[18] Ibid., pp. 8-9.

> and an expectation, then the individual will tend to be satisfied with the situation. Satisfaction thus arises from the absence of conflicts or gaps between role and personality.[19]

Effectiveness--Efficiency Relationship

Although efficiency directly involves the needs variable rather than the expectation variable, it is closely related to the effectiveness of behavior. There will always be a gap between expectations and needs in any real situation. The problem is to determine the extent to which effectiveness will be maximized at the expense of efficiency, or vice versa.[20]

Summary

A basic assumption of this study is that a given Head Start classroom may be viewed as a social institution which consists of a system of roles. A role is defined as the set of complementary behavior expectations which relate the teacher aide to the teacher and other individuals in the classroom. Within the classroom the system of roles should be so organized that behaviors attached to each role are mutually consistent and maximally productive of the goals of Head Start.

Thus within a classroom, teacher aide and teacher are in a complementary role relationship. Each holds role

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[19] Ibid., p. 9.

[20] Ibid., p. 9.

expectations which serve to define the behavior of the other; each perceives and evaluates the behavior of the other; and each sanctions, positively or negatively, the observed behavior of the other. At the same time, the teacher aide brings to the role her unique personality structure which, in interacting with the role expectations of the teacher, results in the observed role behavior.

Role performance in the classroom, as in any other institution or group, involves at least two kinds of behavior: (1) behavior which attains institutional or group goals and (2) behavior which satisfies individual needs and aspirations. An investigation of the teacher and teacher aide role relationship must take account of role behavior in relation to its adequacy for the organization and for the individual. The achievement of Head Start goals, no less than the fulfillment of teacher aide needs, depends on the extent to which the teacher is successful in balancing the demands of the Head Start classroom (expectations) with the demands of the teacher aide (aspirations).

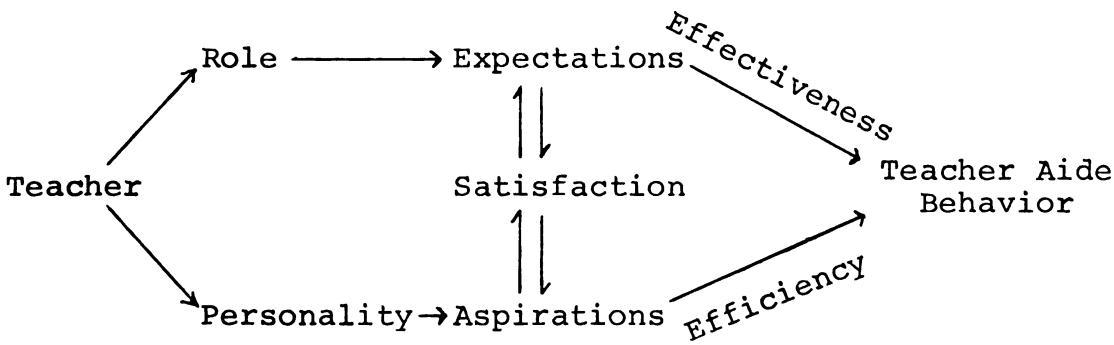

Figure 2.--Adaptation of Guba-Bidwell Role Model to the Head Start Teacher-Teacher Aide Relationship.

This study is concerned with teacher aide effectiveness and satisfaction as functions of certain congruences between teacher expectations and teacher aide aspirations. The measurement of these variables, both dependent and independent, is considered in detail in Chapter IV. These functional relationships also provide the basis for identifying four types of teacher--teacher aide role relationships:

Aide-Teacher Relationship	Teacher Expectations	Aide Aspirations	Rating of Effectiveness	Rating of Satisfaction
Type I	High	High		
Type II	High	Low		
Type III	Low	High		
Type IV	Low	Low		

Figure 3.--Four Types of Teacher--Teacher Aide Relationships as Determined by Teacher Expectations and Teacher Aide Aspirations.

The use of the above criteria and relationships as a basis for administrative judgements or recommendations concerning career development (selection, transfer, promotion or termination) have obvious limitations. They do, however, provide administrators and personnel committees with preliminary information which may be used as a means for identifying effective role relationships as well as possible sources of role conflict. The analysis should also

indicate areas which may require in-depth training, as well as areas which may require changes in administrative practices or procedures.

CHAPTER III

THE PROBLEM

As noted in Chapter I, a Career Development plan for Head Start teacher aides entails certain requirements. These include: (1) a career ladder which will enable some teacher aides to progress from nonprofessional toward professional roles; (2) opportunities for horizontal mobility on each level or rung of the career ladder (including placement with other teachers, other Head Start service areas, or other fields of employment); (3) teacher aide effectiveness in performing the duties of each position as she moves up the career ladder; and (4) teacher aide satisfaction as she remains in a position or moves from one position to another.

It was also noted in Chapter II that five items of knowledge are required if a Head Start director is to make informed judgments about placement and training for each teacher aide in the program: (1) definition of the teacher aide's role in terms of duty expectations as held by the teacher, (2) evaluation of the teacher aide's performance by both teacher and teacher aide, (3) description of the teacher aide's duty aspirations, (4) assessment of the teacher aide's effectiveness, and (5) appraisal of the teacher aide's satisfaction in her present position.

Restatement of the Problem

The problem of the study is twofold: (1) Identification of those functions performed by teachers and teacher aides and arrangment of the functions in a hierarchy of duties which might lead to further defining or refining of roles for those who may choose or be chosen to ascend the "career ladder;" (2) Development of a system for teacher aide evaluation and placement which will facilitate selection of those to receive career ladder training, those to continue in present positions, those to be placed with other teachers, and those to assist in other forms of service. With regard to the second of these problems, the selection system would specify effectiveness and satisfaction as functions of certain congruences between expectations, performance, and aspirations.

The Head Start classroom was selected as the institutional setting within which this investigation of superordinate--subordinate relationships would be conducted. The study is limited to an analysis of selected relationships between two roles within the classroom: the role of the teacher and the role of the teacher aide. In this context the teacher is considered the superordinate and the teacher aide the subordinate.

The concern of the study is with the institutional functions or expectations which demand behavior of the teacher aide and the extent to which these functions or expectations are related to the aspirations, effectiveness

and satisfaction of the teacher aide. These relationships, furthermore, may be useful in making decisions about both placement and in-service training of teacher aides. The teacher performs the management or leadership role and has the authority to interpret institutional expectations. The success of her relationship with her teacher aide, however, requires that she attempt to maintain a balance between expectations fulfilment of the Head Start classroom and need fulfilment of her teacher aide.

The Head Start personnel committee and project director, in turn, must have their decisions informed by collecting and analyzing data regarding teacher aide effectiveness and job satisfaction. They must also have data indicating how these relate to the extent of agreement between teacher and teacher aide concerning the expectations, performance, and aspirations criteria. Thus, the study is an attempt to develop a system of placement and selection which will form a basis for management decisions.

The variables involved in the congruences between expectations, performance, and aspirations are the <u>independent</u> variables of the study. They take several forms and may be symbolized and summarized as follows:

TEX = expectations of the teacher aide's behavior as defined by the teacher.

AEX = the teacher's expectations of the teacher aide's behavior as perceived and rated by the teacher aide.

TPR = the teacher aide's performance as seen and rated by the teacher.

APR = the teacher aide's performance as seen and rated by herself.

TAS = the teacher's perception of what her teacher aide would prefer or aspire to do if she had her choice of duties.

AAS = the ideal teacher's expectations as stated by the teacher aide (synonymous, more or less, with the teacher aide's aspirations regarding the work situation).

The variables functionally related to the congruences are the dependent variables of the study. These variables are (1) the teacher aide's effectiveness (E), both as rated by herself and the teacher; and (2) the teacher aide's job satisfaction (S) as rated by herself.

The first three general hypotheses in the study are concerned with congruence, or more specifically with the following questions:

1. To what extent does congruence between teacher expectations and teacher aide performance relate to the effectiveness of the teacher aide as rated by herself and by her teacher?

2. To what extent does congruence between teacher expectations and teacher aide perceptions of teacher expectations relate to the effectiveness of the teacher aide?

3. To what extent does congruence between teacher expectations and teacher aide aspirations relate to the job satisfaction of the teacher aide?

The term congruence has been operationally defined and measured by the value W, Kendall's Coefficient of Concordance, and will be run five times to estimate the degree of congruence using (TEX) as the common variable with each of the other five variables of interest (TPR, APR, AEX, AAS, and TAS), in turn. In each of the three general hypotheses and the two sub-hypotheses, the term relate has been measured by the value of "r," the Pearson Product Moment Correlation Coefficient.

For operational purposes it has been decided to state the above questions in the form of null hypotheses. Both hypotheses 1 and 3 consist of two parts.

Hypotheses 1, 2 and 3

H_o1a: The degree of congruence between TEX and APR is not related to effectiveness.

H_o1b: The degree of congruence between TEX and TPR is not related to effectiveness.

H_o2 : The degree of congruence between TEX and AEX is not related to effectiveness.

H_o3a: The degree of congruence between TEX and AAS is not related to satisfaction.

H_o3b: The degree of congruence between TEX and TAS is not related to satisfaction.

Two other major concerns of the study require investigation as part of the teacher aide selection and placement process:

1. A determination should be made of the difference, if any, in teacher aide effectiveness and satisfaction when the teacher aide is in any of the four following teacher--teacher aide relationships:

High Teacher Expectations--High Aide Aspirations

High Teacher Expectations--Low Aide Aspirations

Low Teacher Expectations--High Aide Aspirations

Low Teacher Expectations--Low Aide Aspirations

2. It is not good enough for a teacher aide to be just effective or just satisfied, but she must be both effective and satisfied in order for career development and placement to be judged a success.

These two concerns generated the following questions and, in turn, hypotheses 4, 5 and 6:

1. Are the levels of teacher aide effectiveness and teacher aide satisfaction functions of teacher expectations?
2. Are the levels of teacher aide effectiveness and teacher aide satisfaction functions of teacher aide aspirations?
3. Are the levels of teacher aide effectiveness and teacher aide satisfaction functions of the interaction of teacher expectations and teacher aide aspirations?

For operational purposes these questions were stated in the form of three major hypotheses. Each major hypothesis consists of two sub-hypotheses. It was decided

that Multivariate Analysis of Variance was the best statistic to deal with the relationships of the variables in the above questions.

Hypotheses 4, 5 and 6

H_o4: There will be no significant difference between teacher expectation levels for the multivariate case.

- H_o4a: There will be no significant difference in satisfaction when teacher expectation levels are compared.
- H_o4b: There will be no significant difference in effectiveness when teacher expectation levels are compared.

H_o5: There will be no significant difference between teacher aide aspiration levels for the multivariate case.

- H_o5a: There will be no significant difference in satisfaction when teacher aide aspiration levels are compared.
- H_o5b: There will be no significant difference in effectiveness when teacher aide aspiration levels are compared.

H_o6: There will be no significant interaction between teacher expectation levels and teacher aide aspiration levels for the multivariate case.

- H_o6a: There will be no significant interaction between teacher aide aspiration levels and teacher expectation levels for satisfaction.
- H_o6b: There will be no significant interaction between teacher aide aspiration levels and teacher expectation levels for effectiveness.

Assumptions and Definitions

This investigation is based on certain assumptions and definitions which should be clarified.

Assumption 1

Poverty does not necessarily limit a person's capabilities and desire to move from nonprofessional toward professional positions.

Assumption 2

Persons with limited formal education can learn to perform at professional or near professional levels in the field of education.

Assumption 3

Roles are interdependent because in any role set each role is defined, at least in part, in relation to other roles in the set. The roles of teacher and teacher aide are defined and implemented in relation to each other.

Assumption 4

Individuals can make valid judgements concerning their effectiveness, satisfaction, duty expectations, performance and aspirations.

Assumption 5

Effectiveness ratings by teachers and aides are subjective judgements which are assumed to be based upon a relationship between teacher expectations and teacher aide performance.

Assumption 6

Satisfaction ratings by teacher aides are subjective and are assumed to be based upon a relationship between teacher expectations and teacher aide aspirations.

Assumption 7

Management decisions in terms of teacher aide placement and training will be improved by using data on teacher expectations, teacher aide performance, teacher aide aspirations, and teacher aide effectiveness and job satisfaction.

The following are definitions basic to the study.

Institution is an organized system of roles which is established to carry out certain purposes or goals. Within the context of this study, the Head Start classroom is an institution.

Role is a complex of rights and duties, called role expectations, which accrue to a person occupying a certain position in the institution.

Position is defined as an organized sub-system of role expectations held by one role incumbent within an institution.

Expectation is what the role incumbent should do or not do and what she may expect other role incumbents to do or not do in relation to her under various circumstances while occupying the particular position in the institution.

Function is one of the major categories of a role or role-set which is comprised of various duties and responsibilities, and is designed to accomplish a particular goal or objective of the institution.

Duty is a specific action or activity which is part of a larger role function or category.

Hierarchy of Duties is the sequential arrangement of six major functions of the Head Start teaching role, ranging from nonprofessional to professional levels of performance.

Performance--when the role incumbent puts the rights and duties of her role into operation she is said to be performing her role. In terms of this study, performance corresponds to behavior and will be defined as a function of the interaction between role expectations and personal aspirations.

Need is the roughly measurable force in the personality which coordinates activities in the direction of a roughly definable goal.

Aspiration--this term will refer to the specific objectives of a particular need which may be achieved in association with a specific role or position in a specific place at a specific time. In terms of the Guba and Bidwell model as adapted, aspirations will be synonymous with needs.

Effectiveness is the extent to which teacher expectations of the teacher aide role correspond to teacher aide performance of these role expectations.

Efficiency is a correspondence between a given set of teacher aide aspirations and her performance in a given role.

Satisfaction refers to a teacher aide's contentment with her job situation, her evaluations of the adequacy of such factors as the physical environment of work, the personalities of fellow workers, and the tractability of clients.

Congruence is defined by the value W, Kendall's Coefficient of Concordance, which will measure the degree of agreement between such variables as teacher expectations, teacher aide performance, and teacher aide aspirations.

Career Development, in the context of this study, includes on-the-job training as well as formal off-the-job study opportunities in a school, college or university which make possible the obtaining of competence and credentials which have currency in different parts of the country and in a variety of agencies.

Career Ladder is a hierarchy of roles which consists of a well defined entry position and a sequence of positions which allow for promotion to higher levels of performance as competence is developed.

Teacher Aide, in the context of Head Start, is a nonprofessional employee who may lack significant formal training or experience and shows potential to perform some of the duties generally performed by teachers. In this

study the terms teacher aide and nonprofessional are used interchangeably.

Teacher, in the context of Head Start, is a "preschool" teacher. She is not a teacher within the kindergarten through 12th grade school as generally defined. Her job is centered around the child's life before school. Although she is considered a professional, she may or may not have a college degree or have a teaching certificate.

Limitations of the Study

The limitations of the study are related to the specific nature of the population studied, the limited number of Head Start programs from which the sample was drawn, and the limitations of the interview-questionnaire as a data gathering instrument.

The population consisted of a sample of teachers and teacher aides in full-year Head Start programs in Michigan. The programs were of two types: those operated by private agencies and those operated by public school systems. Such program differences may result in differences in teacher qualifications and professional status as well as variations in measures of the variables examined in this study.

The use of a questionnaire for gathering data limits the information obtained to written responses to prearranged questions. The five selected variables were not the only ones which could have been selected, nor was

there any certainty that these were the best criteria to be used in developing a system of placement or selection of teacher aides for career development training.

It should be noted that only two judges, the teacher and the teacher aide, served to determine teacher aide effectiveness. The investigator recognized both the subjectivity of the rating system as well as the omission of more objective criterion measures of effectiveness. The study, however,did not purport to resolve the controversy of what constitutes effectiveness or ineffectiveness in the teaching field. It should also be recalled that judgements of effectiveness should not be interpreted unless there are available for comparison both the expectations being applied and the behavior being evaluated.

Significance of the Study

O.E.O. Guidelines require that a career development program be a component of every full-year Head Start program. Limited career development funds should be invested in teacher aides in accordance with appropriate career development lines. Those who have the greatest desire and potential for advancing toward professional status should receive first consideration for the investment of funds for "career ladder" ascent. It is the responsibility of directors and committees to identify appropriate career lines and provide appropriate career development opportunities.

Career development requires continuing education. Many poverty people employed as teacher aides have limited formal education and the gaps in their educational background hinder their attainment of professional or other appropriate positions. Thus, they are in need of continuing education, both duty-related in-service training and more formal general education.

The purpose of this investigation was to develop criteria for identifying Head Start teacher aide participants for special career development programs with colleges and universities. The study hopefully will also contribute information valuable to those who plan and implement career development programs and to those who want to study further in the wider areas of role and career mobility.

CHAPTER IV

PROCEDURES

Many of the design aspects of this study are based upon concepts and procedures employed by the Midwest Administration Center of the University of Chicago in role research. Although the model and major variables are the same, the investigation differs from the M.A.C. Study in these ways: (1) it is descriptive rather then experimental; (2) it applies a design developed to analyze the role relationship of principal and teacher to a relatively new role relationship, the teacher and teacher aide; (3) it does not employ the "confidence in leadership" variable; (4) it does employ a hierarchy of duties, developed by the investigator, as a means of determining duty aspirations (need fulfillment variable).

The Sample

The plan of this study was to test certain theoretical concepts. The study is descriptive rather than experimental, and was limited to half-day, full year Head Start programs in Michigan. Since the number of such programs is limited, a random sample was not considered necessary or feasible. Instead, a true sample or full population of

64 selected teacher and teacher aide role-sets in six major Head Start programs in Michigan were studied. The following minimum criteria were selected and used in the initial stages of population identification: (1) the program must be located in a geographical area within relatively easy driving distance from Michigan State University; (2) the program must be of sufficient size to afford six or more teacher--teacher aide teams; (3) the program must operate at least eight months in order to be considered a full year program; (4) the program in which teachers and teacher aides work must operate on half-day schedules; and (5) the teacher and teacher aide respondents must have worked together for at least 30 days or more at the time of testing.

It should also be noted that because Head Start programs in Michigan are both publicly and privately operated, three of the six programs selected were operated by public school systems and the remaining three by church or community action agencies.

A review of Head Start programs in Michigan with the Michigan Office of Economic Opportunity disclosed that six programs meeting the above criteria were available. Directors of these programs were contacted by telephone and agreed to participate in the study. The following schedule was set up for interviews:

Lansing (Public Schools)	May 20, 1970	13 classrooms
Pontiac (Public Schools)	May 26, 1970	8 classrooms
Muskegon (Public Schools)	June 1, 1970	9 classrooms
Jackson (Community Action Agency)	June 5 & 8, 1970	12 classrooms
Detroit (Archdiocese)	June 18, 1970	15 classrooms
Kalamazoo (Community Action Agency)	June 26, 1970	7 classrooms
	Total	64

This procedure yielded 64 teachers and 64 teacher aides, in a total of 64 role-sets. However, nine of the 64 role-sets were not included in the study because one or both members of the role-set was absent at the time scheduled for the interview. Therefore, the final sample consisted of 55 role-sets. There were no cases of subjects refusing to participate or failing to complete the interview once it had begun.

The variables involved in the study were classified into three categories:

First, the following descriptive variables were selected as pertinent to the study: family status (married, single, separated and number of children), educational level, ethnic group membership, age group, and length of employment. A single page personal questionnaire was administered for the purpose of gathering this background data.

Second, the various measures of congruence between teachers and teacher aides regarding three aspects of the teacher aide's role (expectations, performance, and duty aspirations) form the independent variables. These were measured by an instrument called the Teacher Aide Role (TAR) Battery. The (TAR) Battery was designed to assess both teacher and teacher aide perceptions of teacher expectations, teacher aide performance, and teacher aide aspirations. Each of the three scales in the Battery consisted of the same 12 duty items in the hierarchy of duties (See Appendix B, p. 89).

Third, the three dependent variables, to which the congruence measures are presumed to be related, are teacher aide job satisfaction, teacher aide self-ratings of effectiveness, and teacher ratings of teacher aide effectiveness. Two instruments, the Effectiveness-Satisfaction (ES) Scale for teacher aides and the Teacher Aide Effectiveness (TAE) Scale for teachers, were developed for assessment of these variables.

The Independent Variables

The hypotheses required that three kinds of responses be solicited from the teachers and three from the teacher aides regarding the independent variables. The three responses required of the teachers were:

1. the teacher's expectations for the teacher aide role in her classroom;

2. the teacher's perceptions of the performance of her teacher aide in relation to the teachers expectations;

3. the teacher's perceptions of what her teacher aide would prefer or aspire to if she had her choice of duties.

The three responses required of the teacher aides were:

4. the teacher aide's perceptions of the teacher's expectations for the teacher aide role;

5. the teacher aide's perceptions of her own performance in relation to those expectations;

6. the teacher aide's perceptions of the ideal expectations which ought to be held, in her opinion, under ideal circumstances (equivalent to duty aspirations).

In developing the Teacher Aide Role Battery, it was necessary to devise a series of statements from which expectations, rating of performance, and duty aspirations could be inferred. Each statement also would have to be suitable for both teacher and teacher aide responses. The first step was to list possible performances or expectations which might occur to any Head Start teacher or teacher aide. This was accomplished by soliciting expectations from seven experienced Head Start teachers and seven teacher aides, by a review of the literature, and by a list drawn up by the investigator, based on his four years of experience as Head Start Director.

Obviously, such an accumulated list would have been objectionable because of its length, its uncontrolled weighting, and the resulting problems in trying to assess the degree of overlap between the six response categories.

The teacher aide's ability to comprehend and differentiate among items on such a list also precluded this consideration. Therefore it was necessary to screen the items and develop the categories of items to be sampled in the final instrument. It was through the following process that the hierarchy was developed by the investigator.

Two validating procedures were applied to the preliminary form of the instrument. First, three staff members, a university consultant and the investigator classified each item into one of seven categories, and the fourteen items agreed upon by a majority of raters were retained. It should be noted that the investigator arbitrarily decided to hold the number of duty items per category to two. This was done to prevent the instruments from being too lengthy, and thus making the interview procedures rather unwieldy. Second, the preliminary fourteen item form was administered by five Head Start social workers to 18 teachers and 18 teacher aides from the 1969 Summer Head Start Program in Lansing, Michigan. The five Head Start workers who administered the form were instructed to note any misinterpretations or confusion over items. On the basis of this experience, the interview form was reviewed and revised. The seventh category which covered training was later dropped because of continued confusion and misunderstanding of items during administration.

The Hierarchy of Duties

The revised Teacher Aide Role Battery consists of the following six categories (major functions) and twelve duties in the hierarchy of duties:

I. Custodial

1. Keeping the classroom neat and in good order.
2. Cleaning up after the children have eaten.

II. Clerical

3. Keeping attendance and other records.
4. Duplicating notes or letters to be sent home to parents.

III. Escorting

5. Walking with a group of children to and from the classroom (office or playground).
6. Driving or riding with children on field trips.

IV. Parent Involvement

7. Taking part in parent meetings at school.
8. Visiting homes to talk about Head Start.

V. Planning and Evaluation

9. Assisting the teacher in planning daily activities.
10. Assisting the teacher in evaluating the children and daily activities.

VI. Instruction

11. Taking charge of one group activity while the teacher works with another group of children.
12. Teaching a group of children to play a game.

Although each of the categories were rank ordered by a majority of raters, the two duty items in each category were randomly listed.

The Dependent Variables

The hypotheses involved three dependent variables: teacher aide job satisfaction, teacher aide self-ratings of effectiveness, and teacher ratings of teacher aide effectiveness. This phase of the investigation required that each teacher aide give her evaluations for each of the dependent variables. Two procedures were used to gather this data. The first involved soliciting the teacher aide's perceptions of her own effectiveness with regard to working with children, keeping the classroom in good order, and making home visits. The second involved a general approach, in which the teacher aide was asked to provide a single overall evaluation of the dependent variables in question--overall satisfaction and effectiveness. It should be noted that while teacher aides responded to both the job satisfaction and effectiveness scales, teachers responded to the effectiveness scale only.

Administration and Scoring

It was the plan of the study to administer the instruments at the various Head Start centers during May and June, 1970. This testing was carried out in one-to-one interview sessions with teacher aides and in small group

sessions with the teachers. The interviewers were trained by the investigator and scoring procedures were as straightforward as possible. In the case of the Personal Questionnaire, responses were simply tabulated and summarized. These data were used to describe the setting of the study.

For the purposes of administering and scoring, the three dependent variables were built into each of two instruments. The two Effectiveness-Satisfaction instruments contained three scales, each of which included two parts: Part A covered specific responses to twelve areas of performance, while Part B covered one response in the form of a single general evaluation. These instruments are included in Appendix C, p. 96.

Both specific and general items were rated in terms of a six-point scale, in which "6" represented the greatest effectiveness or satisfaction, and "1" the least. The ES Scales and the TAE Scale were scored as follows: a total score was derived by adding the twelve ratings for the twelve specific items, so that the possible range of scores was 72 to 12. Thus for each teacher aide there were six measures of the three dependent variables, as shown in Table 1.

The scoring of the Teacher Aide Role Battery involved more complex procedures. As previously mentioned, the Battery was administered to both teachers and teacher aides in an attempt to assess the degree of agreement or

TABLE 1.--The Six Measures of the Three Dependent Variables.

EAS	Teacher aide self-ratings of effectiveness-specific
EAG	Teacher aide self-ratings of effectiveness--general
SAS	Teacher aide self-ratings of satisfaction--specific
SAG	Teacher aide self-ratings of satisfaction--general
ETS	Teacher ratings of teacher aide effectiveness--specific
ETG	Teacher ratings of teacher aide effectiveness--general

disagreement on the three major independent variables: teacher expectations, aide performance and aide aspirations. The teacher aide, for instance, was required to complete three scales, each of which consisted of the twelve duty items in the hierarchy of duties. Each of the six categories in the hierarchy was represented by two items on the scale. Further, the teacher aide was required to score four items (and only 4) in each 12 item scale with an "X" for greatest frequency, four items with a "0" for least frequency, and to leave the four remaining items blank. These scores were then transformed using the following rule: X = 3, blank = 2, and 0 = 1. Thus for each teacher--teacher aide pair there were six forms of the three independent variables, as shown in Table 2. The table also includes the abbreviations which will be used in the remainder of the study.

Once the raw data were collected, they were transferred to a single page scoring matrix for more efficient handling and to insure against the data becoming mixed or lost. The

TABLE 2.--The Six Measures of the Three Independent Variables.

TEX = Teacher rating of teacher expectations
TPR = Teacher rating of aide performance
TAS = Teacher rating of aide aspirations
AEX = Aide rating of teacher expectations
APR = Aide rating of aide performance
AAS = Aide rating of aide aspirations

raw data from each teacher-teacher aide pair were then transferred to the Teacher-Teacher Aide Scoring Matrix as shown in Figure 4.

The Analysis

The first three general hypotheses, as noted in Chapter III, were concerned with the following question: To what extent does congruence between teacher expectations (TEX) and (TAS, TPR, AEX, AAS, and APR) relate to effectiveness and satisfaction of the teacher aide? Both hypothesis 1 and 3 consist of two parts as shown in Figure 5.

Congruence was operationally defined and measured by the value W, Kendall's Coefficient of Concordance,[21] which was run five times to estimate the degree of congruence

[21] S. Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), pp. 229-239.

City Muskegon, Michigan
School Jones Elementary
Date 6/1/1970

	Teacher	Teacher Aide
1.	Name Jane Doe	Name Mary Smith
2.	Marital Status Married No. of Children 2	Marital Status Separated No. of Children 2
3.	Highest Grade Completed B.A.	Highest Grade Completed 13
4.	Ethnic Group Caucasian	Ethnic Group Negro
5.	Age Group 30-39	Age Group 24-29
6.	Years of Prof. Experience 7 yrs.	No. of Months Experience 9 mos.

	Teacher Preference	Actually does	Choice of Teacher Aide	Effectiveness Specific	Effectiveness General		Preference of Teacher	Actually do Teacher Aide Choice	Effectiveness Specific	Effectiveness General	Satisfaction Specific	Satisfaction General
1.	3	2	2	6	6	1.	2	2	5	4	5	4
2.	2	2	2	6		2.	1	3	1	5	5	
3.	1	1	1	6		3.	1	1	1	4	6	
4.	1	3	3	5		4.	1	1	1	4	4	
5.	2	2	2	6		5.	2	2	3	5	5	
6.	1	1	3	6		6.	2	1	2	5	6	
7.	3	3	3	6		7.	2	2	1	5	5	
8.	1	3	3	6		8.	3	3	3	4	5	
9.	2	1	1	4		9.	3	3	3	4	5	
10.	2	2	1	4		10.	1	1	2	3	5	
11.	3	3	2	6		11.	3	3	2	4	5	
12.	3	1	1	4		12.	3	2	3	4	4	
	14			5.4	6			14	4.3	4	5.0	4

Figure 4.--Example of Teacher-Teacher Aide Scoring Matrix.

	If these are congruent		Then this is high
	EXPECTATIONS	PERFORMANCE	EFFECTIVENESS
1a	Teacher Rating (TEX)	Aide Rating (APR)	Aide General (EAG)
1b		Teacher Rating (TPR)	Aide Specific (EAS)
		AIDE PERCEPTIONS OF TEACHER EXPECTATIONS	Teacher General (ETG)
2		Aide Rating (AEX)	Teacher Specific (ETS)
		DUTY ASPIRATIONS	SATISFACTION
3a		Aide Rating (AAS)	Aide General (SAG)
3b		Teacher Rating (TAS)	Aide Specific (SAS)

Figure 5.--Congruence Relationships with Satisfaction and Effectiveness--Hypotheses 1, 2 and 3.

using (TEX) as the common variable with each of the other five variables of interest (TAS, TPR, AEX, AAS, and APR) in turn. This was accomplished by analyzing the data from each of the 12 item sets in the TAR Battery as shown in the following example:

TEACHER-TEACHER AIDE PAIR # _____

		1	2	3	4	5	6	7	8	9	10	11	12
TAS TPR AEX AAS APR	(TEX)	—	—	—	—	—	—	—	—	—	—	—	—
	( )	—	—	—	—	—	—	—	—	—	—	—	—

It was assumed for J judges that the sum of the rankings the judges make will equal the sum of the numbers 1+2+3+ . . . +J. The data collected on the 12 item sets was transformed by the following rule: if x = 1, y = 2.5; if x = 2, y = 6.5; and if x = 3, y = 10.5.

In order to make the data fit the assumptions of Kendall's Coefficient of Concordance, runs were made with y as data. This, however, results in a series of numbers such as 2.5 2.5 2.5 2.5 6.5 6.5 6.5 6.5 10.5 10.5 10.5 10.5, which produces three sets of ties containing four elements. Therefore a correction for ties was made.[22]

In each of the three general hypotheses and the two sub-hypotheses, the term relate was measured by the value of "r," the Pearson Product Moment Correlation Coefficient. The hypotheses about the relationship between

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[22] Ibid., p. 234.

the various congruences and the various measures of effectiveness (E) and satisfaction (S) were tested by studying the value of "r," and their intercorrelation, as shown in Figure 6.

The remaining 3 hypotheses were directly related to the theoretical model, as adapted for Head Start. The principal variables of concern were teacher rating of expectations (TEX), considered the institutional goals, and teacher aide self rating of aspirations (AAS), considered personal goals. In relating the above independent variables to the dependent variables of teacher rating of effectiveness and aide rating of satisfaction, the statistic employed was multivariate analysis of variance. This was a case of multivariance in that the analysis was conceived as involving the joint operation of the dependent variables as well as their separate effects (multivariate case and univariate cases).

The plan was first to run the data on the multivariate case. If significance were found in the multivariate case, then each of the univariate cases--(1) effectiveness, and (2) satisfaction--were to be examined.

To undertake the above analysis the following procedures were developed.

1. Each 12 item scale in the TAR Battery was divided by selecting out the six items most representative of professional behavior that a teacher aide could engage

H_o1a: The congruence between (TEX-APR) is not related to (E). This null hypothesis was tested four times, once for each of the four measures of teacher aide effectiveness: aide rating general, aide rating specific, teacher rating general, and teacher rating specific.

$r_{W_{TEX\text{-}APR}\ E_{AG}}$, $r_{W_{TEX\text{-}APR}\ E_{AS}}$, $r_{W_{TEX\text{-}APR}\ E_{TG}}$, and

$r_{W_{TEX\text{-}APR}\ E_{TS}}$

H_o1b: The congruence between (TEX-TPR) is not related to (E). This null hypothesis was tested four times, once for each of the four measures of teacher aide effectiveness.

$r_{W_{TEX\text{-}TPR}\ E_{AG}}$, $r_{W_{TEX\text{-}TPR}\ E_{AS}}$, $r_{W_{TEX\text{-}TPR}\ E_{TG}}$, and

$r_{W_{TEX\text{-}TPR}\ E_{TS}}$

H_o2 : The congruence between (TEX-AEX) is not related to (E). This null hypothesis was tested four times, once for each of the four measures of teacher aide effectiveness.

$r_{W_{TEX\text{-}AEX}\ E_{AG}}$, $r_{W_{TEX\text{-}AEX}\ E_{AS}}$, $r_{W_{TEX\text{-}AEX}\ E_{TG}}$, and

$r_{W_{TEX\text{-}AEX}\ E_{TS}}$

H_o3a: The congruence between (TEX-AAS) is not related to (S). This null hypothesis was tested two times, once for each of the two measures of teacher aide satisfaction: aide rating general and aide rating specific.

$r_{W_{TEX\text{-}AAS}\ E_{AG}}$, and $r_{W_{TEX\text{-}AAS}\ E_{AS}}$

H_o3b: The congruence between (TEX-TAS) is not related to (S). This null hypothesis was tested two times, once for each of the two measures of teacher aide satisfaction.

$r_{W_{TEX\text{-}TAS}\ E_{AG}}$, and $r_{W_{TEX\text{-}TAS}\ E_{AS}}$

Figure 6.--Intercorrelation Design for Testing First Three Hypotheses.

in. Each teacher aide was given scores for professionalism on both the teacher expectations scale (TEX) and the teacher aide aspirations scale (AAS).

2. All subjects were rank ordered on (TEX), then each subject was coded as follows:

High: Subject is in the top half of the rank order list.
Low: Subject is in the bottom half of the rank order list.

3. All subjects were rank ordered on (AAS), then each subject was coded as follows:

High: Subject is in the top half of the rank order list.
Low: Subject is in the bottom half of the rank order list.

The resulting cell frequencies appear in Table 3.

TABLE 3.--Cell Frequencies Using Two Independent Variables: Teacher Expectations and Teacher Aide Aspirations.

		(TEX)		
		Low	High	Total
(AAS)	Low	14	13	27
	High	13	15	28
Total		27	28	55

The design for analysis is a two-way multivariate analysis of variance with subjects nested within the two factors: (TEX) and (AAS). The two dependent variables in the analysis were as follows:

1. Measures of teacher aide effectiveness were obtained by using the mean scores on the TAE Specific Scale as rated by the teachers.

2. Measures of teacher aide satisfaction were obtained by using the mean scores on the ES Specific Scale as rated by the teacher aides themselves.

The overall design for testing the three remaining general hypotheses is shown in Figure 7.

INDEPENDENT VARIABLES				DEPENDENT VARIABLES	
	AAS	TEX	SUBJECTS	EFF	SAT
	High	High	n = 15		
		Low	n = 13		
	Low	High	n = 13		
		Low	n = 14		

Figure 7.--General Design Using Multivariate Analysis of Variance to Test Hypotheses 4, 5 and 6.

It is the general procedure to first find a significant interaction for the multivariate case before going on to examine the univariate cases. In the event of rejecting one of the multivariate hypotheses, the alpha level of $p. = .05$ for the experiment-wise error rate will be split by the Bonferoni inequality, such that hypotheses for each of the univariate cases will be tested against a critical value of $p. < .05$, findings being reported out at the .05 level.

All calculations were done using the CDC 3600 computer at Michigan State University. Correlations were run using the Basic Statistics Package (BASTAT) provided by the Agricultural Experiment Station. The multivariate analysis of variance was run using the packaged MANOVA program written by Jeromy Finn. All data were then arranged on appropriate figures and tables which are presented and discussed in Chapter V.

CHAPTER V

PRESENTATION

The results of the analysis are presented in three sections. The initial section deals with the demographic information obtained from the Personal Questionnaires. Section two deals with the first three hypotheses using the Pearson Product Moment Correlation Coefficient as the tool for assessing and expressing relationships. The final section deals with hypotheses four, five and six using multivariate analysis of variance as the tool for measuring and expressing relationships.

Section 1

Demographic Information

Of the 64 classroom interviews originally scheduled, 13 were completed in Lansing, 7 were completed in Pontiac, 8 were completed in Muskegon, 10 were completed in Jackson, 11 were completed in the Detroit Archdiocese, and 6 were completed in Kalamazoo. This comprised a total sample of 55 teacher-teacher aide pairs.

Teachers and teacher aides were similar in marital status characteristics. There were 10 single (never

married) teachers and 8 single aides. Thirty-five of the teachers and 30 of the aides were married, while 10 teachers and 17 aides were previously married and either separated, divorced or widowed.

There were notable differences between teachers and teacher aides in terms of number of children in the family. Twenty teachers and ten aides reported having no children; 35 teachers and 27 aides reported having less than five children; and 18 of the teacher aides reported having from 6 to 12 children.

The ethnic or racial composition of the sample was as follows: 25 teachers and 38 aides were Negro; 29 teachers and 13 aides were Caucasian; one teacher was Indian and four aides were Mexican-American.

The number of teachers and teacher aides in the various age groups were rather evenly spread, although teachers tended to be younger than aides.

Age Group	Teachers	Teacher Aides
18 - 23	8	10
24 - 29	21	7
30 - 39	14	22
40 - 49	7	12
50 - 59	3	3
60 - 69	2	1

As would be expected, the most pronounced difference between teachers and teacher aides was in average educational level. Thirty of the aides had not received the high

school diploma, nineteen were high school graduates, and six had attended college. The teachers were almost evenly divided into three categories: 16 teachers had MA degrees, 19 had BA degrees, 17 had one or more years of college and 3 were high school graduates with no college experience.

The variable of years of teacher experience also divided the teachers into three groups: About one-third (18) were first year teachers; over one-third (20) had between two and five years of experience; while slightly less than one-third (17) had over five years of teaching experience. A majority of teacher aides (34) had between 6 and 12 months of experience as aides and twelve aides had less than six months of experience. No aide had less than one month of experience. Seven of the aides had between 12 and 24 months of experience, but only two aides had more than 24 months experience in the classroom.

Section 2

General Hypothesis I

The first hypothesis was concerned with the extent to which the congruence between teacher expectations and teacher aide performance had a relationship to teacher aide effectiveness, as rated both by teacher and teacher aide. Because the performance variable consisted of both aide ratings and teacher ratings, this hypothesis was presented and analyzed in two parts.

H_o1a: The extent of congruence between teacher expectations (TEX) and aide self-rating of performance (APR) is not related to effectiveness (E). This hypothesis was tested using the four separate measures of effectiveness. The results are as follows:

TABLE 4.--Teacher Aide Effectiveness Ratings Correlated with the Index of Congruence Between Teacher Expectations and Teacher Aide Performance (Aide Rating).

Effectiveness	Correlation with TEX-APR Congruence
Aide Rating General	-.04
Aide Rating Specific	.04
Teacher Rating General	.11
Teacher Rating Specific	-.03

The correlations ranged from r = -.04 to r = .11, with teacher general ratings of effectiveness showing the strongest relationship to the degree of congruence between teacher expectations and aide self-ratings of performance. None of the correlations showed significance at p. < .05. The data do not demonstrate a relationship between the TEX-APR congruence index and any of the four measures of effectiveness. Therefore the null hypothesis is not rejected.

H_o1b: The extent of congruence between teacher expectations (TEX) and teacher ratings of aide performance (TPR) is not significantly related to effectiveness (E).

This hypothesis also was tested using the four measures of effectiveness and the results are shown in Table 5.

TABLE 5.--Teacher Aide Effectiveness Ratings Correlated with the Index of Congruence Between Teacher Expectations and Teacher Aide Performance (Teacher Rating).

Effectiveness	Correlation with TEX-TPR Congruence	
Aide Rating General	.03	
Aide Rating Specific	-.09	
Teacher Rating General	.39	p. < .01
Teacher Rating Specific	.40	p. < .01

Teacher ratings of teacher aide effectiveness, both general and specific, demonstrated a significant relationship to the congruence between teacher expectations and teacher ratings of aide performance. Both of these correlations showed significance at p. < .05. On the other hand, aide ratings of effectiveness, both general and specific, were shown as having no statistically significant relationship to the congruence between teacher expectations and teacher ratings of aide performance.

General Hypothesis 2

General hypothesis two was concerned with the extent to which the congruence between teacher expectations and aide perceptions of teacher expectations had a relationship to the four measures of teacher aide effectiveness.

H_o2: The extent of congruence between teacher expectations (TEX) and aide ratings of teacher expectations (AEX) is not significantly related to effectiveness (E) as rated by teachers and teacher aides. The four measures of effectiveness were used to test the hypothesis and the results are shown in Table 6.

TABLE 6.--Teacher Aide Effectiveness Ratings Correlated with the Index of Congruence Between Teacher Expectations and Teacher Aide Perceptions of Teacher Expectations.

Effectiveness	Correlation with TEX-AEX Congruence
Aide Rating General	-.07
Aide Rating Specific	.16
Teacher Rating General	.00
Teacher Rating Specific	.08

Correlations for this analysis ranged from r = -.07 to r = .16, with aide specific ratings of effectiveness showing the strongest relationship to the degree of congruence between teacher expectations and aide ratings of teacher expectations. The data, however, do not demonstrate a statistically significant relationship and the null hypothesis is therefore not rejected.

General Hypothesis 3

The third hypothesis was concerned with the extent to which the congruence between teacher expectations and

teacher aide aspirations had a relationship to teacher aide ratings of satisfaction. Because the aspiration variable consisted of both aide ratings and teacher ratings, this hypothesis was presented and analyzed in two parts.

H_o3a: The extent of congruence between teacher expectations and aide aspirations is not related to aide ratings of satisfaction. This hypothesis was tested using the two separate measures of satisfaction and the results are shown in Table 7.

TABLE 7.--Teacher Aide Satisfaction Ratings Correlated with the Index of Congruence Between Teacher Expectations and Teacher Aide Aspirations (Aide Rating).

Satisfaction	Correlation with TEX-AAS Congruence
Aide Rating General	.08
Aide Rating Specific	-.11

In this case, correlations were r = -.11 and r = .08 with aide general ratings of satisfaction showing some slight relationship to the degree of congruence between teacher expectations and teacher aide aspirations. Neither of the correlations showed significance at p. < .05 and, therefore, the null hypothesis is not rejected.

H_o3b: The extent of congruence between teacher expectations and teacher ratings of aide aspiration is not

related to satisfaction. This hypothesis was also tested using the two measures of satisfaction and the results are shown as follows:

TABLE 8.--Teacher Aide Satisfaction Ratings Correlated with the Index of Congruence Between Teacher Expectations and Teacher Rating of Teacher Aide Aspirations.

Satisfaction	Correlations with TEX-TAS Congruence
Aide Rating General	.09
Aide Rating Specific	.28 p. < .05

Correlations were r = .09 and r = .28, with aide specific ratings of satisfaction showing a statistically significant relationship to the extent of congruence between teacher expectation and teacher rating of aide aspirations. This correlation was significant at p. < .05. Aide general ratings of satisfaction indicated some slight relationship to the congruence between teacher expectations and teacher rating of aide aspirations, but was not statistically significant at the p. < .05 level.

Although satisfaction was the variable of concern in hypothesis H_o3b, the analysis of the data produced some significant relationships of effectiveness to the congruence between teacher expectations and teacher rating of aide aspirations. Correlations of r = .40 for teacher rating general and of r = .51 for teacher rating specific were significant at p. < .05. These results are shown in Table 9.

TABLE 9.--Teacher Aide Effectiveness Ratings Correlated with the Index of Congruence Between Teacher Expectations and Teacher Rating of Teacher Aide Aspirations.

Effectiveness	Correlation with TEX-TAS Congruence	
Aide Rating General	-.06	
Aide Rating Specific	.18	
Teacher Rating General	.40	p. < .01
Teacher Rating Specific	.51	p. < .001

It was also decided to examine the intercorrelations between the two measures of satisfaction and the four measures of effectiveness. The results of this analysis are shown in Table 10.

TABLE 10.--Intercorrelations Between Two Measures of Teacher Aide Satisfaction and Four Measures of Teacher Aide Effectiveness.

			Teacher Aide Satisfaction	
			Aide Rating General	Aide Rating Specific
Teacher Aide Effectiveness	General	Aide Rating	.23	.12
		Teacher Rating	.06	.19
	Specific	Aide Rating	.38 p.<.01	.32 p.<.05
		Teacher Rating	-.06	.18

Although two of the intercorrelations demonstrated significant relationships at p. < .05, the table argues for a lack of statistically significant relationship between satisfaction and effectiveness. It should be noted that the examinations of these intercorrelations were not directly related to any one of the three hypotheses studied. However, the intercorrelations indicated a strong logical significance in the relationship between teacher aide job satisfaction and teacher aide effectiveness. In addition to the two statistically significant scores of r = .38 and r = .32, four of the other scores ranged from r = .12 to r = .23.

Section 3

As noted in Chapter IV, the three remaining hypotheses were directly related to the theoretical model as adapted for Head Start. Out of the application of the theoretical framework grew three questions:

1. Does the occurrence of high or low teacher expectation levels have a direct relationship to ratings of teacher aide satisfaction and effectiveness.

2. Does the occurrence of high or low teacher aide aspiration levels have a direct relationship to ratings of teacher aide satisfaction and effectiveness.

3. Does the occurrence and interaction of high or low teacher expectations and high or low teacher aide aspirations have a direct relationship to ratings of teacher aide satisfaction and effectiveness.

Before proceeding to an examination of the findings, it may be useful to examine the cell means involved in the analysis. These data are summarized in Tables 11 and 12. The data reported in Tables 11 and 12 are mean scores derived by procedures described in Chapter IV. A high mean score in Table 11 indicates high effectiveness and a low mean score indicates low effectiveness. This is also true of Table 12, in which a high mean score indicates high satisfaction and a low mean score indicates low satisfaction. The major findings of section three of the study are shown in Table 13.

General Hypothesis 4

Hypothesis 4 is concerned with teacher expectations: are teacher aide effectiveness and teacher aide satisfaction functions of teacher expectations or, in other words, is teacher expectation a critical variable in the reported levels of teacher aide effectiveness and satisfaction?

Restated, H_o4 said: There will be no significant difference between high and low teacher expectations for the multivariate case in which teacher expectations interact with effectiveness and satisfaction. The finding ($p. < .126$) for the multivariate case failed to meet the .05 level of confidence. Therefore, a conclusion that teacher aide effectiveness and satisfaction are functions of teacher expectations could not be upheld.

TABLE 11.--Cell Means for Teacher Aide Effectiveness as Rated by Teachers in Relation to Levels of Teacher Expectation and Teacher Aide Aspirations.

TEX	AAS: Low	AAS: High	
Low	n = 14 46.00	n = 13 44.46	n = 27 45.26
High	n = 13 49.62	n = 15 49.20	n = 28 49.39
	n = 27 47.74	n = 28 46.99	n = 55 47.34

TABLE 12.--Cell Means for Teacher Aide Satisfaction as Rated by Teacher Aides in Relation to Levels of Expectation and Teacher Aide Aspirations.

TEX	AAS: Low	AAS: High	
Low	n = 14 48.43	n = 13 51.31	n = 27 49.82
High	n = 13 55.62	n = 15 48.13	n = 28 51.60
	n = 27 51.88	n = 28 49.61	n = 55 50.22

TABLE 13.--Results of Multivariate Analysis of Variance for the Interaction of the two Independent Variables (Teacher Expectations and Teacher Aide Aspirations) and the two Dependent Variables (Effectiveness and Satisfaction).

	MULTIVARIATE CASE			UNIVARIATE TESTS FOR EFFECTIVENESS			UNIVARIATE TESTS FOR SATISFACTION		
	DF	F RATIO	P	DF	F RATIO	P	DF	F RATIO	P
			*			NS			*
Interaction	2/50	5.9083	.0050	1/51	.0802	.7782	1/51	11.2650	.0015
			NS			NS			NS
TEX	2/50	2.1598	.1260	1/51	3.5962	.0636	1/51	1.4873	.2283
			NS			NS			NS
AAS	2/50	1.1047	.3393	1/51	.2012	.6557	1/51	2.2176	.1427
Critical value:			p<.05			p<.025			p<.025

*Significance.

NS No significance.

General Hypothesis 5

Hypothesis 5 was concerned with teacher aide aspirations: are teacher aide effectiveness and satisfaction functions of teacher aide aspirations or, in other words, is teacher aide aspiration a critical variable in the reported levels of teacher aide effectiveness and satisfaction? Restated, H_o5 said: There will be no significant difference between teacher aide aspiration levels for the multivariate case in which teacher aide aspirations interact with effectiveness and satisfaction. The finding (p. = .34) failed to meet the level of confidence and the null hypothesis was not rejected.

General Hypothesis 6

Hypothesis 6 was concerned with whether teacher aide effectiveness and satisfaction are functions of the interaction of teacher expectations and teacher aide aspirations. In other words, do teacher expectations and teacher aide aspirations interact in a way critical to teacher aide effectiveness and satisfaction?

Restated, H_o6 said: There will be no significant interaction between teacher expectation levels and teacher aide aspiration levels for the multivariate case. The finding of (p. = .005) was clearly above the .05 level of confidence set for rejecting this null hypothesis. Thus a significant interaction between teacher expectation levels and teacher aide aspiration levels did occur in the multivariate case.

Proceeding to the univariate cases, a significant interaction between teacher expectation levels and teacher aspiration levels was also found to occur in the univariate test for satisfaction. A finding of (p. = .0015) clearly indicated that sub-hypothesis H_o6a could also be rejected at ($p < .05$).

A finding of (p. = .78) for sub-hypothesis H_o6b, however, indicated there was no significant interaction between teacher expectation levels and teacher aide aspiration levels for the univariate test of effectiveness. Examination of the data indicate that they tend to fall into two classes, with the effectiveness class occupying a non-interaction situation, and the satisfaction class clearly occupying an interaction situation. Figures 8 and 9 portray these situational findings.

As noted in Chapter III, one of the major concerns of the study was to determine whether it makes any difference in effectiveness and satisfaction for a teacher aide to be in any one of the four types of teacher-teacher aide relationships. Figure 10 shows the results of the analysis.

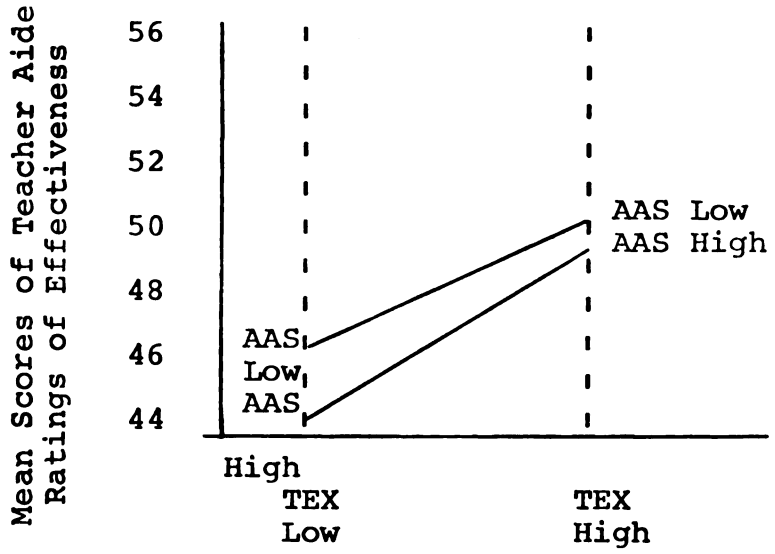

Figure 8.--Interaction of Teacher Aide Ratings of Effectiveness with Varying Levels of Teacher Expectations and Teacher Aide Aspirations.

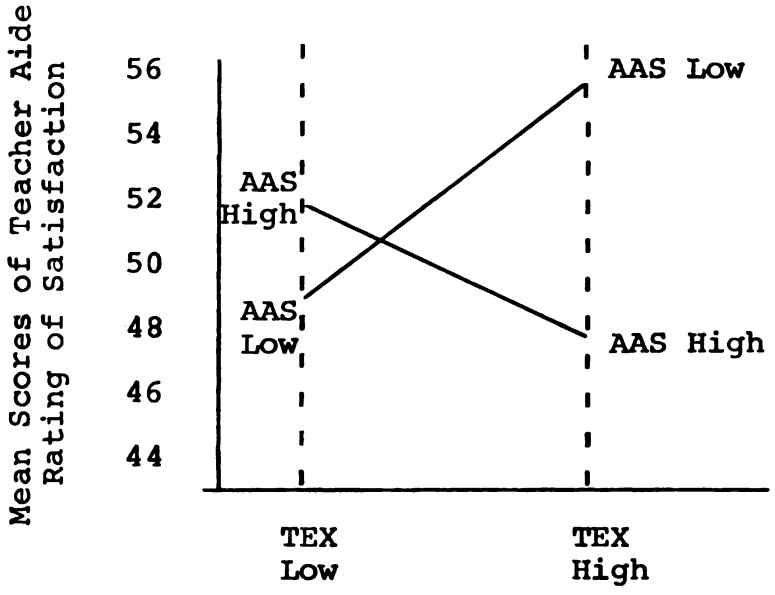

Figure 9.--Interaction of Teacher Aide Ratings of Satisfaction with Varying Levels of Teacher Expectations and Teacher Aide Aspirations.

Aide-Teacher Relationship	Teacher Expectations	Aide Aspirations	Rating of Effectiveness	Rating of Satisfaction
Type I	High	High	N.S.S.(High)	Low
Type II	High	Low	N.S.S.(High)	High
Type III	Low	High	N.S.S.(Low)	High
Type IV	Low	Low	N.S.S.(Low)	Low

N.S.S., No Statistical Significance

Figure 10.--Four Types of Teacher-Teacher Aide Relationships.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

This research was descriptive and decision-oriented. It investigated role definition and performance perceptions plus effectiveness and satisfaction in role performance as evaluated by 55 Head Start teachers and 55 Head Start teacher aides in Michigan. The 55 Head Start classroom role-sets represented six half-day, year-round programs and the data were collected by an on-site interview-questionnaire method. The basic thesis under study was that a selection and training system for teacher aide placement could be developed through the use of five sets of data elicited from each teacher-teacher aide pair. The data consisted of teachers' and teacher aides' responses to a three part inventory administered to them during the spring of 1970.

On the basis of role theory and the theoretical model, developed by Guba and Bidwell, the teacher-teacher aide role relationship was taken as the central concern. Teacher aide effectiveness and satisfaction were seen as functions of certain congruences between teacher expectations, teacher aide performance and teacher aide aspirations. These

relationships provided the basis for identifying sixteen types of teacher-teacher aide relationships.

The theoretical model postulated that teacher aide behavior or performance was a result of two factors: institutional goals or expectations as interpreted by the teacher and personal goals or needs held by the teacher aide. It was then assumed that ratings of teacher aide effectiveness and satisfaction could be assessed in relation to the interaction of these variables in the Head Start classroom situation. The design for this interaction of independent and dependent variables is shown in Figure 11.

In addition to the applications of the theoretical model, the concept of career development also entailed certain propositions from which placement and training criteria could be derived. First, career ladder ascent requires the arranging of role expectations into some progressive sequence or hierarchy of functions and duties. Second, the pursuit of job satisfaction necessitates, among other things, provision for horizontal mobility or placement as well as vertical mobility. This is because not all teacher aides have the capabilities or aspirations to become full professionals, and satisfaction often may be improved by placement with other teachers or in other service areas of the program. Finally, it is important to the success of any Head Start program that each teacher

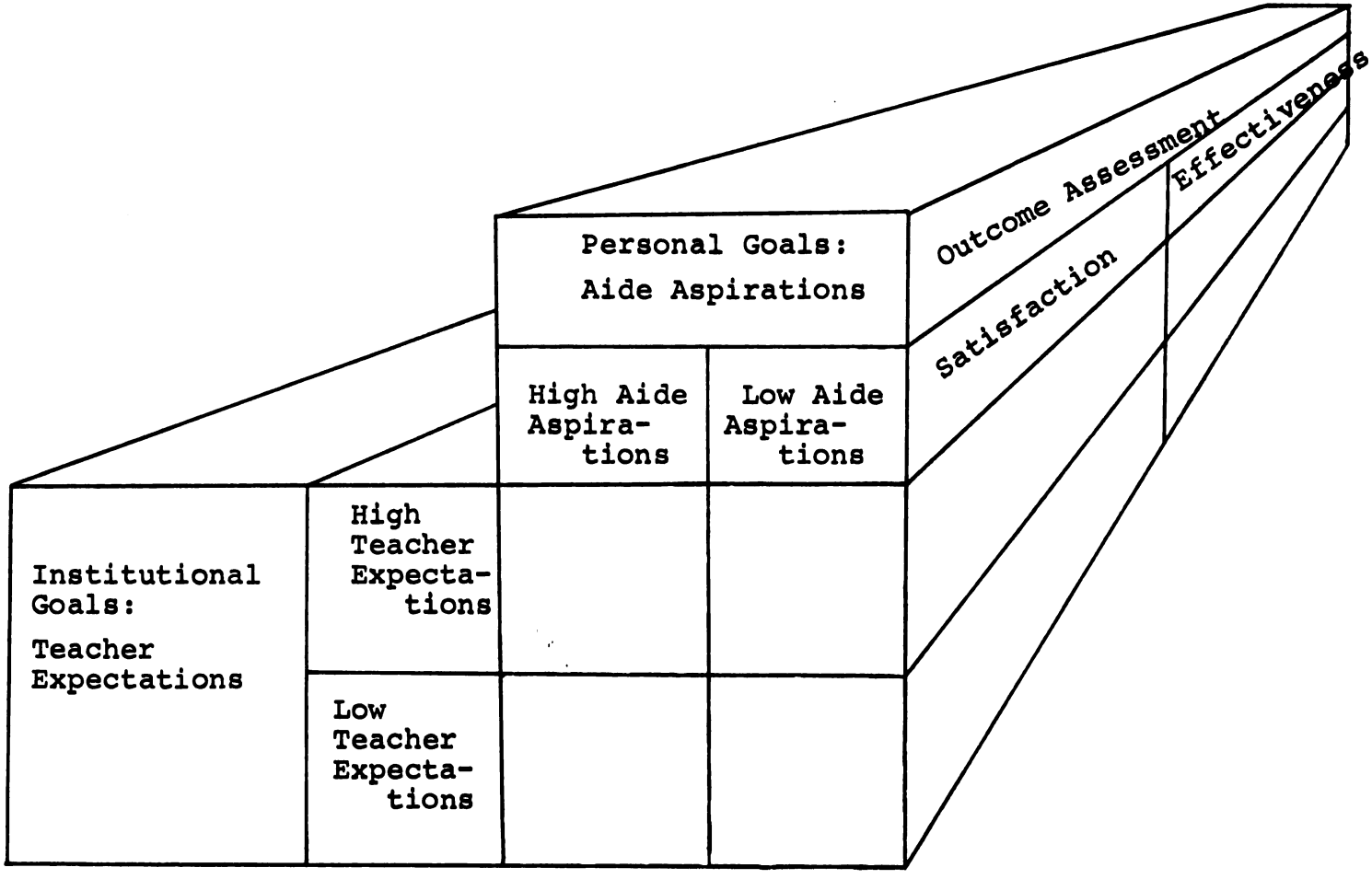

Figure 11.--Design for Interaction of Dependent and Independent Variables.

aide be effective in each position as she moves, and that she receive satisfaction in her work as she moves from one position to another.

Figure 12 illustrates the sixteen possible types of teacher-teacher aide relationships. These relationships form the basis for management decisions concerning teacher aide placement and selection for career development.

The measures of both dependent and independent variables in this research were scales developed by the investigator and administered by him through on-site interviews with both teachers and teacher aides. A complete description of methods and procedures was presented in Chapter IV.

The first three hypotheses were concerned with congruence or more specifically with: (1) the extent to which congruence between teacher expectations and teacher aide performance relate to teacher aide effectiveness, (2) the extent to which congruence between teacher expectations and teacher aide perceptions of teacher expectations relate to teacher aide effectiveness, and (3) the extent to which congruence between teacher expectations and teacher aide aspirations relate to teacher aide job satisfaction.

Three additional hypotheses, which relate directly to the theoretical model, were based on two other major decision making concerns of the study: those of teacher aide placement and teacher aide training. Hypothesis 4

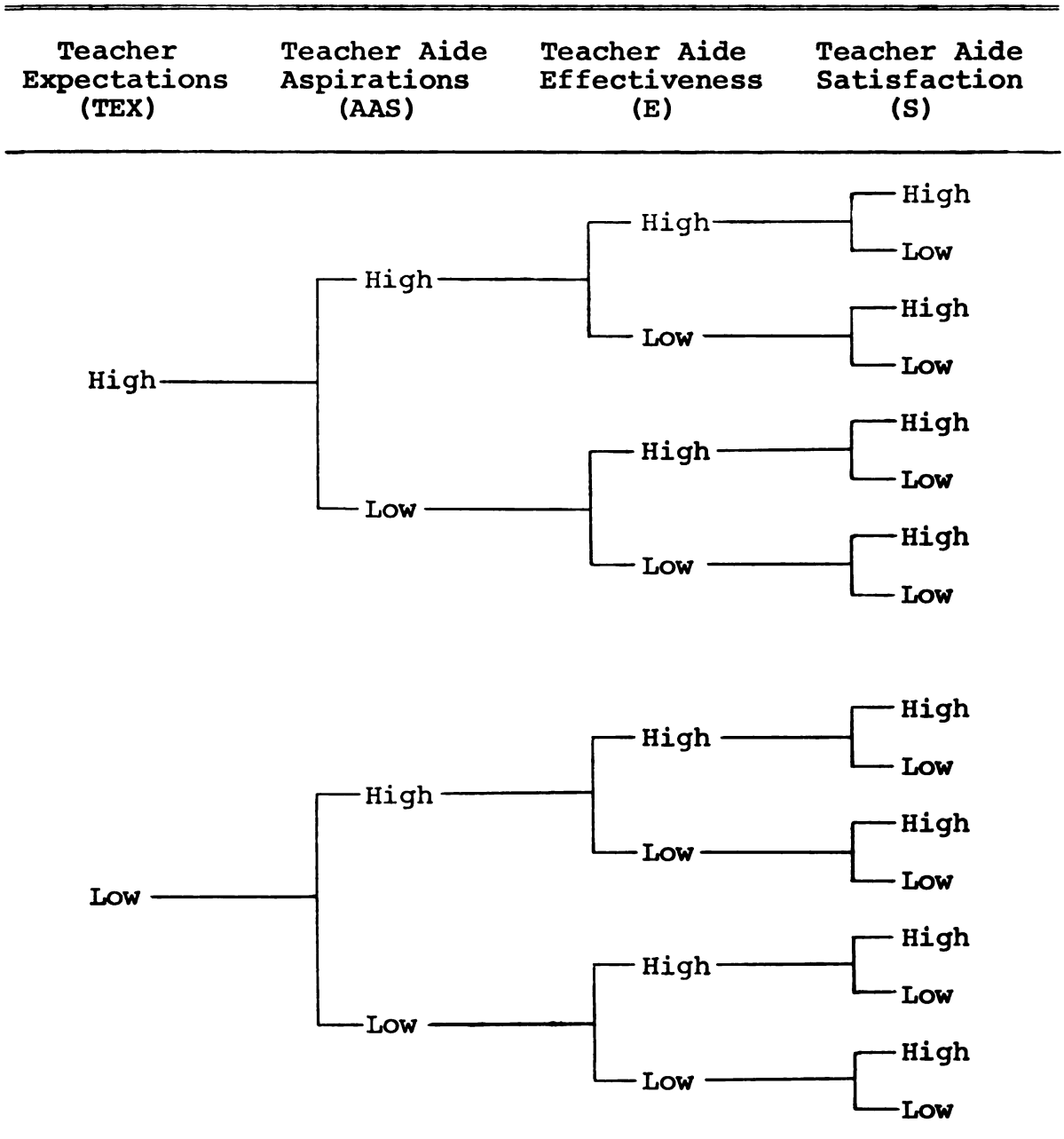

Figure 12.--Scheme Illustrating Sixteen Types of Teacher-Teacher Aide Relationships.

asked whether teacher expectation was the critical variable in the reported levels of teacher aide effectiveness and satisfaction. Hypothesis 5 asked whether teacher aide aspiration was the critical variable in the reported levels of teacher aide effectiveness and satisfaction. Hypothesis 6 asked whether teacher expectations and teacher aide aspirations interact in a systematic way to reported levels of teacher aide effectiveness and satisfaction.

The results of the analysis were presented in three sections in Chapter V. The first section dealt with demographic data obtained from personal questionnaires. Section two dealt with the first three hypotheses using the Pearson Product Moment Correlation Coefficient as the measure of relationships. The final section dealt with the other three hypotheses using Multivariate Analysis of Variance to ascertain and express relationships.

Out of the 64 classroom interviews originally scheduled, 55 were completed in six different Head Start projects in Michigan. It was assumed that there would be great differences in social, economic and educational backgrounds of teacher aides and teachers. The following is a summary of the findings about those personal and social factors:

1. In terms of marital status, teachers and teacher aides were similar; however, 17 teacher

aides as compared to 10 teachers were either separated, divorced or widowed.

2. 45 of the aides had children and 10 had no children whereas 35 of the teachers had children and the remaining 20 teachers had no children.
3. 29 teachers were Caucasian, 25 were Negro and one was Indian. On the other hand, 38 teacher aides were Negro, 13 were Caucasian and the remaining four were Mexican-American.
4. The numbers of teachers and teacher aides in various age groups were rather evenly spread, although teachers tended to be younger than aides.
5. 30 aides had not received a high school diploma, 19 were high school graduates and 6 had one or more years of college. Teachers were almost evenly divided into three groups by level of education: 16 teachers had MA degrees, 19 had BA degrees and 20 had less than a college degree.
6. The experience distribution indicated that about one-third of the teachers were in their first year of teaching, about one-third had between two and five years of experience, and another third had over 5 years of experience,

7 aides had between 12 and 24 months, and 2 aides had more than 24 months of experience.

The results of the congruence analysis in General Hypothesis One indicated that the extent of agreement between teacher expectations and teacher ratings of teacher aide performance failed to produce sufficient statistically significant correlations to the four measures of teacher aide effectiveness and thus the null hypothesis was not rejected.

For General Hypothesis Two, it was found that the extent of agreement between teacher expectations and aide perceptions of teacher expectations was not significantly related to teacher aide effectiveness.

The findings for General Hypothesis Three produced, with one exception, no support for rejection of the null hypothesis. In the one exception, teacher aide specific ratings of satisfaction indicated a statistically significant correlation to the degree of congruence between teacher expectations and teacher perceptions of teacher aide aspirations.

In General Hypothesis Four, the finding of p. = .13 for the multivariate case for teacher expectations failed to meet the .05 level of confidence. Therefore a conclusion that teacher expectation is a critical variable in teacher rated effectiveness and teacher aide satisfaction could not be upheld.

The finding p. = .34 for the multivariate case in General Hypothesis Five also failed to meet the .05 level of confidence. It was therefore concluded that teacher aide aspirations could not be considered a critical factor in relation to teacher ratings of teacher aide effectiveness and aide ratings of satisfaction.

General Hypothesis Six was concerned with whether teacher expectations and teacher aide aspirations interact in such a way as to effect the outcome measures--satisfaction and effectiveness. In the multivariate case, the null hypothesis was rejected (p. = .005), indicating a significant interaction between teacher expectation levels and teacher aide aspiration levels in relation to levels of teacher aide effectiveness and satisfaction. A significant interaction between teacher expectation levels and teacher aide aspiration levels was also found to occur in the univariate test for relationship to levels of teacher aide satisfaction. The univariate test for teacher aide effectiveness, however, did not reveal a significant interaction between the teacher expectation levels and the teacher aide aspiration levels in relation to that factor.

Conclusions

As previously noted in Chapter V, the findings failed to produce sufficient evidence to reject the first

three general hypotheses. However, two findings are perhaps worthy of note:

The extent of congruence between teacher expectations and teacher rating of aide performance was found to be related to effectiveness (teacher rating general and teacher rating specific). It can be concluded, therefore, that teachers who see their teacher aides' performance as conforming to their expectations tend to rate their teacher aides higher in effectiveness.

The extent of agreement between teacher expectations and teacher rating of aide aspirations was found to be related to teacher aide specific rating of job satisfaction. Therefore, it can be concluded that teachers whose expectations for their teacher aides are congruent with the aspirations of their teacher aides tend to have aides with higher job satisfaction ratings.

The last three hypotheses were direct applications of the theoretical model to the Head Start teacher and teacher aide relationships. On the basis of the findings, the following conclusions can be drawn.

Neither teacher expectation nor aide aspiration can be considered the critical variable in teacher aide effectiveness or teacher aide satisfaction. In other words, teacher expectations are not independently correlated in patterns with ratings of teacher aide effectiveness. Teacher aide aspirations likewise are not independently

correlated in predictable patterns with ratings of teacher aide job satisfaction.

It is only through the interaction of both teacher expectations and aide aspirations that predictions can be made concerning teacher aide effectiveness and teacher aide satisfaction. In other words, a knowledge of both teacher expectations and aide aspirations is necessary to make decisions concerning teacher aide placement and teacher aide selection.

The findings of the study indicate a significant interaction in the multivariate case between teacher expectations, teacher aide aspirations, teacher aide effectiveness, and teacher aide satisfaction. Analysis of one univariate case indicated a significant interaction between teacher expectations, teacher aide aspirations, and teacher aide satisfaction; however analysis of the other univariate case found no significant interaction between teacher expectations, teacher aide aspirations, and teacher aide effectiveness.

Implications for Decision Making

Decision-making, must often be carried out in the absence of perfect statistical information. In such a case, one does not cease making decisions, but proceeds with awareness of the imperfections. The following discussion of management options for teacher aide placement and

selection is based on the relationships discribed in Figure 12 and the information derived from the study.

1. Teacher aides--presently placed with high expectation teachers--who have high aspirations, high effectiveness and high satisfaction should be retained with their present teachers and trained for upward mobility (college training leading to teaching credentials).

2. Teacher aides--presently placed with high expectation teachers--who have high aspirations, low effectiveness and high satisfaction, should be retained with their present teachers and provided in-service training in order to upgrade their classroom performance.

3. Teacher aides--presently placed with low expectation teachers--who have low aspirations, low effectiveness and high satisfaction, should be retained with their present teachers and provided in-service training in order to upgrade their classroom performance.

4. Teacher aides--presently placed with high expectation teachers--who have high aspirations and high effectiveness but low satisfaction, should be transferred to another teacher with high expectations and considered for training for upward mobility (college training leading to teaching credentials).

5. Teacher aides--presently placed with low expectation teachers--who have high aspirations and high effectiveness but low satisfaction, should be transferred

to a teacher with high expectations and considered for training for upward mobility (college training leading to teaching credentials).

6. Teacher aides--presently placed with high expectation teachers--who have low aspirations and high effectiveness but low satisfaction should be transferred to a teacher with low expectations and provided an opportunity for either job counseling or in-service training in order to improve satisfaction.

7. Teacher aides--presently placed with low expectation teachers--who have low aspirations and high effectiveness but low satisfaction should be transferred to another teacher with low expectations and provided an opportunity for either job counseling or in-service training in order to improve satisfaction.

8. Teacher aides--presently placed with high expectation teachers--who have low aspirations, low effectiveness and low satisfaction should be transferred to a low expectation teacher and provided in-service training or transferred to another field of service.

9. Teacher aides--presently placed with low expectation teachers--who have low aspirations, low effectiveness and low satisfaction should be transferred to another field of service or considered for termination.

Implications for Research

Probably the most apparent need is for research which would restructure and replicate the present study on an experimental rather than on a descriptive basis. More sensitive instruments and procedures should be developed and a longitudinal study, in which placement and training decisions are carried out and evaluated, should be undertaken over a period of two or more years.

The development of the hierarchy of functions and duties to assess expectations, performance and aspirations of the teacher aide might also be applied to the teacher as well. The interdependency of the teacher and teacher aide within this role-set as typical of the relationship of subordinate and superordinate, provide an unusual opportunity to study such role interaction.

The perceptions of the teacher aide role, both by teachers and teacher aides, indicated that lack of congruence between the dependent variables of the study (expectations, performance and aspirations) existed within many of the role-sets. Although no effort was made to examine the data as a means of identifying potential conflict situations, the findings would seem to suggest that various kinds and levels of potential for conflict exist between teachers and teacher aides. Such potential conflicts may have serious effects upon classroom effectiveness and may call for various modifications in classroom organization. Since

the nature of the role relationship depends to a great extent upon the personality of both teacher and teacher aide, a greater knowledge of the frame of reference and value systems of both subordinate and superordinate would appear to be essential to understanding the origins of conflicts between the two.

Future placement and training studies might find the interaction of such demographic variables as marital status, age, ethnicity, educational level and field experience to be of significant value in adding to our understanding of the teacher-teacher aide relationship as well as the placement and training process.

In addition to the study of the teacher and teacher aide relationship, other career areas of Head Start such as social worker and social work aide or nurse and nurse aide might also undergo similar investigation. Insofar as the approaches in this study are found useful, they might also be applied to other fields than Head Start or education.

Concluding Statement

It is hoped that this study has contributed some helpful conceptual approaches to the study of the teacher and teacher aide relationship, especially in the area of placement and training of teacher aides for career development. Certainly the findings are not fully conclusive nor do they provide any guarantees for predictive capabilities

in teacher aide placement and training. It was found that no single criterion used in the study could be isolated for predictive purposes. However, the findings did indicate that the interaction of teacher expectations and teacher aide aspirations was clearly related to teacher aide satisfaction, and thus has implications for management decisions concerning teacher aide placement and training. It might also be argued that the relationships brought out in this study could have implications for career ladder development, for planning new programs, and for training both teacher aides and teachers.

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APPENDICES

APPENDIX A

PERSONAL INTERVIEW QUESTIONNAIRE

Teacher

MICHIGAN STATE UNIVERSITY

TO: Teacher DATE: _____

The purpose of this study is to develop a more scientific approach to our understanding of job satisfaction and placement of Head Start Teacher aides.

This type of information will be very helpful to young people or parents trying to decide if they would like to become teacher aides.

There are no "right" or "wrong" answers to the statements in the survey. You are simply asked to give your own ideas or feelings.

All information collected will be kept confidential. Your responses to the statements will be combined with many others who are cooperating in this study.

May we add a word of sincere thanks for your help.

The following information is needed for all those who are participating in this study. Please answer all questions.

1. Name: _____

2. Family status: single _____, separated _____, married _____, number of children _____.

3. Circle highest grade completed in school or college:
   6 7 8 9 10 11 12 13 14 15 16 B.A. M.A.

4. Ethnic group: Caucasian _____, American Indian _____, Negro _____, Oriental _____, Mexican-American _____.

5. Your age group: _____18 to 23 _____40 to 49
   _____24 to 29 _____50 to 59
   _____30 to 39 _____60 to 69

   Length of employment:

6. _____years of professional experience as a teacher.

7. Your teacher aide's name: _____

PERSONAL INTERVIEW QUESTIONNAIRE

Teacher Aide

MICHIGAN STATE UNIVERSITY

TO: Teacher Aide DATE: _____

The purpose of this study is to develop a more scientific approach to our understanding of job satisfaction and placement of Head Start Teacher aides.

This type of information will be very helpful to young people or parents trying to decide if they would like to become teacher aides.

There are no "right" or "wrong" answers to the statements in the survey. You are simply asked to give your own ideas or feelings.

All information collected will be kept confidential. Your responses to the statements will be combined with many others who are cooperating in this study.

May we add a word of sincere thanks for your help.

The following information is needed for all those who are participating in this study. Please answer all questions.

1. Name: _____

2. Family status: single _____, separated _____, married _____, number of children _____.

3. Circle highest grade completed in school or college:

   6 7 8 9 10 11 12 13 14 15 16 B.A. M.A.

4. Ethnic group: Caucasian _____, American Indian _____, Negro _____, Oriental _____, Mexican-American _____.

5. Your age group: _____18 to 23 _____40 to 49
   _____24 to 29 _____50 to 59
   _____30 to 39 _____60 to 69

   Length of employment:

6. _____months as a teacher aide with your present Head Start teacher.

7. Your teacher's name: _____.

APPENDIX B

Teacher Aide Role Battery

Teacher Expectations

(Teacher Rating)

Below the dotted line you will see 12 duties that many teacher aides perform.

Please select the four duties (and only Four) which you would prefer your teacher aide to perform most frequently by placing an X in the space provided in the column to the left.

Then, select four duties (and only Four) which you would prefer your teacher aide to perform least frequently by placing a O in the space provided.

When you have finished, the column at the left should contain exactly four X's and four O's, while four spaces should be blank. Please add any comments which you feel are necessary to clarify your selections at the bottom of the page.

. . . . . .

____ 1. Keeping the classroom neat and in good order.

____ 2. Cleaning up after the children have eaten.

____ 3. Keeping attendance and other records.

____ 4. Duplicating notes or letters to be sent home to parents.

____ 5. Walking with a group of children to and from the classroom. (Office or playground.)

____ 6. Driving or riding with children on field trips.

____ 7. Taking part in parent meetings at school.

____ 8. Visiting homes to talk about Head Start.

____ 9. Assisting the teacher in planning daily activities.

____10. Assisting the teacher in evaluating daily activities or the children.

____11. Taking charge of one group activity while the teacher works with another group of children.

____12. Teaching a group of children to play a game.

Teacher Aide Role Battery

Teacher Aide Performance

(Teacher Rating)

Below the dotted line you will see 12 duties that many teacher aides perform.

Please select the Four duties (and only Four) which your teacher aide actually performs most frequently by placing an X in the space provided.

Then, select the Four duties (and only Four) which your teacher aide actually performs least frequently by placing a O in the space provided.

When you have finished, the column at the left should contain exactly four X's and four O's, while four spaces should be blank. Please add any comments which you feel are necessary to clarify your selection at the bottom of the page.

. . . . . .

____ 1. Keeping the classroom neat and in good order.

____ 2. Cleaning up after the children have eaten.

____ 3. Keeping attendance and other records.

____ 4. Duplicating notes or letters to be sent home to parents.

____ 5. Walking with a group of children to and from the classroom. (Office or playground.)

____ 6. Driving or riding with children on field trips.

____ 7. Taking part in parent meetings at school.

____ 8. Visiting homes to talk about Head Start.

____ 9. Assisting the teacher in planning daily activities.

____10. Assisting the teacher in evaluating daily activities or the children.

____11. Taking charge of one group activity while the teacher works with another group of children.

____12. Teaching a group of children to play a game.

Teacher Aide Role Battery

Teacher Aide Aspiration

(Teacher Rating)

Below the dotted line you will see 12 duties that many teacher aides perform.

Please select the four duties (and only Four) which you think your teacher aide would prefer to do most frequently by placing an X in the left-hand column.

Then, select the four duties (and only Four) which you think your teacher aide would prefer to do least frequently by placing a O in the space provided.

When you have finished, the column at the left should contain exactly four X's and four O's, while four spaces should be blank. Please add any comments which you feel are necessary to clarify your selections at the bottom of the page.

. . . . . .

____ 1. Keeping the classroom neat and in good order.

____ 2. Cleaning up after the children have eaten.

____ 3. Keeping attendance and other records.

____ 4. Duplicating notes or letters to be sent home to parents.

____ 5. Walking with a group of children to and from the classroom. (Office or playground.)

____ 6. Driving or riding with children on field trips.

____ 7. Taking part in parent meetings at school.

____ 8. Visiting homes to talk about Head Start.

____ 9. Assisting the teacher in planning daily activities.

____10. Assisting the teacher in evaluating daily activities or the children.

____11. Taking charge of one group activity while the teacher works with another group of children.

____12. Teaching a group of children to play a game.

Teacher Aide Role Battery

Teacher Aide Perceptions of Teacher Expectations

(Teacher Aide Rating)

Below the dotted line you will see 12 duties that many teacher aides perform.

Please select the Four duties (and only Four) which you think your teacher would like you to do most often by placing an X in the left-hand column.

Then, select the Four duties (and only Four) which you think your teacher would not like you to do very often by placing a O in the space provided.

When you have finished, the column at the left should contain exactly four X's and four O's, while four spaces should be blank. Please add any comments which you feel are necessary to clarify your selection at the bottom of the page.

. . . . . .

____ 1. Keeping the classroom neat and in good order.

____ 2. Cleaning up after the children have eaten.

____ 3. Keeping attendance and other records.

____ 4. Duplicating notes or letters to be sent home to parents.

____ 5. Walking with a group of children to and from the classroom. (Office or playground.)

____ 6. Driving or riding with children on field trips.

____ 7. Taking part in parent meetings at school.

____ 8. Visiting homes to talk about Head Start.

____ 9. Assisting the teacher in planning daily activities.

____10. Assisting the teacher in evaluating daily activities or the children.

____11. Taking charge of one group activity while the teacher works with another group of children.

____12. Teaching a group of children to play a game.

Teacher Aide Role Battery

Performance

(Teacher Aide Self Rating)

Below the dotted line you will see 12 duties that many teacher aides perform.

Please select the Four duties (and only Four) which you actually do most often by placing an X in the space provided in the left-hand column.

Then select the Four duties (and only Four) which you actually do least often by placing a O in the space provided.

When you have finished the column at the left should contain exactly four X's and four O's while four spaces should be blank. Please add any comments which you feel are necessary to clarify your selections at the bottom of the page.

. . . . . .

____ 1. Keeping the classroom neat and in good order.

____ 2. Cleaning up after the children have eaten.

____ 3. Keeping attendance and other records.

____ 4. Duplicating notes or letters to be sent home to parents.

____ 5. Walking with a group of children to and from the classroom. (Office or playground.)

____ 6. Driving or riding with children on field trips.

____ 7. Taking part in parent meetings at school.

____ 8. Visiting homes to talk about Head Start.

____ 9. Assisting the teacher in planning daily activities.

____10. Assisting the teacher in evaluating the children and daily activities.

____11. Taking charge of one group activity while the teacher works with another group of children.

____12. Teaching a group of children to play a game.

Teacher Aide Role Battery

Teacher Aide Aspirations

(Teacher Aide Self Rating)

Below the dotted line you will see 12 duties that many teacher aides performs.

Please select the Four duties (and only Four) which you would like to do most often by placing an X in the space provided in the column to the left.

Then, select the Four duties (and only Four) which you would not like to do if you had your choice by placing a O in the space provided.

When you have finished, the column at the left should contain exactly four X's and four O's, while four spaces should be blank. Please add any comments which you feel are necessary to clarify your selections at the bottom of the page.

. . . . . .

____ 1. Keeping the classroom neat and in good order.

____ 2. Cleaning up after the children have eaten.

____ 3. Keeping attendance and other records.

____ 4. Duplicating notes or letters to be sent home to parents.

____ 5. Walking with a group of children to and from the classroom. (Office or playground.)

____ 6. Driving or riding with children on field trips.

____ 7. Taking part in parent meetings at school.

____ 8. Visiting homes to talk about Head Start.

____ 9. Assisting the teacher in planning daily activities.

____10. Assisting the teacher in evaluating daily activities or the children.

____11. Taking charge of one group activity while the teacher works with another group of children.

____12. Teaching a group of children to play a game.

APPENDIX C

Teacher Aide Effectiveness Scale

(Teacher Rating of Aide Effectiveness)

Part A--Specific

EFFECTIVENESS

Below are listed 12 functions which are commonly performed by teacher aides. Please select from the series of numbers beside each statement the one number that best expresses your assessment of the effectiveness of your regular or paid teacher aide in performing that function.

6	5	4	3	2	1	0
Very Effective	Effective	Fairly Effective	Somewhat Ineffective	Ineffective	Very Ineffective	Not Applicable

How effective is your teacher aide in:

1. Working with individual children.	6	5	4	3	2	1	0
2. Working with small groups of children.	6	5	4	3	2	1	0
3. Working with volunteer aides.	6	5	4	3	2	1	0
4. Working with other teacher aides.	6	5	4	3	2	1	0
5. Participating in parent meetings.	6	5	4	3	2	1	0
6. Participating in home visits.	6	5	4	3	2	1	0
7. Working with you.	6	5	4	3	2	1	0
8. Keeping the classroom neat and in good order.	6	5	4	3	2	1	0
9. Helping to plan daily activities.	6	5	4	3	2	1	0
10. Helping to evaluate the children.	6	5	4	3	2	1	0
11. Using teaching aides and materials.	6	5	4	3	2	1	0
12. Keeping records and other clerical duties.	6	5	4	3	2	1	0

Teacher Aide Effectiveness Scale
(Teacher Rating of Aide Effectiveness)
Part B--General

EFFECTIVENESS

Please place an X beside the one statement that best describes your judgement of the effectiveness of your teacher aide.

____ 1. It is difficult to imagine a more effective teacher aide.

____ 2. She is among the more effective teacher aides in our program.

____ 3. She is slightly more effective than the average teacher aide.

____ 4. She is a little less effective than the average teacher aide.

____ 5. She is among the less effective teacher aides in our program.

____ 6. It is difficult to imagine a more ineffective teacher aide.

Teacher Aide Effectiveness Scale

Self Rating

Part A--Specific

EFFECTIVENESS

Below are listed 12 duties which are commonly performed by teacher aides. Please circle the one number from the series of numbers beside each statement that best describes how effective you are in performing each duty.

6	5	4	3	2	1	0
Very Effective	Effective	Fairly Effective	Somewhat Ineffective	Ineffective	Very Ineffective	Not Applicable

How effective are you in:

1. Working with individual children.	6	5	4	3	2	1	0
2. Working with small groups of children.	6	5	4	3	2	1	0
3. Working with volunteer aides.	6	5	4	3	2	1	0
4. Working with other teacher aides.	6	5	4	3	2	1	0
5. Participating in parent meetings.	6	5	4	3	2	1	0
6. Participating in home visits.	6	5	4	3	2	1	0
7. Working with your teacher.	6	5	4	3	2	1	0
8. Keeping the classroom neat and in good order.	6	5	4	3	2	1	0
9. Helping to plan daily activities.	6	5	4	3	2	1	0
10. Helping to evaluate the children.	6	5	4	3	2	1	0
11. Using teaching aides and materials.	6	5	4	3	2	1	0
12. Keeping records and other clerical duties.	6	5	4	3	2	1	0

Effectiveness Scale

Teacher Aide Self Rating

Part B--General

EFFECTIVENESS

Please place an X beside the one statement that best describes your judgement of how effectively you perform.

____ 1. I consider myself to be among the most effective teacher aides.

____ 2. I consider myself to be among the more effective teacher aides.

____ 3. I consider myself to be slightly more effective than the average teacher aide.

____ 4. I consider myself to be slightly less effective than the average teacher aide.

____ 5. I consider myself to be among the less effective teacher aides.

____ 6. I consider myself to be among the least effective teacher aides.

Satisfaction Scale
Teacher Aide Self Rating
Part A--Specific

SATISFACTION

Below the dotted line you will see twelve things which may cause you to be satisfied or dissatisfied as a teacher aide. Please circle the one number at the right which tells how satisfied or dissatisfied you generally are with each of these things.

6	5	4	3	2	1
Very Satisfied	Satisfied	Fairly Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied

How satisfied or dissatisfied are you with:

1. The appreciation you get from others for doing a good job.	6	5	4	3	2	1
2. Your relationship with parents.	6	5	4	3	2	1
3. Your relationship with your teacher.	6	5	4	3	2	1
4. Your relationship with volunteer aides.	6	5	4	3	2	1
5. Your relationship with other teacher aides.	6	5	4	3	2	1
6. Your relationship with the children.	6	5	4	3	2	1
7. The amount of money you receive for the time you work.	6	5	4	3	2	1
8. The number of hours you work per week.	6	5	4	3	2	1
9. The chances you have for helping to plan the daily activities.	6	5	4	3	2	1
10. The chances you have for being a leader sometimes.	6	5	4	3	2	1
11. The chances you have to use your abilities and talents in your teacher aide work.	6	5	4	3	2	1
12. What you are able to accomplish in your job.	6	5	4	3	2	1

Satisfaction Scale
Teacher Aide Self Rating
Part B--General

SATISFACTION

Please place an X beside the one statement that best describes how satisfied you are in your teacher aide job. (In the Head Start classroom and its community.)

____ 1. I don't think I could be more satisfied in any teacher aide job.

____ 2. I think I have one of the better teacher aide jobs.

____ 3. I think my teacher aide job is a little better than average.

____ 4. I think my teacher aide job is a little below average.

____ 5. I think I have one of the poorer teacher aide jobs.

____ 6. I don't think I could be more dissatisfied in any teacher aide job.

Please add any other comments in the space below.

VITA

Jack Granger Griffin, the son of Harriet Granger Griffin and Myron Monroe Griffin, was born in Lansing, Michigan, February 6, 1929. He graduated from Lansing Eastern High School in 1947. He attended North Central College in Illinois and Michigan State College and received the degree of Bachelor of Arts with a major in Geography and Foreign Studies in June of 1951.

Two weeks after graduation he enlisted in the United States Air Force and served 45 months in the Air Intelligence Branch before being honorably discharged. During his tour of duty he spent 18 months in Alaska where he studied Russian language, specialized in Eastern and Far Eastern Siberia, and taught Air Sea Rescue pilots the geography and ethnography of Siberia. The last two years of his tour were spent as an instructor of strategic intelligence at Lowry A.F. Base, Denver, Colorado.

In March of 1955 he returned to Michigan State University and received a secondary teaching certificate in June of 1956. He spent the next two years teaching geography and history at Central Junior High School in St. Johns, Michigan and completed a Master of Arts degree in Adult Education at M.S.U. in August of 1958.

Between 1958 and 1964 he was a teacher and counselor at C. W. Otto Junior High School in Lansing, Michigan. Between 1960 and 1962 he directed the YMCA Bluejay Program for 60 delinquent junior high school boys. In 1962 he started a work-study program for twenty junior high potential dropouts. In 1963 this program, called PEP, was expanded to include high school dropouts as well. He directed this program of over 200 boys and girls until 1965 when he became Supervisor of the Lansing Neighborhood Youth Corps. In 1966 he started the State of Michigan Work-Training Program and the Michigan State Police Pre-Cadet Program.

In 1966 he also assumed responsibility for directing the Lansing Head Start Program. In 1969 he started the Lansing Follow Through Program. He is currently the Supervisor of 15 Head Start classes (235 children) and six Kindergarten Follow Through classes (150 children).

During his fifteen years in public education he has served as a member of the following organizations:

State Educational Research Committee

Michigan School Holding Power Committee

Lansing School Employees' Board of Directors (President)

Lansing School District Professional Personnel Study Committee (President)

Lansing School District Human Relations Team

Michigan Neighborhood Youth Corps Association (President)

Michigan Head Start Directors' Association

Michigan Association of State and Federal Program Specialists

Lansing Association of School Administrators

Life Member of the Michigan Education Association

Member of Phi Delta Kappa

In the Lansing community he has served three terms on the Lansing Urban Redevelopment Board. He is also a member of the Lansing Community Renewal Program Committee. He is a member of Emanuel Lutheran Church and has served as Chairman of the Board for Parish Education, Chairman of the Church Council and President of the Congregation.

He married the former Arlene B. Sack of Lansing, Michigan during his senior year at Michigan State. The Griffins have two sons and two daughters, Carolyn, born in Lansing in 1951; Mark, born in Denver, Colorado in 1954; John, born in Lansing in 1956; and Katherine, born in Lansing in 1966.

Permanent Address: 628 Edison Avenue
Lansing, Michigan 48910