

THE SIGNIFICANCE OF
THE PRINCIPAL'S ROLE IN THE
STUDENT TEACHING PROGRAM
IN THE LANSING AREA

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ABSTRACT

THE SIGNIFICANCE OF THE PRINCIPAL'S ROLE
IN THE STUDENT TEACHING PROGRAM
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By

Willie B. Parker

This study was designed to serve three major purposes:

1. To assess the role of the principal in the student teaching program in the Lansing, Michigan area as perceived by members of the selected groups randomly chosen for the study, namely:

- a. Principals.
- b. Student teachers.
- c. University representatives (college coordinators, area supervisors, clinical consultants, and cluster consultants).
- d. Supervising teachers (cooperative teachers or base teachers).

2. To determine whether the perceived roles of the principal in the administration of the student teaching program differ among elementary school principals, junior

high school or middle school principals, and secondary school principals.

3. To test some hypotheses suggested by the study of available literature and to test other hypotheses formulated from concerns ascertained from personal interviews with principals, university representatives, former student teachers, and supervising teachers regarding their perceptions of the principal's role in relation to student teaching.

A questionnaire was devised which examined the perceptions of the principal's role in relation to student teachers, principals, supervising teachers, and university representatives. The same questionnaire was administered to elementary school, junior high school, and secondary school representatives from Michigan State University; to elementary, junior high, and secondary school student teachers from Michigan State University; to elementary, junior high, and secondary school supervising teachers who worked in the Lansing area; and to elementary, junior high, and secondary school principals from the Lansing area.

Responses from the questionnaire were used directly to create a description of the role of the principal in student teaching. The examination of responses found that, in general, among elementary school, junior high school, and secondary school principals and university representatives, there were no significant differences in their

perceptions of the principal's role, but there was a significant difference in the perceptions of principal's role between principals and supervising teachers and between principals and student teachers. However, the statistical results show no significant difference between student teachers and supervising teachers, between supervising teachers and university representatives, or between university representatives and student teachers.

The respondents disagreed with the first question on the questionnaire, which states, "The principal as a member of the student teaching team is considered more important than other members of the team."

The study shows that there is more agreement between principals and university representatives than there is between principals and student teachers or between principals and supervising teachers. Personal interviews and a review of the literature also showed that principals are unsure of the principal's role in student teaching, even though they are willing to participate as members of their respective student teaching teams.

The study indicates that the following respondents tend to agree within groups as to what they perceive the principal's role to be in the student teaching team in the Lansing, Michigan area:

Elementary school, junior high school, and secondary school principals;

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Elementary school, junior high school, and secondary school student teachers;

Elementary school, junior high school, and secondary school supervising teachers; and

Elementary school, junior high school, and secondary school university representatives.

Sex made no significant difference as to what the (male or female) members of the student teaching team perceived the principal's role to be in the Lansing, Michigan area.

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Willie B. Parker

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CHAPTER I

BACKGROUND AND PHILOSOPHY OF THE STUDY

Introduction

Elementary school, junior high or middle school, and secondary school principals are concerned about their responsibilities in the student teaching program in the Lansing, Michigan area. Since the early 1900's pre-student teaching program clinical experiences were recognized as needed prerequisites for future teacher trainees. The ensuing decades witnessed the implementation of professional laboratory experiences for the entire student teaching program in the public schools. The nature of the philosophy and leadership of the school principal as a member of the student teaching team is one of the most important questions to be considered by administrators of schools of education. Johnson and Perry state in their book that, "too often the principal's influence is underestimated or ignored, especially if the relationship with the regular classroom teachers appears to be satisfactory."¹ However, this

¹Jim Johnson and Floyd Perry, Readings in Student Teaching for Those Who Work with Student Teachers (Dubuque, Iowa: Wm. C. Brown Book Company, 1967), p. 161.

perceived concept is not a guarantee that the principal is aware of what is expected of him with regard to the student teaching program. Dr. Sheila Schwartz says that, "principals are not sure of the role they are expected to play"² in the student teaching program. The idea of the participation of school principals in the student teaching program is generally accepted as a legitimate and beneficial phase of school administration, though Andrews notes "that only very recently has the importance of principal's contribution been realized and that relatively little attention has been paid to it in the literature."³

In regard to the student teacher programs in the Lansing area, the principal agrees to place the student teacher with a classroom teacher in whom he has confidence. He greets the student teacher and college coordinator, then withdraws from the student teaching program. To the student teacher, the principal is apparently often perceived merely as an official greeter, an administrative leader of the school, a supervisor of instruction, a personnel specialist, an informational person, an evaluator, and in all of these, a vitally concerned human being, but also as a

²Sheila Schwartz, "The Principal's Role in the Student Teaching Program," The Journal of Teacher Education 13 (March 1962), 78-81.

³L. O. Andrews, Student Teaching (New York: Center for Applied Research in Education, Inc., 1964), pp. 68-70.

person who is much too busy to be bothered with student teaching.

In talking with many principals, student teachers, supervising teachers and with several college coordinators, it was found that often the principal lacks full awareness of what his responsibilities should be, or are, within the student teaching program. It is felt that if the principal were aware of such role expectations, he would adequately perform them.

The findings of this study will serve to assist the principal and members of the student teaching team to identify some of their concerns in regard to the principal's role in student teaching.

Importance of the Study

This study is important because it will help (1) to determine the principal's role in regard to the student teaching program in the Lansing, Michigan area as perceived by the members of the student teaching team, (2) to determine if the principal's role in the student teaching program is perceived uniformly by members of the student teaching team in the Lansing area, and (3) to assist researchers in clarifying the role of the principal as a member of the student teaching team.

Based upon the above stated importance and rationale of the study, a statement of the three-fold purpose of the study follows.

Purpose of the Study

The main purpose of this study was to investigate three basic areas that involved role perception of the principal:

1. To assess the role of the principal in the student teaching program in the Lansing, Michigan area as perceived by members of the selected groups chosen for this study, namely:
 - a. Principals.
 - b. Student teachers.
 - c. University representatives (college coordinators, area supervisors, clinical consultants, and cluster consultants).
 - d. Supervising teachers (cooperative teachers or base teachers).
2. To determine whether the perceived roles of the principal in the administration of the student teaching program differ among elementary school principals, junior high school principals, and secondary school principals.
3. To test some of the hypotheses which were suggested by the study of available literature and to test other hypotheses formulated from concerns ascertained from personal interviews with principals, university representatives, former student teachers, and supervising teachers regarding their perceptions of the principal's role in

relation to student teaching.

Problem and Rationale

Today, the principal's role in regard to the student teaching program is not clearly defined. The relationship between principal and student teacher usually takes the following pattern: (1) the principal agrees to place the student teacher with a classroom teacher in whom he has confidence; (2) he greets the student teacher and college supervisor; and (3) he then withdraws from the student teaching program.

This withdrawal may be because he lacks time, but more often it is because the principal is not sure of the role he is expected to play. He may want to take a more active part but holds back to avoid the possibility of infringing on the territory of either the supervising teacher or the university representative. In many schools there is a direct correlation between the popularity of the principal and the degree to which he lets teachers alone.⁴ The danger of such reticence is that it leaves too much to chance. Student teachers do not develop into good teachers by chance.

The American Association of Colleges for Teacher Education spotlights the principal in stating:

⁴Johnson and Perry, Readings, p. 161.

The need for definition is also true with respect to the school principal's role in teacher education. The principal probably should take far more leadership in the improvement of instruction than he does. He could see the many possibilities for widening a student teacher's horizons in his school if he saw himself more as a teacher educator and had the knowledge to be one.⁵

The principal's role is multi-faceted. This study is concerned with the student teaching team's perception of the principal's role in the Lansing area, and these concerns led to the development of the general hypotheses and assumptions which follow.

Hypotheses and Assumptions

Assumptions

The hypotheses are based on these primary assumptions:

1. It is assumed that the student teachers, supervising teachers, principals, and university representatives to be involved in this study have distinct and unique roles in regard to the student teaching program while sharing in common goals.

2. It is assumed that the sample population is representative of the principals, student teachers,

⁵American Association of Colleges for Teacher Education, School-College Relationships in Teacher Education: Report of a National Survey of Cooperative Ventures (Washington, D.C.: The Association, 1964), p. 64.

supervising teachers, and university representatives in the Lansing, Michigan area.

Hypotheses

The study tested the following hypotheses:

Hypothesis I

The principal is considered to be the most significant member of the student teaching team in the Lansing area.

Hypothesis II

There are significant differences in the way elementary school, junior high school, and secondary school principals perceive the principal's role to be in the student teaching team in the Lansing area.

Hypothesis III

The principals perceive their roles to be more significant than the student teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Hypothesis IV

The principals perceive their roles to be more significant than the supervising teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Hypothesis V

The principals perceive their roles to be more significant than the university representatives perceive the principal's role to be in the student teaching team in the Lansing area.

Hypothesis VI

There are significant differences across groups in their consideration of importance of the principal's role in the student teaching team in the Lansing area.

Definition of Terms

The following describes the operational definition of terms used in this study:

Principals are the administrators and overseers of school buildings wherein student teachers perform their student teaching responsibilities.

Assistant principal is an assistant to the principal who is assigned administrative responsibilities by the building principal.

Elementary school principal is the overseer of a school building with students ranging from grades K-6.

Middle school principal is the overseer of a school building with students ranging from grades 5-8 or 5-9. (However, in this study, middle school principals will be classified with junior high school principals.)

Junior high school principal is the overseer of a school building with students ranging from grades 7-8 or 7-9.

Secondary school principal is the overseer of a school building with students ranging from grades 9-12 or 10-12.

Student teacher is a college student who is engaged in an assigned student teaching experience.

Supervising teacher (cooperating teacher or base teacher) is "a teacher of school pupils who also directs the work of a student teacher with these same students."⁶

⁶Johnson and Perry, Readings, p. 14.

University representative (area or college supervisor, clinical or cluster consultant, and college coordinator) refers to "personnel or others employed by the college either part-time or full-time"⁷ with all or part of their assigned work load, the supervision of the activities of student teachers and the relationships and conditions under which these students carry on their work.⁸

Members of the student teaching team refers to those individuals most directly involved in the student teaching program. From the public schools, these are the principals and supervising teachers; from the college or university, these are the university representatives and the student teachers.

Perceived role is what members of the student teaching team think the principal's responsibilities should be.

Limitations of the Study

It is not the intent of this study to examine all facets of the principal's role as a school administrator, nor to study any other aspect of his role than that which pertains to his membership on the student teaching team. The study is therefore limited to examining the principal

⁷Ibid., p. 14.

⁸Ibid., p. 14.

only in his relationship with, and his perceived role in, the student teaching team.

Summary of Procedures

Subjects

One hundred and ninety-two (192) number-coded questionnaires were mailed or delivered to the proposed respondents who worked in the Lansing, Michigan area, namely:

(24) Principals.

(72) Supervising teachers.

(24) University representatives (area supervisors).

(72) Student teachers.

The above population for this study was randomly chosen from a list of names furnished by the Student Teaching Department at Michigan State University.

One hundred and thirty-five of the sample population responded to the questionnaires. Twenty-one were principals and twenty-one were university representatives, while forty-eight were supervising teachers, and forty-five were student teachers.

A total of 70.31 percent of the sample population participated in this study.

Instrumentation

In this study the questionnaire was used as the principal instrument for gathering data from all members of the student teaching team. It was composed of forty items or questions based on the instrument using the Likert-type scale.

Two areas identified in the Review of the Literature (Chapter II) were used as the basis for a questionnaire. These areas are:

1. What is the principal's role perceived to be in the student teaching program?
2. What is the principal's relationship with members of the student teaching team?

The questionnaire was divided into four distinct parts. Each part asks the respondents what they perceive the principal's role to be as he (the principal) relates to members of the student teaching team, namely: (1) student teachers, (2) other principals, (3) supervising teachers, and (4) university representatives. (See Appendices A and B).

The questions on the questionnaire are used to test the six hypotheses presented in this study. The first question, however, is different from the other thirty-nine. It deals with the importance of the principal as a member of the student teaching team and not with the

principal's role as perceived by members of the student teaching team.

Analysis of the Data

The selected data gathered were organized into related categories according to the purposes of the study. The responses from the questionnaire were tabulated for each group. A mean item score was computed for each group by averaging the item scores.

To test the stated hypotheses the three-way Anova design was employed. The responses of the groups were tallied and tabulated to determine whether relationships existed among the average responses of the four groups used in the study.

The Analysis of Variance was employed to test for overall significance of the questionnaire. The .05 percent level for acceptance or rejection of the null hypothesis was selected as being sufficiently rigorous for the conditions of the study. The statistic used to test the sixth hypothesis was the Scheffe Post hoc comparison.

Organization of the Study

The balance of this study is organized into four chapters. The review of literature is summarized in Chapter II. Studies examined included those concerned with (1) what is the principal's role perceived to be in

the student teaching program, and (2) what is the principal's relationship with members of the student teaching team.

Chapter III presents the design of the study and describes the procedures utilized in developing the instrument and obtaining the data.

The statistical analyses used in testing the six hypotheses and in evaluating the data in relation to the problems posed are found in Chapter IV.

Chapter V is the concluding chapter of the report and includes a summary of findings, conclusions drawn from the study, and implications for further research.

CHAPTER II

REVIEW OF LITERATURE

The body of literature dealing with the role of the principal in the student teaching situation is both meager and disappointing in quality. Despite the fact that nearly all writers on student teaching pay considerable attention to the importance of the principal in the process, there is very little research on such questions as what principals actually do contribute to student teaching or what the other participants in student teaching think they ought to contribute. This study represents an attempt to address the problem of the principal's role through empirical research, most specifically in regard to perceptions and expectations of all members of the student teaching team. In preparing the conceptualization and design of the present study, available literature was surveyed in order to determine the present state of knowledge in the problem area. This review summarizes and organizes the literature most directly relevant to the study.

A Basic Division of Opinion

It is common in the literature of educational administration to distinguish between two rather different functions of administrators. One function, usually termed "administration," involves the management of the educational environment--scheduling, communications, organization, and so on. The other function, which used to be termed "supervision" but is now more commonly termed "educational leadership," is more directly focused on the quality and effectiveness of the actual learning environment.¹ Here the principal's role includes observation and supervision of instruction, model teaching, cooperative lesson planning, and the like. There is a real and persistent division between the role of the principal that is said to be desirable in the administrative literature and descriptions of actual practice of principals. In general, the role of educational leader is given high status in the literature--it is the role that all good administrators should strive to attain and the one to which they should devote their main effort. On the other hand, the performance of administrative tasks, sometimes of the most trivial sort, figures much larger in actual practice than does educational

¹See, for example, Robert Houston, Frank H. Blackington, III, and Horton C. Southworth, Professional Growth through Student Teaching (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), p. 104; and Hugo David, Handbook for Student Teachers (Dubuque, Iowa: Wm. C. Brown Book Company, 1964), p. 18.

leadership. (It might be noted that a similar split exists for teachers.) It is not surprising, then, that the discussion of the principal's role in student teaching should embody this division.

In prescriptions of what the principal's role should be, centrality is given to functions of the educational leadership sort. Dahlem notes that the principal, "by virtue of his supervisory opportunities, is in a unique position to be a 'teacher of student teachers.'"² Briggs suggests that the principal "should observe in the class where student teaching is being done; and he should confer with the student following the observation."³ Empirical research, to the contrary, indicates that the usual involvement of the principal in "educational leadership" activities is minimal. In reporting the results of a survey of supervising teachers, The Supervising Teacher Thirty-Eighth Yearbook provides a list of those teachers' views of the principal's responsibilities. Of sixteen items, only four involve the supervision of instruction and then the principal is seen more nearly as an observer than as a direct

²Margaret Dahlem, "A role Perception: The Cooperating School Principal," Teacher Education and the Public Schools, Fortieth Yearbook of the Association for Student Teaching (Cedar Falls, Ia: The Association, 1961), p. 55.

³Kenneth R. Briggs, "The Role of the Principal in the Student Teaching Program," Supervisor's Quarterly 2 (Winter 1969-70): 16.

participant.⁴ More to the point are descriptions of actual practices of principals. In a study by the Deans and Directors of Teacher Education in Michigan, most principals reported that student teaching added no more than an hour a week to their work load--scarcely enough time to do much educational leadership.⁵ Brink, reporting data from forty institutions, asked if principals or the heads of academic departments exercised supervisory functions in student teaching.

. . . sixteen universities answered 'no,' fifteen 'yes,' and nine qualified their answers by such terms as 'occasionally,' 'little,' or 'sometimes.' It is apparent, however, that in the majority of cases the supervisory activities of these officials are of an incidental and voluntary character.⁶

Saxe, reporting on what happened to a group of 60 student teachers, noted that the group reported a total of 117 conferences with principals. The most reported by an individual was five conferences and thirteen had no personal contact with principals at all.⁷

⁴The Supervising Teacher Thirty-Eighth Yearbook (Cedar Falls, Ia.: Iowa State Teachers College, 1959), p. 93.

⁵Deans and Directors of Teacher Education in Michigan, The Impact of Student Teaching Programs upon the Cooperating Public Schools in Michigan (Lansing, Mich.: Michigan Council of State College Presidents, 1970).

⁶William G. Brink, "The Administration of Student Teaching in Universities Which Use the Public Schools," Educational Administration and Supervision 31 (November, 1945): 398.

⁷Richard W. Saxe, "Student Teaching: What is the Role of the Principal?" Illinois Education 55 (November, 1966): 104-106.

In practice, then, it appears that the major responsibilities of the principal are administrative in nature. This review will emphasize three common, and important, administrative responsibilities of the principal: the establishment of the school climate toward student teaching, the selection and placement of student teachers and supervising teachers and the orientation of the student teacher to the school setting. In addition, two educational leadership responsibilities that, though they seem to be seldom taken up by principals, figure importantly in the prescriptive literature will be discussed. They are supervision of instruction and evaluation.

The School Climate

An important variable in the success or failure of student teaching is the general climate of the school toward student teaching. The principal is an important determiner of the character of the school climate, and this role has received substantial attention in the literature. Haines writes:

The principal is a key person in the school, and his leadership is essential to effective functioning of the student teaching program. The better informed the principal is and the more understanding he has of central purposes and goals of student teaching, the more likely it is that the administration of the program will be successful.⁸

⁸Aleyne Clayton Haines, Guiding the Student Teaching Process in Elementary Education (Chicago: Rand McNally, 1960), p. 58.

Merrill,⁹ Andrews¹⁰ and Briggs¹¹ make the same point, arguing the principal's attitude toward and support for student teaching is one of the most important factors in determining whether student teaching will be successful.

Briggs goes on to spell out some techniques that may serve to establish and maintain a positive school climate. They include convincing the teachers of the school of the benefits that can come from the student teaching program; using testimonials from previous supervising teachers; explaining the program to all supervising teachers and assisting the supervising teacher to structure his plans and responsibilities.¹²

There are also indications in the literature that the presence of a student teaching program can, itself, enhance the climate of the school, since most principals report that student teaching programs make a positive contribution to the school.

Surveys in New York and Pennsylvania by Del Popolo and Hillson included questionnaires addressed to

⁹Edward C. Merrill, Sr., Professional Student Teaching Program (Danville, Ill.: The Interstate Printers and Publishers, Inc., 1967), p. 134.

¹⁰Leonard Andrews, Student Teaching (New York: The Center for Applied Research in Education, Inc., 1964), p. 68.

¹¹Briggs, op. cit., p. 14.

¹²Ibid.

administrators asking open-end questions on the benefits and shortcomings as they concerned their student teaching programs. They report that, in general, the administrators regarded student teaching as beneficial to the cooperating schools. They quote examples of comments made by respondents. One supervising principal stated:

We feel that the mere presence of student teachers and college supervisors in our building is a form of in-service education. In helping prospective teachers, many of our regular teachers actually improve their own training and skills. Our teachers take pride in the fact that they are fulfilling a professional obligation.¹³

The investigators quote a superintendent as saying:

We feel that these young people contribute many new ideas and suggestions to our schools. They help us keep in touch with teacher training and its problems. The student teachers enable us to carry on many things that we would otherwise not do. In addition, we are happy to be a part of the program of teacher training. It is something we can do for the profession.¹⁴

Following the first year that student teachers had been placed in Mountain Grove (Missouri) High School, the principal, Ronald Compton, and his staff made an appraisal of the results. They were convinced that the presence of student teachers had stimulated regular teachers to be more professional, dynamic, and enthusiastic. Compton said:

¹³S. A. Del Popolo and M. Hillson, "Student Teaching and the Role of the Public Schools," New York State Education 51 (March, 1964): 14-15.

¹⁴Ibid.

The school itself benefited from the student teachers' presence. Any book or journal on the state of education today decries the too little contact between college and school--between theory and practice. If there is an answer to this problem, the student teacher certainly provides it.¹⁵

Selection and Placement

Perhaps no administrative function is as critical to the quality of the student teaching program as the selection of supervising teachers and the placement of student teachers with them. The importance of the selection and placement process and the centrality of the principal in the process is well recognized in the literature. Cook, Wilt, and Woofter note that "the most crucial task of the administrator is the selection and retention of a capable school faculty. . . . The public cannot afford to have student teachers working under the supervision of teachers of only average professional ability."¹⁶

"He [the principal] is in a position to identify those teachers who will make a real contribution to the student teaching program,"¹⁷ according to Dahlem.

¹⁵Lawson James Brown, "The Functions of School Principals in Student Teaching Programs" (Ph.D. dissertation, University of Alabama, 1962), p. 136.

¹⁶Kermit A. Cook, May L. Wilt, and Mildred Woofter, Student Teaching in the Secondary School (Dubuque, Iowa: William C. Brown Company, 1954), p. 30.

¹⁷Dahlem, Role Perception, p. 54.

Chase also finds the principal's involvement a factor:

"It is essential that the local administrator and college representative work together in solving one of the major difficulties in a program of student teaching--that of securing high calibre resident teachers."¹⁸

Perrodin provides some indication on the criteria the principal should use in choosing the cooperating teacher:

No one is in a better position than the local school principal to serve (the) recruitment function. He knows which teachers are truly master teachers, which have well adjusted personalities, which have a contagious zeal for teaching, and which are equipped with the human relations skills that are needed for guiding and sharing teaching and learning experiences.¹⁹

Bennie stresses the necessity for consultation with the teachers who are being selected in order to ascertain their concerns and needs:

No teacher should be recommended for the supervisory job unless he has indicated a desire to work with a student teacher. In keeping with the appropriate democratic procedures, the principal should confer with teachers who might serve as cooperating teachers and make certain of their cooperation in the student teaching endeavor. This does much to assure the proper human relationships which are important to the ultimate

¹⁸Daniel C. Chase, "Student Teaching Programs Require Effective Cooperation," California Journal of Secondary Education 31 (April, 1956): 201.

¹⁹Alex F. Perrodin, "The Principal and the Student Teacher," Educational Administration and Supervision 42 (March, 1956): 149.

success of the college student.²⁰

Nelson and McDonald feel that the principal's decision in selecting a supervising teacher is usually based on four factors:

- a. The teaching ability of the teacher.
- b. The emotional stability of the teacher.
- c. The willingness of the teacher to cooperate in the student teaching program.
- d. The adequacy of the physical facilities involved.²¹

Orientation

One point on which there is fairly general agreement in all the literature is the importance of the principal in providing the student teacher's general introduction to the school. The principal is in perhaps the best position to see that the student teacher has a comprehensive picture of the total school program and to insure that the student teacher is included in a wide array of school activities. Cook, Wilt, and Woofter suggest four major orientation activities: welcome of the student teacher to the school; introduction of the student teacher to staff, including non-instructional staff; introduction of the

²⁰William A. Bennie, Cooperation for Better Student Teaching (Minneapolis: Burgess Publishing Company, 1966), pp. 25-26.

²¹Leslie Nelson and Blanche McDonald, Guide to Student Teaching (Dubuque, Ia.: Wm. C. Brown Company, 1952), p. 42.

student teacher to the general school program and the extension to the student teacher of invitations to faculty meetings.²² The introduction to program function is also stressed in the Thirty-Eighth Yearbook.²³ Briggs adds to the orientation responsibility the need for the principal to serve as a link between the community and the student teaching program.

This can be done at P.T.A. meetings, athletic events, and various other school activities. The principal should help the community to understand the student teaching program. Once a community has accepted a student teaching program, it will continue to support the program only so long as it is kept informed.²⁴

Woodruff also cites the necessity for a community appreciation of the student teacher program when he says that "the principal is responsible for acquainting the community with the nature and importance of the teacher training program and its value to the schools and communities."²⁵

Other writers also stress the importance of the community orientation. Dahlem notes that the principal should acquaint the student teacher with the socioeconomic background of the pupils, perhaps taking the student

²²Cook, Wilt, and Woofter, Student Teaching, pp. 31-32.

²³Thirty-Eighth Yearbook, p. 94.

²⁴Briggs, p. 14.

²⁵Asahel D. Woodruff, Student Teaching Today (Washington, D.C.: The American Association of Colleges for Teacher Education, 1960), p. 5.

teacher on a tour of the school community.²⁶ Schorling and Batchelder note the role of the principal in mediating the relationship between the attitudes and expectations of the student teacher and those of the school community. "The superintendent and principal are also under obligation to respect the mores of the community in which they work, and the changes they would like to see put in effect are often blocked by community prejudice and tradition."²⁷

The orientation function is, thus, a fairly far-reaching and important part of the student teaching experience. It is a function that is consistently assigned to the principal and one that can significantly effect the quality of the student teaching program.

Supervision

In perhaps no area of the principal's responsibility is there a greater lack of clarity than in that of supervision of instruction. The role definition extends from that of "teacher of student teachers"²⁸ to no direct participation in student teaching at all.²⁹ In the

²⁶Dahlem, "Role Perception," p. 55.

²⁷Raleigh Schorling and Howard T. Batchelder, Student Teaching in Secondary Schools (New York, Toronto, and London: McGraw-Hill Book Company, Inc., 1956), p. 102.

²⁸Dahlem, "Role Perception," p. 55.

²⁹Brink, op. cit., p. 398.

literature, something of a "middle ground" position seems to emerge, in which the principal's role emerges as an observer rather than as a directly and continuously involved supervisor. The Thirty-Eighth Yearbook lists expectations of supervising teachers for the principal as including the observation of classes in which student teaching is being done, the observation of the student teacher in his actual teaching and, "when feasible," a post-observation conference.³⁰ A similar formulation is given in a guide to student teaching from New Jersey. The principal is expected to apprise the student teacher of the school's performance expectations, to visit the classroom and observe planning and teaching, to confer with the supervising teacher and the student teacher to discuss observations and to confer with the supervising teacher and college representative to assess the student teacher's progress.³¹ Briggs, in developing the notion of the principal as "teacher of student teachers," notes that the principal can "give student teachers the same kind of assistance that he customarily extends to the regular staff."³² In fact, this is most probably what most principals do.

³⁰Thirty-Eighth Yearbook, p. 93.

³¹Off-Campus Student Teaching in New Jersey Schools (Pitman, N.J.: New Jersey State Association for Student Teaching, Webb Press, 1963), pp. 26-27).

³²Briggs, "Role of Principal," p. 55.

If they customarily work with their teachers on problems of instruction they will probably do the same with student teachers. If they do not spend much time on supervision customarily, they will be unlikely to do so with student teachers.

Burr and Harding stress the benefits that a student teacher can acquire from a principal who is willing to spend time and effort in supervision. "Your individual relationships with the principal will be similar to those you have experienced with your cooperating teacher or college supervisor. He will want to . . . observe you at work with children, to appraise with you your growth."³³

Supervision, then, remains a rather murky dimension of the principal's role--more often extolled in theory than manifested in practice. It would be helpful if the literature spoke more directly to the consequences of supervision by the principal in the student teaching program. It is mainly held up as a good thing to have, but the literature is silent on the question of whether it is either a good thing to have or a reasonable expectation to hold for the principal.

Evaluation

There is, in almost all cases, an evaluation dimension to the principal's responsibilities for student

³³James R. Burr and Lowry W. Harding, Student Teaching in Elementary School (New York: Appleton-Century-Crofts, Inc., 1950), p. 441.

teaching, if for no other reason than the fact that the principal will be required to submit a written evaluation or letter of recommendation. Discussions of how that responsibility is to be discharged vary somewhat, but nearly all literature includes the importance of principals' having some observational basis on which to make evaluations.

The Thirty-Eighth Yearbook recommends that the principal meet with the student teacher at the end of the experience "in order to evaluate this experience with the supervising teacher and the student teacher."³⁴

In terms of evaluation, the principal is frequently kept outside the team charged with student teacher evaluation simply by the exclusion of the principal from lists of those responsible as indicated, for example, in an article by McGrath:

To be effective, a program of evaluation in student teaching should utilize judgment and appraisal rendered by the pupils taught by the practice teacher, by the student teacher of his own work, by the classroom teacher under whose direction the student teacher taught, and by the supervisor of student teaching employed by the teacher training institution.³⁵

Byers and Irish point up extremes in the participation of the principal by describing, to the student teacher,

³⁴Thirty-Eighth Yearbook, p. 93.

³⁵G. D. McGrath, "Evaluation of Student Teaching," Educational Administration and Supervision 35 (November, 1949): 443.

their view of the relationship of the principal to the student teacher.

The extent to which the school principal evaluates student teachers varies from school district to school district. In one metropolitan area, the school principal visits whenever the college supervisor visits, and sometimes for other lessons as well. He holds group conferences with student teachers each week, and holds individual conferences as he feels they are needed. In other districts, the principal relies upon the impressions he receives from your manner and conduct in the school, and from reports of the supervising teacher and college supervisor.³⁶

Curtis and Andrews describe no special role for the principal except that, if the student teacher is seen as not good, the principal may be brought in to support the negative evaluations of the classroom teacher and college supervisor.³⁷

Dahlem paints an ideal scene, picturing the principal as a "Partner in Evaluation," writing "that good situations are where the principal makes numerous contacts with the student so that he can offer his own evaluation to the student teacher directly and through the student's records 'provided that he has seen enough of the student's work to make a fair appraisal.'" ³⁸

³⁶ Loretta Byers and Elizabeth Irish, Success in Student Teaching (Boston: D. C. Heath and Company, 1961), p. 231.

³⁷ Dwight K. Curtis and Leonard O. Anderson, Guiding Your Student Teachers (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954), pp. 312-317.

³⁸ Dahlem, "Role Perception," p. 57.

Education is a process in which the learner and all those concerned with his growth should participate. The primary purpose of the student teacher is to learn how to teach. He can learn much through cooperative evaluation with his supervising teacher and college supervisor. In some instances the principal, department head, or another teacher will also work closely with him. He should welcome opportunities to work in cooperation with these members of the staff and to obtain their assistance in helping him grow in teaching skill.

Tanruther says that,

The first step in the evaluation of teaching skill is determination of the goals to be achieved. These goals are frequently stated in terms of teaching competencies. One authority groups these competencies under three major headings as follows:

- I. Director of Learning
 - Adapts principles of child growth and development to planning of learning activities
 - Plans teaching-learning situations in accord with acceptable principles of learning
 - Demonstrates effective instructional procedures
 - Utilizes adequate evaluation procedures
 - Maintains an effective balance of freedom and security in the classroom
- II. Counselor and Guidance Worker
 - Utilizes effective procedures for collecting information about each pupil
 - Uses diagnostic and remedial procedures effectively
 - Helps the pupil to understand himself
 - Works effectively with the specialized counseling services

- III. Mediator of the Culture
 Draws on a scholarly background to enrich
 cultural growth of pupils.³⁹

In the application of the evaluation goals outlined by Tanruther, the principal takes a personal and direct interest in the professional growth of the student teacher. Tanruther continues,

Because he views the prospective teacher as a potential member of his staff or for other reasons, the principal sometimes visits him at work in the classroom. Some principals hold individual or group conferences with prospective teachers. In some instances the principal will use the college evaluation form and/or that of the school system in evaluating the work of the young teacher.⁴⁰

Conclusion

In summary, the literature, while stressing the importance of the principal to a sound program of student teaching, emphasizes the administrative dimensions of his contribution. His role, then, is distinctive from that of the other participants: the supervising teacher, the student teacher and the college supervisor. His two most important impacts on student teaching would seem to be in the areas of school climate and the selection of supervising teachers. These are, in addition, areas in which his

³⁹Edgar M. Tanruther, Clinical Experiences in Teaching for the Student Teacher or Intern (New York: Dodd Mead and Company, 1969), pp. 208-209.

⁴⁰Ibid., pp. 224-225.

contribution is unique. The other area in which he has a unique contribution to make is in orientation to the school, staff, and community. In supervision and evaluation, the principal seems generally to be seen as having a secondary place to the supervising teacher. His contribution in those areas is desirable, but not absolutely necessary. The literature does display a substantial lack of definition and agreement in regard to the appropriate role of the principal and validates the notion that investigation of the principal's role, as undertaken in this study, is an important component in developing an overall understanding of the student teaching process.

CHAPTER III

PROCEDURES UTILIZED IN THE STUDY

The primary purpose of this chapter is to describe the research design of the study, including construction of the instrument, a description of the data collection process, the six hypotheses developed for the study, and the statistical procedures employed to analyze the data.

General Information

The school buildings used in this study are located in the Lansing, Michigan area. School buildings were used for this study only if they had supervising teachers who worked with Michigan State University student teachers during the 1975 winter and spring terms.

The principals were randomly selected for this study only if the student teachers taught in their school buildings.

Where there were only three student teachers in a particular school building, the three student teachers were used. If there were four or more student teachers in any one school building, three student teachers were randomly selected at that particular school building.

The supervising teachers were randomly selected in the same manner.

The person whose responsibilities were to supervise the student teaching program in a particular school building received the questionnaire used for this study.

Design of the Study

The design for this study includes the stratified random selection of 24 principals, 72 student teachers, 72 supervising teachers, and 24 university representatives who were presently working or have worked in the Lansing area during the 1975 winter and spring terms. For each principal and each university representative selected, there were three student teachers and three supervising teachers randomly selected for the study.

The population for this study was chosen from a list of names furnished by the Student Teaching Department at Michigan State University. (See Table 1.)

The design of this study included the various factors built into the instrument to explore the role perceptions from the student teaching team. The Scheffe Post hoc procedure and analysis of variance allowed the manipulation and control of two or more variables simultaneously.

Table 1. Sample population broken down by occupations and school levels.

Occupations	Elementary Schools	Junior High Schools	Senior High Schools	Question- naires Sent Out
Principals	N = 8	N = 8	N = 8	N = 24
Student Teachers	N = 24	N = 24	N = 24	N = 72
Supervising Teachers	N = 24	N = 24	N = 24	N = 72
University Representatives	N = 8	N = 8	N = 8	N = 24
Total				N = 192 ^a

^aNumber of questionnaires which were sent to the respondents.

Development of the Instrument

Two areas of concern were used as the basis for formulating a questionnaire. These areas are:

1. What is the principal's role perceived to be in the student teaching program?
2. What is the principal's relationship with members of the student teaching team?

These areas invoke a special concern about the principal's role in the student teaching experience on the part of principals, student teachers, university representatives, and supervising teachers.

Much of the exploration and the subsequent construction of items on the questionnaire was based on

personal interviews with principals, talks with student teachers, observations of supervising teachers working with prospective teachers, and a review of the literature written by college coordinators and recognized authors knowledgeable about this topic.

Instrumentation

In this study, the questionnaire was used as the principal instrument for gathering data from all members of the student teaching teams. It was composed of forty items based on the instrument formulated by the Likert-type¹ scale with ideas supportive of Gross and Grambsch (University Goals and Academic Power),² and those ideas contained in a similar instrument developed by the Educational Testing Service (Institutional Goals Inventory).³ (See Appendix B.)

Center Directors Help in Instrument Development

On February 15, 1975, a questionnaire of fifty-four questions was sent to nineteen center directors

¹Meredith D. Gall and Walter R. Borg, Educational Research: An Introduction (New York: David McKay Company, 1973), pp. 183-184.

²Edward Gross and Paul Grambsch, University and Academic Power (Washington, D.C.: American Council on Education, 1968).

³Institutional Goals Inventory (IGI) (Princeton, N.J.: Educational Testing Service, 1972).

employed by Michigan State University's Student Teaching Department, East Lansing, Michigan. These center directors direct student teaching programs throughout the State of Michigan.

By April 5, 1975, fifteen out of nineteen questionnaires were returned (approximately 79 percent return).

See Appendix A.

From the fifty-four questions on the questionnaire sent to the center directors, thirty-nine were selected to be used for the questionnaire for this study. Question 40 was formulated from the results found in the review of literature in regard to the principal as a person.

Each of the fifty-four questions sent to the center directors had four categories, namely:

1. Least significant
2. Significant
3. More significant
4. Most significant

Sample Question:

Check one ✓

1. The principal should be familiar with the student teaching in-service classes.

1 2 3 4

Each respondent (the center director) asked himself if this question was least significant (1), significant (2), more significant (3), or most significant (4) to him; then he checked the category he favored.

Each category was multiplied by the number of respondents checking that category. For example, if question 1 received 2 check marks in the least significant category (1), 2 and 1 were multiplied for a total of 2. If question 1 received 3 check marks in the significant category (2), 3 was multiplied by 2. If question 1 received 5 check marks in the more significant category (3), 5 was multiplied by 3. And finally, if the question received 5 check marks in the most significant column (4), 5 and 4 were multiplied. To find the overall rating for question 1, the totals from the four categories were added. In this case, that total was 43 ($2 + 6 + 15 + 20 = 43$). The total rating for each of the other fifty-three questions was computed in the same way.

Ranking Questions

The possible total that each question could receive in the ranking ranged from a low of 15 (15×1) to a high of 60 (15×4). From the questionnaires sent to the center directors, the returns, after rating, were a low of 18 and a high of 57. For example, question 54 received a rating of 18 and question 20 received a rating of 57. The questions rated from 18 to 34 were not used in the questionnaire for this study. There were eleven questions that fell below the cut-off point of 35.

Forty-three questions were rated 35 or above. Thirty-nine of these questions were randomly selected for the questionnaire used for this study.

Relating the Questionnaire to the Hypotheses

The questions on the questionnaire were used to test the six hypotheses presented in this study. All the questions except the first question ask the respondents about their perceptions of what the principal's role should be; however, the first question deals with the importance of the principal as perceived by members of the student teaching team.

Primarily, the questionnaire is arranged in four main parts:

1. The principal's perception of the principal's role.
2. The student teacher's perception of the principal's role.
3. The supervising teacher's perception of the principal's role.
4. The university representative's perception of the principal's role.

Data Collection Procedures

One hundred ninety-two (192) number-coded questionnaires were mailed or delivered to the proposed respondents in the Lansing, Michigan area, namely:

1. Principals.
2. Student teachers.
3. Supervising teachers.
4. University representatives (area supervisors).

A cover letter with a self-addressed, stamped envelope was delivered or mailed to each respondent. Most questionnaires were returned within a week.

If the first questionnaire was not returned within two weeks, a second letter was mailed to the respondents with a similar approach as the first letter, but with an urgent request for a speedy return of the first questionnaire. If the mailing procedures failed to accomplish the intended objective, telephone calls were made.

Table 2. Number of questionnaires returned.

Levels or Occupations	Number of Questionnaires Sent	Number Returned	Percent Returned
Principals	24	21	87.5
Supervising Teachers	72	48	66.6
University Representatives	24	21	87.5
Student Teachers	72	45	62.5
Total			70.31

The Six Hypotheses
Developed for the Study

The following hypotheses were posed for testing in this study:

Hypothesis I: The principal is considered to be the most significant member of the student teaching team in the Lansing area.

Hypothesis II: There are significant differences in the way elementary school, junior high school, and secondary school principals perceive the principal's role in the student teaching team in the Lansing area.

Hypothesis III: The principals perceive their roles to be more significant than the student teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Hypothesis IV: The principals perceive their roles to be more significant than the supervising teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Hypothesis V: The principals perceive their roles to be more significant than the university representatives perceive the principal's role to be in the student teaching team in the Lansing area.

Hypothesis VI: There are significant differences across groups in their consideration of the importance of

the principal's role in the student teaching team in the Lansing area.

Statistical Procedures Used in This Study

The selected data gathered were organized into related categories according to the purposes of the study. The responses were tabulated for each group. A mean item score was computed for each group by averaging the item scores.

To test the stated hypotheses, the Three-Way Anova design was employed. The responses of the groups were tallied and tabulated to determine whether relationships existed among the average responses of the four groups.

The computed Three-Way Anova designed values were compared with tabulated values at different degrees of freedom. A sample of the formula for determining the degrees of freedom is shown below.

Table 3. Anova table, showing degrees by sources.

Source	df	Ms	F	E (MS)
Occupational Levels	i-1			
Levels	J-1			
Sex	K-1			
Occupations x Level	(i-1) (J-1)			
Occupations x Sex	(i-1) (K-1)			
Levels x Sex	(J-1) (K-1)			
Error (e)	(i-1) (J-1) (K-1)			

Model: $M + \alpha_i + B_j + \lambda_k + (\alpha B)_{ij} + (\alpha \lambda)_{ik} (B \lambda)_{jk} + e_{ijk}$

Symbols:

i = 4 α = occupational effects

J = 3 B = Level

K = 2 λ = Sex effects

e = error $(\alpha B), (\alpha \lambda), (B \lambda)$ = interaction effects

Assumptions for the three-way fixed design are as follows:

Normality
Equality of variance
Independence
Equal or proportional cell sizes

Since the hypotheses tested predict that one score will be greater in a particular direction to a statistically significant degree, it was decided that a one-tailed test of significance was appropriate in testing these hypotheses

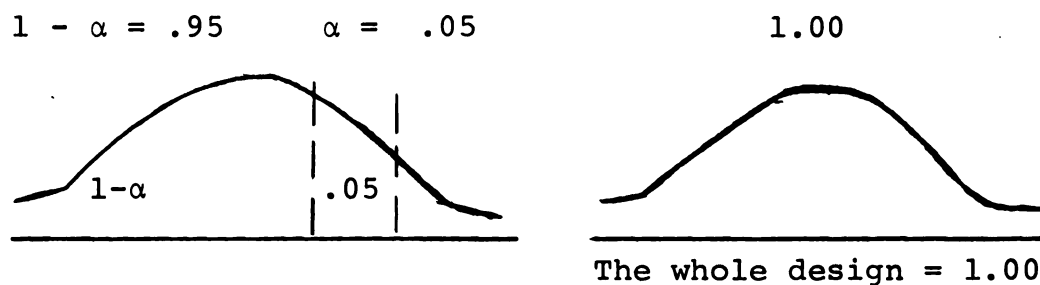
with a level of confidence of .05 (see Figures 1 and 2 below).

α = Level of Significance

Example: $\alpha \leq .05$ means that a significant difference in hypothesis results has been found. Note: $\alpha \leq .01$ is better than $\alpha \leq .05$. However, $\alpha = .05$ means that in 95% of the cases, one would get a significant difference.

$$1 - \alpha = 1 - .05 = .95 \text{ or } 95\%$$

Figure 1. Method used to determine results of three-way analysis of the variance.



Example: $\alpha = .001$
 The level of confidence = $1 - .001 = .999$ or 99.9%

$\alpha \geq$ means there is no significant difference in findings as stated by the hypotheses.

Figure 2. Understanding level of confidence by illustration.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Chapter IV presents the abbreviations used in the study and the statistical input from the questionnaire. Hypotheses I through VI are examined in relation to the statistical analyses used in the study.

Abbreviations Used in the Study

The following abbreviations are used in this study:

- (1^P) Principal or principals
- (1^{PE}) Elementary school principal
- (1^{PJ}) Junior high school principal
- (1^{PS}) Secondary school principal
- (2^S) Supervising teacher or teachers
- (2^{SE}) Elementary school supervising teacher
- (2^{SJ}) Junior high school supervising teacher
- (2^{SS}) Secondary school supervising teacher
- (3^{UR}) University representative or representatives
- (3^{URE}) Elementary school university representative
- (3^{URJ}) Junior high school university representative
- (3^{URS}) Secondary school university representative

- (4ST) Student teacher or teachers
- (4^{STE}) Elementary school student teacher
- (4^{STJ}) Junior high school student teacher
- (4^{STS}) Secondary school student teacher
- (E) Elementary school
- (J) Junior high school
- (S) Secondary school
- (M) Male
- (F) Female
- (NR) Number of responses to questions on questionnaire

Numerical Responses to Questions on Questionnaire:

- (1) Strongly agree
- (2) Agree
- (3) Neutral
- (4) Disagree
- (5) Strongly disagree

Statistical Input from the Questionnaire

The following tables summarized the responses to the questionnaire according to category of respondent.

Identification of Fifty Percent Response

When fifty percent or more of any one group (principals, supervising teachers, university representatives, and student teachers) perceive any one question or item

on the questionnaire important, it is highly likely that the question should be considered for closer evaluation. Table 4 indicates the minimum number of responses required from each group to reach fifty percent.

Table 4. Fifty percent responses from each group of the student teaching team.

Groups	Population	Number of Responses Equalling Approx. 50%
Principals	21	11
Supervising Teachers	48	24
University Representatives	21	11
Student Teachers	45	23

Table 5 is a summary of the principals' responses to the questions on the questionnaire and indicates which questions received 50 percent or greater response. Responses from the entire teaching team are tabulated in Appendix D.

Table 5 shows that more than 50 percent of the principals strongly agreed with questions 2, 3, 9, 11, 12, 13, 14, 17, 19, 27, 29, 31, and 32. The number of principals marking the agree column for questions 8, 16, 21, 22, 24, 26, and 39 was also 50 percent or greater. Note that the principals divided their responses to question 1 between

the strongly disagree and disagree categories.

Table 5. Principals' responses to questionnaire.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	1	1	3	8	8
2	15	5	0	1	0
3	13	4	2	1	1
4	9	10	1	0	1
5	7	7	6	0	1
6	3	10	5	3	0
7	6	7	5	3	0
8	7	11	2	1	0
9	12	7	2	0	0
10	10	7	2	2	0
11	13	6	1	0	1
12	15	5	1	0	0
13	12	8	1	0	0
14	12	7	2	0	0
15	6	9	5	1	0
16	4	12	5	0	0
17	13	7	1	0	0
18	10	10	0	1	0
19	13	5	2	1	0
20	6	5	9	1	0
21	5	11	4	1	0
22	5	14	2	0	0
23	6	10	3	2	0
24	7	11	1	2	0
25	2	10	8	1	0
26	4	11	5	1	0
27	12	4	2	3	0
28	10	4	3	4	0
29	15	6	0	0	0
30	10	9	1	1	0
31	14	6	0	1	0
32	13	6	2	0	0
33	10	7	1	3	0
34	7	10	2	2	0
35	6	7	5	3	0
36	6	5	4	5	1
37	6	10	4	1	0
38	5	10	3	3	0
39	10	11	0	0	0
40	8	10	2	1	0

Table 6 summarizes the supervising teachers' responses to the questionnaire. Questions receiving 24 or more responses are in the fifty percent or greater category.

More than fifty percent of the supervising teachers strongly agreed with question 3, which states that student teachers should be provided and become familiar with some written statement regarding building policy, and question 29, which indicates that principals should secure the consent of teachers before selecting them as supervising teachers. The number marking the agree column for questions 9, 10, 11, 12, 13, 14, 16, 17, 18, 22, 26, 30, 31, 32, 33, 34, 37, 39, and 40 also equalled or surpassed the fifty percent minimum.

In the responses for question 1, which states that the principal is considered more important than other members of the student teaching team, all but one of the supervising teachers disagreed or strongly disagreed and none agreed with the question.

In Table 7 on page 51 the responses of the university representatives are tabulated and 11 is the number indicating a fifty percent response.

Fifty percent or more university representatives strongly agreed with question 11, which indicates that the principal should be informed of activities contemplated by student teachers involving policy or legal questions; with question 12, which states that the principal should become

Table 6. Supervising teachers' responses to questionnaire.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	0	0	1	27	20
2	23	20	2	3	0
3	27	18	1	1	1
4	21	22	4	0	1
5	10	15	16	7	0
6	2	14	15	14	33
7	7	16	7	17	1
8	10	22	9	6	1
9	11	24	8	3	2
10	10	29	5	3	1
11	13	28	3	4	0
12	15	29	4	0	0
13	15	30	2	1	0
14	4	29	12	3	0
15	2	19	19	7	1
16	3	28	15	2	0
17	11	30	6	0	1
18	13	27	5	2	1
19	15	23	8	2	0
20	8	22	13	3	2
21	5	23	14	4	2
22	7	29	10	1	1
23	6	19	17	4	2
24	6	22	15	3	2
25	3	20	16	7	2
26	4	26	14	4	0
27	8	12	14	10	4
28	7	12	11	15	3
29	30	15	1	1	1
30	9	26	9	3	1
31	15	27	3	2	1
32	7	30	7	2	2
33	9	28	4	4	3
34	5	31	8	2	2
35	5	13	13	15	2
36	1	15	17	13	2
37	5	24	13	5	1
38	5	21	14	7	1
39	11	24	11	1	1
40	3	24	14	5	2

Table 7. University representatives' responses to questionnaire.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	0	0	3	12	6
2	8	7	3	3	0
3	10	5	1	5	0
4	8	9	3	1	0
5	4	9	6	2	0
6	2	10	4	5	0
7	3	10	6	2	0
8	8	12	1	0	0
9	5	12	1	2	1
10	2	18	1	0	0
11	11	9	1	0	0
12	11	10	0	0	0
13	12	9	0	0	0
14	9	7	2	3	0
15	3	11	4	3	0
16	5	12	4	0	0
17	11	9	0	1	0
18	9	10	1	1	0
19	6	10	5	0	0
20	6	15	0	0	0
21	4	9	4	4	0
22	6	10	4	1	0
23	3	12	4	2	0
24	4	11	4	2	0
25	4	13	3	1	0
26	6	12	3	0	0
27	4	9	3	3	2
28	2	9	3	4	3
29	13	6	1	1	0
30	4	10	5	1	1
31	9	11	1	0	0
32	7	11	3	0	0
33	2	12	3	3	0
34	3	11	6	0	1
35	1	10	6	4	0
36	1	7	10	3	0
37	3	10	7	1	0
38	4	9	6	2	0
39	8	11	1	0	1
40	2	9	9	1	0

Table 8. Student teachers' responses to questionnaire.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	0	0	6	20	19
2	14	22	7	2	0
3	18	20	5	2	0
4	14	27	3	1	0
5	8	5	20	9	3
6	5	18	11	11	0
7	10	26	4	4	1
8	11	28	5	0	1
9	12	22	10	1	0
10	13	24	8	0	0
11	19	18	5	2	1
12	13	22	8	1	1
13	12	26	5	1	1
14	11	21	10	2	1
15	5	14	15	10	1
16	6	27	9	2	1
17	15	18	10	2	0
18	13	24	8	0	0
19	14	22	5	3	0
20	9	16	10	8	2
21	9	16	13	6	1
22	9	21	11	4	0
23	8	24	10	3	0
24	7	24	11	3	0
25	9	16	18	2	0
26	8	22	13	2	0
27	4	14	14	8	5
28	3	8	13	15	6
29	23	16	2	2	2
30	16	21	6	1	1
31	23	18	4	0	0
32	15	21	7	1	1
33	19	16	7	3	0
34	11	21	11	1	1
35	7	19	11	8	0
36	7	17	14	5	2
37	8	28	6	3	0
38	18	23	2	1	1
39	21	19	3	1	1
40	13	20	9	3	0

personally acquainted with college coordinators; with question 13, that says the principal should become knowledgeable concerning the teacher education program of the college or university; with question 17, which states that the principal should confer with college coordinators at least annually regarding the administration of student teaching programs; and with question 29, which indicates that principals should secure the consent of teachers before selecting them as supervising teachers. Fifty percent or more agreed with questions 8, 9, 10, 15, 16, 20, 23, 24, 25, 26, 31, 32, 33, 34, and 39.

Regarding question 1, which says the principal is considered the most important member of the student teaching team, fifty percent or more of the university representatives disagreed or strongly disagreed, and none agreed.

Table 8 is the final table of this series, and it enumerates the student teachers' responses to the questionnaire, with the number 23 indicating a fifty percent response.

Fifty percent of the student teachers strongly agreed with question 29, which indicates that principals should secure the consent of teachers before selecting them as supervising teachers, and with question 31, which states that principals should encourage supervising teachers to be alert and responsive to student teachers' needs. Fifty percent or more agreed with questions 4, 7, 8, 10, 13, 16, 18, 23, 24, 37, and 38. The majority of the

student teachers disagreed or strongly disagreed with question 1, which indicates that the principal is the most important member of the student teaching team. Like the supervising teachers and university representatives, none of the student teachers agreed with question 1.

Table 9 charts those questions which received fifty percent or greater response in the strongly agree category and compares the responses from each group with each question. These responses imply that the respondents perceived these questions to be more pertinent to the principal's role than other questions in the questionnaire.

Table 9 reveals that fifty percent or more of the principals and supervising teachers in this study strongly agreed with questions 3 and 29 of the questionnaire. Fifty percent or more of the principals and university representatives strongly agreed with questions 11, 12, 13, 17, and 29, while fifty percent or more of the principals and student teachers strongly agreed with questions 29 and 31. Questions 2, 9, 14, 19, 27, and 32 recorded a fifty percent or greater response in the strongly agree category only from the principals.

Importantly, question 29 was the only question in the questionnaire to which fifty percent or more of all four groups of the student teaching team strongly agreed.

Table 9. Comparison of responses by group to questions receiving fifty percent or greater response in the strongly agree category.

Question	Principals	Super- vising Teachers	University Represen- tatives	Student Teachers
2. Have conferences with student teachers for orientation purposes at the beginning of the student teaching experience.	X			
3. See that student teachers are provided and become familiar with a building handbook or other written statement of building policy and procedure.	X	X		
9. Require student teachers to attend faculty meetings, and schedule meetings to permit this.	X			
11. Be informed of activities contemplated by student teachers involving policy or legal questions (field trips, etc.) and give administrative direction with regard to the carrying out of these activities.	X		X	
12. Become personally acquainted with college coordinators who direct student teaching programs in their buildings.	X		X	

- | | | | |
|-----|---|---|---|
| 13. | Become knowledgeable concerning the teacher education program of the college or university. | X | X |
| 14. | Participate with the college coordinators in the design or revision of student teaching programs in company with the public school personnel. | X | |
| 17. | Confer with college coordinators of student teaching no less than annually with regard to the administration of student teaching programs. | X | X |
| 19. | Invite college coordinators to visit their schools to observe student teaching and after school activities. | X | |
| 27. | Make final selection of supervising teachers. | X | |
| 29. | Secure the consent of teachers before recommending or selecting them as supervising teachers. | X | X |
| 31. | Encourage supervising teachers to be alert and responsive to student teachers' needs. | X | X |
| 32. | Participate in the development of qualifying standards for appointment to supervising teacher position. | X | |
-

Summary

Examination of the above tables reveals a great deal of similarity of response to many of the questions. For example, the number of respondents in every category who strongly agreed that the principal should secure the consent of teachers before recommending or selecting them as supervising teachers (question 29) was fifty percent or greater. At least fifty percent of the principals and university representatives strongly agreed that the principal should be informed of activities contemplated by student teachers involving policy or legal questions (field trips, and so forth) and that principals should give administrative direction with regard to such activities (question 11). Fifty percent or more principals strongly agreed with question 32, which states that principals should participate in the development of qualifying standards for appointment to supervising teacher positions. The supervising teachers and university representatives marked a fifty percent or greater response in the agree column for that question and the student teachers were divided between strongly agree and agree.

On question 1, which states that the principal as a member of the student teaching team is considered more important than other members of the team such as supervising teacher, university representative, and student teacher, all but fifteen of the total 135 respondents disagreed or

strongly disagreed with the question. Only two of the fifteen agreed, and thirteen were neutral. Consequently, Tables 5-9 demonstrate a marked similarity of response to that question.

The following section lists the hypotheses of the study and applies appropriate statistical analyses to them. In some instances the results of selected question from the above tables will be used.

Statistical Examination
of the Six Hypotheses

Hypothesis I: The principal is considered to be the most significant member of the student teaching team in the Lansing area.

Question 1 on the questionnaire was a restatement of Hypothesis I and the responses to it are recorded in Table 10.

Table 10 shows that there are no major differences among the sample population in their responses to Hypothesis I.

Table 10. Total population responses to question 1.

Response	Principals (1)	Supervising Teachers (2)	University Representatives (3)	Student Teachers (4)	Total (NR)
[1] Strongly Agree	1	0	0	0	1
[2] Agree	1	0	0	0	1
[3] Neutral	3	1	3	6	13
[4] Disagree	8	27	12	20	67
[5] Strongly Disagree	<u>8</u>	<u>20</u>	<u>6</u>	<u>19</u>	<u>53</u>
Total (NR)	21	48	21	45	135

Out of the total sample population of 135, only one strongly agreed and one agreed with question 1. Thirteen were neutral, 67 disagreed, and 53 strongly disagreed with question 1, which was, in effect, a rejection of Hypothesis I.

Tables 11 through 14 represent a detailed analysis of the responses by groups to question 1, with percentages given for all responses.

Principals' Responses
to Question 1

Table 11. Principals' (1^P) responses to question 1 from the questionnaire.

Response	(NR)	Approximate %
[1] Strongly Agree	1	5
[2] Agree	1	5
[3] Neutral	3	14
[4] Disagree	8	38
[5] Strongly Disagree	8	38

The frequency table shows that out of 21 principals responding to question 1 on the questionnaire, 1 strongly agreed, 1 agreed, 3 were neutral, 8 disagreed, and 8 strongly disagreed with the statement that the principal is the most significant member of the student teaching team. The principals were the only category to agree or strongly agree, but only 10 percent marked these columns, while 76 percent were equally divided between disagree and strongly disagree.

Supervising Teachers'
Response to Question 1

Of the 48 supervising teachers responding to the questionnaire, not one strongly agreed or agreed, 1 was neutral, 27 disagreed, and 20 strongly disagreed with question 1.

Table 12. Supervising teachers' (2^S) responses to question 1 from the questionnaire.

Response	(NR)	Approximate %
[1] Strongly Agree	0	0
[2] Agree	0	0
[3] Neutral	1	2
[4] Disagree	27	56
[5] Strongly Disagree	20	42

University Representatives'
Response to Question 1

Table 13. University representatives' (3^{UR}) responses to question 1 from the questionnaire.

Response	(NR)	Approximate %
[1] Strongly Agree	0	0
[2] Agree	0	0
[3] Neutral	3	14
[4] Disagree	12	57
[5] Strongly Disagree	6	29

Not one of the 21 university representatives responding to the questionnaire strongly agreed or agreed with question 1. Three were neutral, 12 disagreed, and 6 strongly disagreed. As was found in Tables 11 and 12, by far the greatest number of respondents disagreed with question 1.

Student Teachers'
Responses to Question 1

Table 14. Student teachers' (4ST) responses to question 1 from the questionnaire.

Response	(NR)	Approximate %
[1] Strongly Agree	0	0
[2] Agree	0	0
[3] Neutral	6	13
[4] Disagree	20	44
[5] Strongly Disagree	19	42

Of the 45 student teachers responding to the questionnaire, not one strongly agreed or agreed with question 1, 6 were neutral, 20 disagreed, and 19 strongly disagreed.

Hypothesis I Results

There are no major differences among principals, university representatives, supervising teachers, and student teachers in regard to their responses to question 1 of the questionnaire; therefore, Hypothesis I was rejected.

Hypothesis II: There are significant differences in the way elementary school, junior high school and secondary school principals perceive the principal's role in the student teaching team in the Lansing area.

The responses of the principals from the three school categories were compared by the univariate analysis of variance and the results are found in Table 15.

Table 15. Univariate analysis of variance for Hypothesis II.

Statistical Results	Degrees of Freedom	$\alpha \leq$	F Ratio
Elementary, Junior High, and Secondary School Principals' Perceptions of the Principal's Role	2 and 3	.9402	.0618
Secondary and Junior High School Principals' Perceptions of the Principal's Role	2 and 3	.9402	.0618
Elementary and Secondary School Principals' Perceptions of the Principal's Role	2 and 3	.9402	.0618

Note: Significant at the .05 Level of Confidence.

Hypothesis II Results

The above comparisons show no significant differences among the principals' perception of the principal's role, with $F = .0618$ with 2 and 3 degrees of freedom, and $\alpha \leq .9402$.

There are no significant differences among elementary school, junior high school, and secondary school principals' perceptions of the principal's role in the student

teaching program; therefore, Hypothesis II was rejected.

Hypotheses III, IV, and V had applied to them, in addition to the analysis of variance, sample questions randomly selected from the questionnaire. The responses to the questions chosen for each hypothesis seem to support the results found by the univariate analysis of variance.

Hypothesis III: The principals perceive their role to be more significant than the student teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Table 16. Univariate analysis of variance for the principals' and student teachers' perceptions of the principal's role.

Degrees of Freedom	$\alpha \leq$	F Ratio
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Note: Significant at the .05 Level of Confidence.

Hypothesis III Results

The statistical results from Table 16 show that there is a significant difference between student teachers' and principals' perceptions of the principal's role, with $F = 8.5451$, 1 and 3 degrees of freedom, and $\alpha \leq .0042$.

Question 2 of the questionnaire, which states that

principals should have conferences with student teachers for orientation purposes at the beginning of the student teaching experience, was selected to augment the statistical examination of Hypothesis III. Responses of the principals and student teachers only are listed in Table 17 below. The responses are given in percentages.

Table 17. Principals' and student teachers' responses in percentages to question 2 from the questionnaire.

Response	Principals %	Student Teachers %
[1] Strongly Agree	71.4	31.1
[2] Agree	23.8	48.8
[3] Neutral	0.0	15.5
[4] Disagree	4.7	4.4
[5] Strongly Disagree	0.0	0.0

Approximately 71 percent of the principals but only 31.1 percent of the student teachers strongly agreed with question 2. Approximately 24 percent of the principals and 49 percent of the student teachers agreed. None of the principals and 15.5 percent of the student teachers were neutral. Similar percentages of 4.7 and 4.4 were marked by the principals and student teachers respectively in the disagree column.

Generally, a greater difference was noted between

principals and student teachers in regard to their responses to question 2. The difference seems to lie mostly in the degree of "agreement," i.e., whether they agreed or strongly agreed. The majority of principals strongly agree and the highest percentage of student teachers agree; therefore, Hypothesis III was accepted.

Hypothesis IV: The principals perceive their role to be more significant than the supervising teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Table 18. Univariate analysis of variance for the principals' and supervising teachers' perceptions of the principal's role.

Degrees of Freedom	$\alpha \leq$	F Ratio
1 and 3	.0034	8.9976

Note: Significant at the .05 Level of Confidence.

Hypothesis IV Results

Statistical results show that there is a significant difference between principals' and supervising teachers' perceptions of the principal's role in the student teaching team in the Lansing area. These perceptions differ with $F = 8.9976$ with 1 and 3 degrees of freedom, and $\alpha \leq .0034$.

Question 7 on the questionnaire, which states that

principals should confer with student teachers regarding the progress of their work at least once during the term, evoked considerably different responses from principals and supervising teachers. Table 19 below indicates that, except for the "agree" column, in which the response percentages are the same, the principals' responses were different from those of the supervising teachers.

Table 19. Principals' and supervising teachers' responses in percentages to question 7 from the questionnaire.

Response	Principals %	Supervising Teachers %
[1] Strongly Agree	28.5	14.5
[2] Agree	33.3	33.3
[3] Neutral	23.8	14.5
[4] Disagree	14.2	35.4
[5] Strongly Disagree	0.0	2.0

Of the principals responding to the questionnaire, 28.5 percent strongly agreed with question 7, while only 14.5 percent of the supervising teachers strongly agreed. One-third of the principals and supervising teachers agreed with the question. More principals (23.8 percent) than supervising teachers (14.5) were neutral. However, considerably more supervising teachers (35.4 percent) than principals (14.2 percent) disagreed. Only 2 percent of

the supervising teachers strongly disagreed with the question, and no principal responded in that category.

Generally, there is unquestionably a difference between the principals and supervising teachers in regard to their responses to question 7 on the questionnaire, even though their responses to the agree category were the same (33.3 percent for each group). Hypothesis IV was accepted.

As will be shown in the analysis for Hypothesis V, principals and university representatives seem to be more alike in their perceptions of the principal's role than are any other two groups compared in this study.

Hypothesis V: The principals perceive their role to be more significant than the university representatives perceive the principal's role to be in the student teaching team in the Lansing area.

Table 20. Univariate analysis of variance for principals' and university representatives' perceptions of the principal's role.

Degrees of Freedom	$\alpha \leq$	F Ratio
1 and 3	.8580	.0322

Note: Significant at the .05 Level of Confidence.

Hypothesis V Results

There are no significant differences between the university representatives' and the principals' perceptions of the principal's role, with $F = .0322$, 1 and 3 degrees of freedom, $\alpha \leq .8580$.

Question 6 from the questionnaire, which says that principals should observe lessons presented by student teachers, was selected to supplement the univariate analysis of variance for Hypothesis V. Table 21 shows the similarity of percentages in the responses of principals and university representatives to question 6.

Table 21. Principals' and university representatives' responses in percentages to question 6 from the questionnaire.

Response	Principals %	University Representatives %
[1] Strongly Agree	14.2	9.5
[2] Agree	47.6	47.6
[3] Neutral	23.8	19.0
[4] Disagree	14.2	13.8
[5] Strongly Disagree	0.0	0.0

Approximately 14 percent of the principals and approximately 10 percent of the university representatives strongly agreed with question 6. An identical percentage

for both groups (47.6 percent) agreed. Neutral responses received were 23.8 percent for the principals and 19 percent for the university representatives, while 14.2 percent of the principals and 23.8 percent of the university representatives disagreed with question 6.

There is no significant difference between principals and university representatives in regard to their responses to question 6 on the questionnaire.

An examination of responses to question 18, which says that principals should inform college coordinators concerning organizational facets of the building instructional program which may affect the student teaching program, in Table 22 below, shows results similar to those for question 6.

Table 22. Principals' and university representatives' responses in percentages to question 18 from the questionnaire.

Response	Principals %	University Representatives %
[1] Strongly Agree	47.6	42.8
[2] Agree	47.6	47.6
[3] Neutral	0.0	4.7
[4] Disagree	4.7	4.7
[5] Strongly Disagree	0.0	0.0

Marking the "strongly agree" column were 47.6 percent of the principals and 42.8 percent of the university representatives. The same percentage (47.6) of principals and university representatives agreed with the question, while only 4.7 percent of each group disagreed and none strongly disagreed.

Generally, there are no significant differences between principals and university representatives in regard to their responses to question 18. Hypothesis V was rejected.

Hypothesis VI: There are significant differences across groups in their consideration of the importance of the principal's role in the student teaching team in the Lansing area.

The Post hoc procedure was used to compute Hypothesis VI.

Symbols

M_2 = Mean for Supervising Teachers

M_3 = Mean for University Representatives

M_4 = Mean for Student Teachers

Observed Cell Means Computation

The formula of the Post hoc procedure:

$$\Psi; \hat{\Psi} \pm \sqrt{3F_{3,111}} \quad \sqrt{\text{Var } \hat{\Psi}}$$

Observed cell means are:

$$M_4 = 87.89 \quad M_2 = 93.44 \quad M_3 = 84.86$$

The mean contrasts are:

$$\hat{\psi}_1 = M_2 - M_4 = 5.55$$

$$\hat{\psi}_2 = M_4 - M_3 = 3.03$$

$$\hat{\psi}_3 = M_2 - M_3 = 8.58$$

Variance of contrast $\hat{\psi}$ are:

$$\text{Var} (\hat{\psi}_{ij}) = MS_E \left(\frac{1}{h_i} + \frac{1}{h_j} \right) \quad \begin{cases} i = 2,3,4 \\ j = 2,3,4 \end{cases}$$

$$\text{Var} (\hat{\psi}_1) = 19.5817$$

$$\text{Var} (\hat{\psi}_2) = 21.6952 \quad F_{3,111} = 2.70$$

$$\text{Var} (\hat{\psi}_3) = 21.2601$$

$$\hat{\psi}_1 ; 5.55 \pm \sqrt{3 \cdot 2.70} \quad \sqrt{19.5817} = 12.5941$$

$$\hat{\psi}_2 ; 3.03 \pm \sqrt{3 \cdot 2.70} \quad \sqrt{21.6952} = 13.2563$$

$$\hat{\psi}_3 ; 8.58 \pm \sqrt{3 \cdot 2.70} \quad \sqrt{21.2601} = 13.1227$$

$$\hat{\psi} = 5.55 \pm 12.5941 = -7.0441 \leq \psi \leq 18.1471 = \text{Not significant}$$

$$\hat{\psi} = 3.03 \pm 13.2563 = -10.2263 \leq \psi \leq 16.2863 = \text{Not significant}$$

$$\hat{\psi} = 8.58 \pm 13.1227 = -4.5427 \leq \psi \leq 21.7027 = \text{Not significant}$$

Note: When zero does not fall between the two numbers $(-10.2263 \leq \psi \leq 16.2863)$, the statistical result is found to be significantly different; if zero does fall between the two numbers, the result is considered to be not significant.

Hypothesis VI Results

Using the Post hoc procedure to compute Hypothesis VI, it was found that there are no significant differences

between (1) supervising teachers and student teachers, (2) student teachers and university representatives, or (3) supervising teachers and university representatives, as indicated in the computation above.

The responses from question 36, which states that the principal should confer with supervising teachers at the end of each term to evaluate their work with student teachers, shown in Table 23, support the results of the Post hoc analysis. These responses indicate, similarly, no significant differences across groups, but slight differences between groups.

Table 23. Supervising teachers', university representatives', and student teachers' responses in percentages to question 36 from the questionnaire.

Response	Supervising Teachers %	University Representatives %	Student Teachers %
[1] Strongly Agree	2.0	4.7	15.5
[2] Agree	31.2	33.3	37.7
[3] Neutral	35.4	47.6	31.1
[4] Disagree	27.0	14.2	11.1
[5] Strongly Disagree	4.1	0.0	4.4

Only 4.7 percent of the university representatives and 2 percent of the supervising teachers, but 15 percent

of the student teachers strongly agreed with question 36. There were no significant differences among student teachers (37.7 percent), supervising teachers (31.2 percent) and university representatives (33.3 percent) in their responses to question 36 in the agree category. Other responses, such as "disagree" and "strongly disagree," showed no significant differences.

There are no significant differences between supervising teachers and university representatives in regard to their responses to question 36 in the agree category.

There are no significant differences between supervising teachers and student teachers in regard to their responses to question 36 in the strongly disagree category.

There are no significant differences between university representatives and student teachers in regard to their responses to question 36 in the agree category.

Responses to question 16, which states that principals should be familiar with student teaching in-service classes, are shown in Table 24. These responses are also pertinent to Hypothesis VI.

Table 24 reveals that 19 percent of the principals and 23.8 percent of the university representatives, but only 6.2 percent of the supervising teachers and 13.3 percent of the student teachers strongly agreed with question 16. The percentages in the agree column (principals 57.1 percent; university representatives 57.1 percent;

supervising teachers, 58.3 percent; and student teachers, 60.0 percent) were highly similar. In the neutral column supervising teachers (31.2 percent) were higher than the other three, who were fairly close (principals, 23.8 percent; university representatives, 19 percent; student teachers, 20 percent).

Table 24. The entire student teaching team's responses in percentages to question 16 from the questionnaire.

Response	Principals %	Super- vising Teachers %	University Represen- tatives %	Student Teachers %
[1] Strongly Agree	19.0	6.2	23.8	13.3
[2] Agree	57.1	58.3	57.1	60.0
[3] Neutral	23.8	31.2	19.0	20.0
[4] Disagree	0.0	4.1	0.0	4.4
[5] Strongly Disagree	0.0	0.0	0.0	2.2

There are, generally, no significant differences between university representatives and principals in regard to their responses to question 16. There are differences in the neutral category among student teachers, supervising teachers, and principals. There are no significant differences among all four groups in the agree category for question 16; therefore, Hypothesis VI was rejected.

Summary

This chapter presented the statistical input from the questionnaire and applied statistical analyses to the six hypotheses. Chapter V will summarize the results of the analyses made in this chapter and will also include conclusions made from the responses to the questionnaire, implications from the study, and suggestions for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Chapter V summarizes the results of this study, derives conclusions regarding the role of the principal, suggests implications from the entire study, and provides recommendations for further research into the role of the principal in the student teaching program.

Summary of the Statistical Analyses of the Hypotheses

Hypothesis I

The principal is considered to be the most significant member of the student teaching team in the Lansing area.

Rejected

There is more general agreement among elementary school, junior high school, and secondary school principals with elementary, junior high, and secondary school student teachers, supervising teachers, and university representatives than was assumed in framing Hypothesis I. The frequency table shows that there are no major differences among the total sample population in regard to the principal's being the most important person in the student

teaching team. These findings disagree with Hypothesis I. Therefore, Hypothesis I was rejected.

Hypothesis II

There are significant differences in the way elementary school, junior high school, and secondary school principals perceive the principal's role to be in the student teaching team in the Lansing area.

Rejected

No significant differences were found among the elementary, junior high, and secondary school principals as to what the principal's role is perceived to be in the student teaching team. This conclusion disagrees with Hypothesis II. Therefore, Hypothesis II was rejected.

Hypothesis III

The principals perceive their role to be more significant than the student teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Accepted

A study of the questionnaire indicates that student teachers are unsure about many of the principal's responsibilities in the student teaching program (see Appendix D). The study also revealed that there are significant differences between principals and student teachers in regard to their perceptions of the principal's role. Therefore, Hypothesis III was accepted.

Hypothesis IV

The principals perceive their role to be more significant than the supervising teachers perceive the principal's role to be in the student teaching team in the Lansing area.

Accepted

The statistical results show significant differences between the supervising teachers and principals in what they perceive the principal's role to be. The supervising teachers showed more neutrality in the total questionnaire than the other three groups (see Appendix D), and they remained neutral or disagreed with many questions with which principals strongly agreed or agreed. Therefore, Hypothesis IV was accepted and was consistent with the above conclusions.

Hypothesis V

The principals perceive their role to be more significant than the university representatives perceive the principal's role to be in the student teaching team in the Lansing area.

Rejected

No significant differences between university representatives' and principals' perceptions of the principal's role were found. This result occurs probably because both principals and university representatives are considered administrators and student teachers and supervising teachers are not considered administrators. The above conclusion disagreed with Hypothesis V; therefore, Hypothesis V was rejected.

Hypothesis VI

There are significant differences across groups in their consideration of the importance of the principal's role in the student teaching team in the Lansing area.

Rejected

There is no ambiguity about the need for clarification of the principal's role in student teaching. This is borne out by the fact that Hypothesis VI predicted differences among role perceptions, and three tests out of three showed no significant differences. Therefore, Hypothesis VI was rejected.

Sex (male or female) made no significant differences as to what the (male or female) members of the student teaching team perceive the principal's role to be in the Lansing area (see Appendix D).

Conclusions Regarding the Role of the Principal

The following conclusions are based on responses from the questionnaire by student teachers, university representatives, and supervising teachers when compared with responses made by principals.

1. The supervising teachers, university representatives, and student teachers strongly agreed with the

principals that principals should secure the consent of teachers before recommending or selecting them as supervising teachers.

2. The supervising teachers strongly agreed with the principals that principals should see that student teachers are provided and become familiar with a building handbook or other written statement of building policy and procedure.

3. The university representatives strongly agreed with the principals that principals should (a) be informed of activities contemplated by student teachers involving policy or legal questions (field trips, etc.) and give administrative direction with regard to the carrying out of these activities, (b) become personally acquainted with college coordinators who direct student teaching programs in their buildings, (c) become knowledgeable concerning the teacher education program of the college or university, and (d) confer with college coordinators of student teaching no less than annually with regard to the administration of student teaching programs.

4. Student teachers strongly agreed with the principals who perceive the principal's role as one which should include the encouragement of supervising teachers to be alert and responsive to student teachers' needs.

Implications of the Study

The findings of this study indicated that principals expressed a greater interest in making final decisions on the assignment of student teachers to supervising teachers working in his or her school building.

First, this study tends to imply that the principal working in the student teaching program has a more realistic perception of the importance and value of his or her role as a member of the student teaching team. It also suggests that the principal is willing to be a working member of the student teaching program in his or her school building.

Second, another implication from this study is that principals and university representatives should work closely together to improve the student teaching program by conducting monthly in-service and pre-service classes and workshops for the student teaching team.

Third, findings of this study indicate that principals should work closely with other members of the student teaching team but only in specific and prescribed areas and then only with his role defined and understood by all members of the student teaching team. It was found that the principal, as a member of the student teaching team, should work closely with supervising teachers, but that evaluating student teachers in his or her school building is not considered to be one of his role functions.

Finally, this study also implies that the principal does have a responsibility to keep the parents and community at large informed and up-to-date about the student teaching program in his school building and school district.

Suggestions for Further Research

The purpose of this study has been exploratory, to ascertain what the role of the principal in a student teaching program is perceived to be. During the development of this research, various ideas have arisen that might be worthwhile to investigate through a replication of this study.

Findings of this study tended to suggest that, for the most part, principals, supervising teachers, university representatives, and student teachers in the Lansing, Michigan area do not really understand what the principal's role is or should be. Responses to many items or questions on the questionnaire have been perceived differently by different members of the student teaching team. This study implies that there could be a special need for role clarification in the student teaching program for members of the student teaching team, and further research is in order.

The possibility that principals, in many cases, are willing but unable to perform at the ideal level set by members of the student teaching team and other concerned

personnel, merits further study. One possible cause for this behavior which should be investigated is whether the routine of the principal allows him time for effective participation in the student teaching program.

Opinions of educators, expressed in the literature, give value to the principal as a member of the student teaching team, but these opinions appear to be founded on what these authorities feel, rather than on actual evidence. "Whatever causes keep the principal from performing at the ideal level need to be identified through further study."¹

The principals differed significantly from the supervising teachers and student teachers in their perceptions of what the principal's role should be in regards to evaluation of student teachers in their school buildings and making final decisions on assignments of student teachers to supervising teachers. The student teaching team collectively perceives the principal's role as that of explaining the student teaching program in his or her school building to the community and parents. Further research is needed to clarify this relationship and these differences.

¹Robert Henry Hoexter, "A Definition and Examination of the Role of the School Principal in Certain Aspects of Student Teaching" (Ph.D. dissertation, Michigan State University, 1970), p. 67.

This study has revealed that there is still a great deal of uncertainty regarding the actual role of the principal in the student teaching team. It is imperative that this role be clarified in order to effectuate smoothly functioning programs and in order to eliminate vague casting about for direction such as (1) if the principal should confer individually with supervising teachers at the end of each term to evaluate their work with student teachers, (2) if principals should observe lesson plans presented by student teachers, and (3) if the principal should become knowledgeable concerning the teacher education program of the college or university.

APPENDICES

APPENDIX A

Letter of Explanation and Questionnaire
to Center Directors

Appendix A

Letter of Explanation and Questionnaire
to Center Directors

Room #253, Erickson Hall
Michigan State University
East Lansing, Mich. 48824
February 16, 1975

Dear Educator:

In the early part of the '73 school year at Michigan State University, I was inspired to write a dissertation entitled "The Principal's Role in a Student Teaching Program." While formulating questions for the questionnaire, it was brought to my attention that the questions have little or no validity, and that they needed expert evaluation and ranking.

Would you as an expert in the area of student teaching rank each of the following questions from 1-4, with 4 being the most significant and 1, the least significant, to you, as indicated by the example.

EXAMPLE:

With relation to student teachers, principals should:

Personally introduce student teachers to the faculty and staff of the building.

Check one ✓

<u> </u>	<u> </u>	<u> </u>	<u> </u>
1	2	3	4

- 1: least significant
- 2: significant
- 3: more significant
- 4: most significant

Thank you very much for your help. A self-addressed, stamped envelope has been enclosed for your convenience.

Sincerely yours,

Henry W. Kennedy, Ph.D.,
Director of Student Teaching
Department
Michigan State University,
has approved of this study.

Willie B. Parker,
Graduate Assistant

QUESTIONNAIRE

Rating indicated by use of appropriate numeral.

Check one ✓

I. With relation to student teachers, principals should:

	least significant <u>1</u>	significant <u>2</u>	more significant <u>3</u>	most significant <u>4</u>
1. Have conferences with student teachers for orientation purposes at the beginning of the student teaching experience.	—	—	—	—
2. Personally introduce student teachers to the faculty and staff of the building.	—	—	—	—
3. See that student teachers are provided and become familiar with a building handbook or other written statement of building policy and procedure.	—	—	—	—
4. Provide student teachers with a guided tour of the school plant.	—	—	—	—
5. Arrange a tour for student teachers of the area from which the school draws its students.	—	—	—	—
6. Provide student teachers with information on the school system of which the building is a part.	—	—	—	—
7. See that student teachers are welcomed and feel "at home" within the building.	—	—	—	—
8. Introduce student teachers to parents at a meeting of the parent-teacher association or similar group.	—	—	—	—

- | | | | | | |
|-----|---|---|---|---|---|
| 9. | Observe lessons presented by student teachers. | — | — | — | — |
| 10. | Arrange for student teachers to observe in other classrooms in the building. | — | — | — | — |
| 11. | See that student teachers become familiar with instructional materials and equipment available in the building and community. | — | — | — | — |
| 12. | Confer with student teachers regarding the progress of their work at least once during the term. | — | — | — | — |
| 13. | Have frequent informal contacts with student teachers during the term. | — | — | — | — |
| 14. | Require student teachers to attend faculty meetings, and schedule meetings to permit this. | — | — | — | — |
| 15. | Arrange for student teachers to attend curriculum meetings and other in-service activities within the school system. | — | — | — | — |
| 16. | Counsel with student teachers on personal matters at student teachers' requests. | — | — | — | — |
| 17. | Prepare written evaluations of student teachers' work. | — | — | — | — |
| 18. | Participate in evaluative conferences with college coordinators and supervising teachers. | — | — | — | — |
| 19. | Be informed of activities contemplated by student teachers involving policy or legal questions (field trips, etc.) and give administrative direction with regard to the carrying out of these activities. | — | — | — | — |

II. With relation to college coordinators, principals should:

- | | | | | |
|---|---|---|---|---|
| 20. Become personally acquainted with college coordinators who direct student teaching programs in their buildings. | — | — | — | — |
| 21. Become knowledgeable concerning the teacher education program of the college or university. | — | — | — | — |
| 22. Participate with the college coordinators in the design or revision of student teaching programs in company with the public school personnel. | — | — | — | — |
| 23. Serve as instructors or resource persons in student teaching preservice classes. | — | — | — | — |
| 24. Be familiar with student teaching in-service classes. | — | — | — | — |
| 25. Confer with college coordinators of student teaching no less than annually with regard to the administration of student teaching program. | — | — | — | — |
| 26. Inform college coordinators and supervisors concerning organizational facets of the building instructional program which may affect the student teaching program (e.g., team teaching). | — | — | — | — |
| 27. Invite college coordinators to visit their schools to observe student teaching and after school activities. | — | — | — | — |
| 28. Seek college administrative policy changes affecting student teaching programs from the college coordinators and not the student teachers working in their building. | — | — | — | — |

- | | | | | | |
|-----|---|---|---|---|---|
| 29. | Confer with the college co-ordinators in evaluating the work of supervising teachers. | — | — | — | — |
| 30. | Offer suggestions to college coordinators relative to their work in the building. | — | — | — | — |
| 31. | Participate in the evaluation of the contribution of college coordinators in student teaching programs. | — | — | — | — |
| 32. | Participate in the design or revision of teacher education curricula. | — | — | — | — |
| 33. | Seek to improve the administration of student teaching programs through joint study with college coordinators. | — | — | — | — |
| 34. | Participate in school district negotiations with teacher education institutions relative to the establishment of student teaching programs. | — | — | — | — |
| 35. | Seek from the college coordinators and be informed as to stipends provided for service in student teaching programs, and as to time and manner of payment, before programs begin. | — | — | — | — |
| 36. | Employ the services of college coordinators in explaining the student teaching program to faculty and community. | — | — | — | — |

III. With relation to the supervising teachers, principals should:

- | | | | | | |
|-----|--|---|---|---|---|
| 37. | Make final selection of supervising teachers. | — | — | — | — |
| 38. | Make final decision on assignment of student teachers to supervising teachers. | — | — | — | — |

- | | | | | | |
|-----|--|-------|-------|-------|-------|
| 39. | Secure the consent of teachers before recommending or selecting them as supervising teachers. | _____ | _____ | _____ | _____ |
| 40. | See that the student teaching program is discussed by the supervising teachers either in general or departmental meetings. | _____ | _____ | _____ | _____ |
| 41. | Inform beginning teachers and other teachers new to the building with regard to established student teaching programs. | _____ | _____ | _____ | _____ |
| 42. | Encourage supervising teachers to be alert and responsive to student teachers' needs. | _____ | _____ | _____ | _____ |
| 43. | Participate in the development of qualifying standards for appointment to supervising teacher position. | _____ | _____ | _____ | _____ |
| 44. | Arrange for instruction to be given beginning or potential supervising teachers concerning responsibilities of the position. | _____ | _____ | _____ | _____ |
| 45. | Make available to supervising teachers current professional literature from the student teaching field. | _____ | _____ | _____ | _____ |
| 46. | Confer with supervising teachers in evaluating the work of student teachers. | _____ | _____ | _____ | _____ |
| 47. | Confer individually with supervising teachers at the end of each term to evaluate their work with student teachers. | _____ | _____ | _____ | _____ |
| 48. | Explain student teaching programs to parents and to the community. | _____ | _____ | _____ | _____ |

49. Evaluate all student teachers as potential employees.

50. Send copies of evaluations of all student teachers to the school district personnel office.

51. Encourage well-qualified student teachers to apply for positions within the school district.

IV. With relation to other principals in the student teaching program in other schools in the district, the principals should:

52. Meet regularly as a group to study the feasibility of improvement of student teaching programs in the district.

53. Discuss their role description in student teaching program with each other but not with student teachers.

54. Work independently and function only with student teaching teams in their respective schools.

APPENDIX B

Letter of Explanation and Questionnaire
to Educators

Appendix B

Letter of Explanation and Questionnaire
to Educators

Room #253 Erickson Hall
Michigan State University
East Lansing, Mich. 48824
April 9, 1975

Dear Educator:

Educators of the Lansing area and nearby counties are being asked to cooperate on a study designed to determine the role of the principal in the student teaching program. It is hoped that the results will yield two things: (1) a better understanding of the role of the principal, and (2) a reliable basis for the improvement of the student teaching training program.

Only if a large percentage of replies are received will the study be of value. This represents an opportunity for you to make a contribution to furthering our profession.

The findings will be summarized in my thesis and will be available for observation at M.S.U. in the near future.

We appreciate how busy you are, but a prompt reply will very materially aid in making the results available at the earliest possible date. A self-addressed stamped envelope has been enclosed for your convenience.

Sincerely yours,

Willie B. Parker
Graduate Assistant

Henry W. Kennedy, Ph.D.,
Director of Student Teaching
Department
Michigan State University,
has approved of this study.

WBP/cs
Enclosures

The Principal's Role in a
Student Teaching Program

Michigan State University, East Lansing
Student Teaching Department
College of Education

- I. What is your title? Check one. ____
- (P) Principal ____
(S) Supervising teacher ____
(U) University representative (college or area
supervisor, clinical or cluster consultant) ____
(ST) Student teacher ____
- II. With what grade level do you work? Check one. ____
- (E) Elementary School (K-6 grades) ____
(M) Middle or Junior High School (5-8 or 5-9 grades) ____
(SH) Secondary or Senior High School
(9-12 or 10-12 grades) ____
(AL) All grades ____
- III. Sex: Check one. ____
- (M) Male ____
(F) Female ____

QUESTIONNAIRE

Rating indicated by use of appropriate numeral.

Check one — for each of the questions stated.

strongly agree

1

agree

2

neutral

3

disagree

4

strongly disagree

1. The Principal as a member of the student teaching team is considered more important than other members of the team such as the supervising teacher, university representative, and student teacher.

In regard to the student teaching program, Principals should:

2. Have conferences with student teachers for orientation purposes at the beginning of the student teaching experience.
3. See that student teachers are provided and become familiar with a building handbook or other written statement of building policy and procedure.
4. Provide student teachers with information on the school system of which the building is a part.
5. Introduce student teachers to parents at a meeting of the parent-teacher association or similar group.
6. Observe lessons presented by student teachers.
7. Confer with student teachers regarding the progress of their work at least once during the term.
8. Have frequent informal contacts with student teachers during the term.

	1	2	3	4	5
9. Require student teachers to attend faculty meetings, and schedule meetings to permit this.	—	—	—	—	—
10. Arrange for student teachers to attend curriculum meetings and other in-service activities within the school system.	—	—	—	—	—
11. Be informed of activities contemplated by student teachers involving policy or legal questions (field trips, etc.) and give administrative direction with regard to the carrying out of these activities.	—	—	—	—	—
12. Become personally acquainted with college coordinators who direct student teaching programs in their buildings.	—	—	—	—	—
13. Become knowledgeable concerning the teacher education program of the college or university.	—	—	—	—	—
14. Participate with the college coordinators in the design or revision of student teaching programs in company with the public school personnel.	—	—	—	—	—
15. Serve as instructors or resource persons in student teaching pre-service classes.	—	—	—	—	—
16. Be familiar with student teaching in-service classes.	—	—	—	—	—
17. Confer with college coordinators of student teaching no less than annually with regard to the administration of student teaching programs.	—	—	—	—	—
18. Inform college coordinators and supervisors concerning organizational facets of the building instructional program which may affect the student teaching program (e.g., team teaching).	—	—	—	—	—

	1	2	3	4	5
19. Invite college coordinators to visit their schools to observe student teaching and after school activities.	—	—	—	—	—
20. Seek college administrative policy changes affecting student teaching programs from the college coordinators and not the student teachers working in their building.	—	—	—	—	—
21. Confer with the college coordinators in evaluating the work of supervising teachers.	—	—	—	—	—
22. Offer suggestions to college coordinators relative to their work in the building.	—	—	—	—	—
23. Participate in the design or revision of teacher education curricula.	—	—	—	—	—
24. Seek to improve the administration of student teaching programs through joint study with college coordinators.	—	—	—	—	—
25. Participate in school district negotiations with teacher education institutions relative to the establishment of student teaching programs.	—	—	—	—	—
26. Employ the services of college coordinators in explaining the student teaching program to faculty and community.	—	—	—	—	—
27. Make final selection of supervising teachers.	—	—	—	—	—
28. Make final decision on assignment of student teachers to supervising teachers.	—	—	—	—	—
29. Secure the consent of teachers before recommending or selecting them as supervising teachers.	—	—	—	—	—

	1	2	3	4	5
30. See that the student teaching program is discussed by the supervising teachers either in general or departmental meetings.	—	—	—	—	—
31. Encourage supervising teachers to be alert and responsive to student teachers' needs.	—	—	—	—	—
32. Participate in the development of qualifying standards for appointment to supervising teacher position.	—	—	—	—	—
33. Arrange for instruction to be given beginning or potential supervising teachers concerning responsibilities of the position.	—	—	—	—	—
34. Make available to supervising teachers current professional literature from the student teaching field.	—	—	—	—	—
35. Confer with supervising teachers in evaluating the work of student teachers.	—	—	—	—	—
36. Confer individually with supervising teachers at the end of each term to evaluate their work with student teachers.	—	—	—	—	—
37. Explain student teaching programs to parents and to the community.	—	—	—	—	—
38. Evaluate all student teachers as potential employees.	—	—	—	—	—
39. Encourage well-qualified student teachers to apply for positions within the school district.	—	—	—	—	—
40. Meet regularly as a group to study the feasibility of improvement of student teaching programs in the district.	—	—	—	—	—

APPENDIX C

Follow-up Letter to Educators

Appendix C

Follow-up Letter to Educators

Room #253, Erickson Hall
Michigan State University
East Lansing, Mich. 48824
May 8, 1975

Dear Educator:

Some time ago you received a questionnaire for selected educators. Although we have returns from a majority of them, we have not received yours. We can appreciate how busy you are and that this is an imposition on your time; however, if there is a way in which you can manage the time to complete it in the next few days or so, it would be much appreciated. You can be assured that your reply will be held in the strictest confidence.

If, by chance, you have mislaid the questionnaire would you please so indicate on the enclosed postcard. It is felt that this study can make a real contribution by determining the principal's role in the student teaching program throughout the Lansing area.

If your response has already been mailed, please disregard this letter and accept our sincere thanks for assisting with our study.

Sincerely yours,

Willie B. Parker
Graduate Assistant

APPENDIX D

Observations and Inferences
from the Questionnaire

Appendix D

Observations and Inferences from the Questionnaire

Responses to Questionnaire: Principals

Question #	1 (1 ^{PEM})					2 (1 ^{PEF})					7 (1 ^{PJM})					2 (1 ^{PJF})					5 (1 ^{PSM})					1 (1 ^{PSF})				
	response*					response					response					response					response					response				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	1	1	1	0	1	0	0	1	0	1	0	0	0	3	4	0	0	0	2	0	0	0	1	2	2	0	0	0	1	0
2	3	0	0	1	0	0	2	0	0	0	6	1	0	0	0	2	0	0	0	0	3	2	0	0	0	1	0	0	0	0
3	4	0	0	0	0	0	2	0	0	0	4	0	1	1	1	1	1	0	0	0	3	1	1	0	0	1	0	0	0	0
4	3	1	0	0	0	0	2	0	0	0	3	3	0	0	1	1	1	0	0	0	1	3	1	0	0	1	0	0	0	0
5	4	0	0	0	0	0	2	0	0	0	2	2	2	0	1	0	1	1	0	0	0	2	3	0	0	1	0	0	0	0
6	2	2	0	0	0	0	0	2	0	0	1	2	3	1	0	0	2	0	0	0	0	4	0	1	0	0	0	0	1	0
7	2	2	0	0	0	0	1	1	0	0	2	1	3	1	0	0	1	0	1	0	2	2	1	0	0	0	0	0	1	0
8	1	3	0	0	0	1	1	0	0	0	3	3	1	0	0	0	2	0	0	0	2	1	1	1	0	0	1	0	0	0
9	3	1	0	0	0	1	1	0	0	0	6	1	0	0	0	0	1	1	0	0	2	2	1	0	0	0	1	0	0	0
10	3	1	0	0	0	1	0	1	0	0	5	1	1	0	0	0	1	0	1	0	1	3	0	1	0	0	1	0	0	0
11	3	1	0	0	0	1	1	0	0	0	3	2	1	0	1	2	0	0	0	0	3	2	0	0	0	1	0	0	0	0
12	4	0	0	0	0	1	1	0	0	0	5	1	1	0	0	2	0	0	0	0	2	3	0	0	0	1	0	0	0	0
13	3	1	0	0	0	1	1	0	0	0	4	2	1	0	0	1	1	0	0	0	2	3	0	0	0	1	0	0	0	0
14	2	2	0	0	0	1	0	1	0	0	6	1	0	0	0	1	0	1	0	0	2	3	0	0	0	0	1	0	0	0
15	1	3	0	0	0	0	1	1	0	0	3	3	1	0	0	0	2	0	0	0	2	1	1	1	0	0	1	0	0	0
16	2	2	0	0	0	0	2	0	0	0	1	4	2	0	0	0	1	1	0	0	1	2	2	0	0	0	1	0	0	0
17	3	1	0	0	0	1	1	0	0	0	4	3	0	0	0	2	0	0	0	0	2	2	1	0	0	1	0	0	0	0
18	3	1	0	0	0	1	1	0	0	0	4	2	0	1	0	0	2	0	0	0	1	4	0	0	0	1	0	0	0	0
19	3	1	0	0	0	1	1	0	0	0	6	0	0	1	0	0	1	1	0	0	2	2	1	0	0	1	0	0	0	0
20	3	1	0	0	0	1	0	1	0	0	1	1	4	1	0	0	0	2	0	0	0	3	2	0	0	1	0	0	0	0
21	2	1	0	1	0	0	1	1	0	0	2	4	1	0	0	1	1	0	0	0	0	3	2	0	0	0	1	0	0	0
22	2	2	0	0	0	0	2	0	0	0	3	4	0	0	0	0	2	0	0	0	0	3	2	0	0	0	1	0	0	0
23	1	3	0	0	0	0	1	1	0	0	4	3	0	0	0	0	1	1	0	0	1	2	1	1	0	0	0	0	1	0
24	1	3	0	0	0	1	1	0	0	0	5	2	0	0	0	0	2	0	0	0	0	3	1	1	0	0	0	0	1	0
25	1	2	1	0	0	1	0	1	0	0	0	3	3	1	0	0	0	2	0	0	0	4	1	0	0	0	1	0	0	0
26	2	2	0	0	0	0	1	1	0	0	2	3	1	1	0	0	1	1	0	0	0	3	2	0	0	0	1	0	0	0
27	2	1	0	1	0	2	0	0	0	0	5	0	1	1	0	1	1	0	0	0	2	1	1	1	0	0	1	0	0	0
28	2	0	1	1	0	0	1	1	0	0	5	0	1	1	0	1	1	0	0	0	2	2	0	1	0	0	0	0	1	0
29	3	1	0	0	0	2	0	0	0	0	6	1	0	0	0	2	0	0	0	0	2	3	0	0	0	0	1	0	0	0
30	3	1	0	0	0	1	1	0	0	0	4	2	0	1	0	0	1	1	0	0	2	3	0	0	0	0	1	0	0	0
31	4	0	0	0	0	1	1	0	0	0	6	0	0	1	0	1	1	0	0	0	2	3	0	0	0	0	1	0	0	0
32	4	0	0	0	0	2	0	0	0	0	4	3	0	0	0	1	0	1	0	0	2	2	1	0	0	0	1	0	0	0
33	2	2	0	0	0	2	0	0	0	0	4	3	0	0	0	0	1	0	1	0	2	1	1	1	0	0	0	0	1	0
34	1	3	0	0	0	0	2	0	0	0	4	1	1	1	0	0	1	0	1	0	2	2	1	0	0	0	1	0	0	0
35	1	1	1	1	0	0	1	1	0	0	3	3	0	1	0	1	0	1	0	0	1	2	1	1	0	0	0	1	0	0
36	2	0	0	2	0	0	0	2	0	0	2	3	1	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0
37	2	2	0	0	0	2	0	0	0	0	2	3	2	0	0	0	1	1	0	0	0	3	1	1	0	0	1	0	0	0
38	2	2	0	0	0	0	1	1	0	0	3	3	1	0	0	0	1	1	0	0	0	3	0	2	0	0	0	0	1	0
39	3	1	0	0	0	0	2	0	0	0	5	2	0	0	0	1	1	0	0	0	1	4	0	0	0	0	1	0	0	0
40	2	2	0	0	0	1	0	1	0	0	4	3	0	0	0	0	2	0	0	0	1	2	1	1	0	0	1	0	0	0

*1 = strongly agree 2 = agree 3 = neutral 4 = disagree
 5 = strongly disagree M = Male F = Female

Responses to Questionnaire:
Supervising Teachers

48 Supervising Teachers:		3 (2 ^{SEM}) response*					14 (2 ^{SEF}) response					5 (2 ^{SJM}) response					9 (2 ^{SJF}) response					10 (2 ^{SSM}) response					7 (2 ^{SSF}) response				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Question #																															
1		0	0	0	3	0	0	0	0	8	6	0	0	0	1	4	0	0	1	6	2	0	0	0	4	6	0	0	0	5	2
2		1	1	0	1	0	7	5	1	1	0	2	3	0	0	0	7	1	0	1	0	3	6	1	0	0	3	4	0	0	0
3		1	2	0	0	0	9	5	0	0	0	3	0	1	0	1	4	4	0	1	0	6	4	0	0	0	4	3	0	0	0
4		0	3	0	0	0	7	6	1	0	0	2	1	1	0	1	5	4	0	0	0	3	6	1	0	0	4	2	1	0	0
5		0	1	1	1	0	7	4	3	0	0	0	1	4	0	0	3	2	2	2	0	0	4	3	3	0	0	3	3	1	0
6		0	1	0	2	0	1	4	7	2	0	0	2	1	1	1	0	3	3	2	1	1	3	1	4	1	0	1	3	3	0
7		1	0	0	2	0	2	5	3	4	0	1	2	0	1	1	1	2	2	4	0	1	3	2	4	0	1	4	0	2	0
8		1	1	0	1	0	4	5	2	2	1	0	1	3	1	0	3	4	1	1	0	1	5	3	1	0	1	6	0	0	0
9		1	1	1	0	0	3	7	3	0	1	2	2	0	0	1	3	4	1	1	0	1	5	3	1	0	1	5	0	1	0
10		1	0	0	2	0	1	11	1	1	0	1	3	0	0	1	2	6	1	0	0	2	5	3	0	0	3	4	0	0	0
11		0	2	0	1	0	6	5	3	0	0	1	4	0	0	0	0	7	0	2	0	4	6	0	0	0	2	4	0	1	0
12		1	2	0	0	0	6	7	1	0	0	1	3	1	0	0	3	5	1	0	0	3	7	0	0	0	1	5	1	0	0
13		0	2	0	1	0	6	8	0	0	0	1	3	1	0	0	5	4	0	0	0	1	8	1	0	0	2	5	0	0	0
14		0	2	1	0	0	0	9	5	0	0	0	3	1	1	0	2	3	4	0	0	0	8	0	2	0	2	4	1	0	0
15		0	0	0	3	0	0	7	6	1	0	0	3	1	0	1	1	4	3	1	0	0	2	6	2	0	1	3	3	0	0
16		0	1	0	2	0	1	9	4	0	0	0	3	2	0	0	1	6	2	0	0	0	4	6	0	0	1	5	1	0	0
17		1	2	0	0	0	4	9	1	0	0	0	4	0	0	1	3	6	0	0	0	1	5	4	0	0	2	4	1	0	0
18		1	1	0	1	0	5	8	1	0	0	0	4	0	0	1	3	5	0	1	0	1	5	4	0	0	3	4	0	0	0
19		1	0	0	2	0	3	8	3	0	0	2	3	0	0	0	5	3	1	0	0	2	5	3	0	0	2	4	1	0	0
20		0	1	1	1	0	4	9	0	0	1	0	3	1	1	0	1	4	3	0	1	1	2	6	1	0	2	3	2	0	0
21		0	1	1	1	0	1	9	3	0	1	0	2	2	0	1	2	2	5	0	0	1	4	3	2	0	1	5	0	1	0
22		1	0	1	1	0	3	8	3	0	0	1	3	0	0	1	0	7	2	0	0	1	6	3	0	0	1	5	1	0	0
23		0	1	0	2	0	4	6	4	0	0	0	3	1	0	1	1	2	5	1	0	0	5	3	1	1	1	2	4	0	0
24		0	0	0	3	0	2	9	3	0	0	1	2	1	0	1	1	3	5	0	0	1	4	4	0	1	1	4	2	0	0
25		0	0	2	1	0	0	8	4	2	0	0	2	2	1	0	1	4	3	1	0	1	2	3	2	2	1	4	2	0	0
26		1	1	0	1	0	2	10	2	0	0	0	1	4	0	0	0	6	3	0	0	1	2	4	3	0	0	6	1	0	0
27		0	2	0	1	0	2	4	5	2	1	1	0	2	1	1	1	2	3	2	1	2	2	3	2	1	2	2	1	2	0
28		0	1	1	1	0	1	5	2	5	1	1	0	2	1	1	0	1	3	4	1	2	4	1	3	0	3	1	2	1	0
29		1	1	0	1	0	10	4	0	0	0	2	1	1	0	1	4	5	0	0	0	7	3	0	0	0	6	1	0	0	0
30		1	1	0	1	0	4	9	1	0	0	1	2	1	0	1	1	4	3	1	0	0	6	3	1	0	2	4	1	0	0
31		0	2	0	1	0	5	9	0	0	0	1	2	1	0	1	4	5	0	0	0	3	5	1	1	0	2	4	1	0	0
32		1	1	0	1	0	2	11	1	0	0	1	3	0	0	1	0	7	2	0	0	0	5	3	1	1	3	3	1	0	0
33		1	1	0	1	0	4	9	1	0	0	1	3	0	0	1	1	5	1	2	0	0	5	2	1	2	2	5	0	0	0
34		0	2	0	1	0	2	9	3	0	0	1	2	1	0	1	1	6	2	0	0	0	6	2	1	1	1	6	0	0	0
35		0	0	2	1	0	1	4	5	3	1	1	0	1	2	1	0	3	2	4	0	2	3	2	3	0	1	3	1	2	0
36		0	0	1	2	0	0	2	7	4	1	0	1	2	1	1	0	4	3	2	0	0	4	4	2	0	1	4	0	2	0
37		0	2	0	1	0	2	9	2	1	0	0	2	2	1	0	2	4	2	1	0	1	3	4	1	1	0	4	3	0	0
38		0	0	1	2	0	2	5	6	1	0	1	1	1	2	0	1	4	2	2	0	1	6	2	0	1	0	5	2	0	0
39		0	2	0	1	0	5	7	2	0	0	1	3	1	0	0	2	5	2	0	0	2	3	4	0	1	1	4	2	0	0
40		0	1	0	2	0	1	7	5	1	0	1	1	2	0	1	1	4	3	1	0	0	6	2	1	1	0	5	2	0	0

*1 = strongly agree 2 = agree 3 = neutral 4 = disagree
5 = strongly disagree M = Male F = Female

Responses to Questionnaire:
University Representatives

21 University Representatives:	1 (3 ^{UREM}) response*					5 (3 ^{UREF}) response					2 (3 ^{URJF}) response					3 (3 ^{URJF}) response					8 (3 ^{URSM}) response					2 (3 ^{URSF}) response					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
	Question #																														
1	0	0	0	0	1	0	0	0	3	2	0	0	0	2	0	0	0	0	2	1	0	0	2	4	2	0	0	0	1	1	0
2	0	0	1	0	0	2	0	1	2	0	2	0	0	0	0	1	2	0	0	0	3	4	1	0	0	0	1	0	1	0	0
3	0	1	0	0	0	3	0	0	2	0	1	0	0	1	0	1	1	1	0	0	5	3	0	0	0	0	0	0	0	2	0
4	0	1	0	0	0	2	1	2	0	0	1	1	0	0	0	1	2	0	0	0	4	3	1	0	0	0	1	0	1	0	0
5	0	1	0	0	0	1	3	1	0	0	0	1	1	0	0	1	0	1	1	0	2	4	2	0	0	0	0	0	1	1	0
6	0	0	0	1	0	1	1	1	2	0	0	1	1	0	0	0	3	0	0	0	1	4	2	1	0	0	1	0	1	0	0
7	0	1	0	0	0	1	1	2	1	0	1	0	1	0	0	0	2	1	0	0	1	5	2	0	0	0	0	1	0	1	0
8	0	1	0	0	0	2	3	0	0	0	1	1	0	0	0	2	1	0	0	0	2	5	1	0	0	1	1	0	0	0	0
9	0	1	0	0	0	1	4	0	0	0	1	1	0	0	0	0	2	0	0	1	2	3	1	2	0	1	1	0	0	0	0
10	0	1	0	0	0	0	5	0	0	0	0	1	1	0	0	0	3	0	0	0	2	6	0	0	0	0	2	0	0	0	0
11	0	0	1	0	0	3	2	0	0	0	0	2	0	0	0	0	3	0	0	0	7	1	0	0	0	1	1	0	0	0	0
12	0	1	0	0	0	2	3	0	0	0	0	2	0	0	0	1	2	0	0	0	7	1	0	0	0	1	1	0	0	0	0
13	1	0	0	0	0	3	2	0	0	0	0	2	0	0	0	1	2	0	0	0	6	2	0	0	0	1	1	0	0	0	0
14	0	1	0	0	0	2	0	2	1	0	0	2	0	0	0	2	0	0	1	0	4	3	0	1	0	1	1	0	0	0	0
15	0	0	1	0	0	1	2	1	1	0	1	1	0	0	0	0	2	0	1	0	1	5	1	1	0	0	0	1	1	0	0
16	0	1	0	0	0	2	2	1	0	0	1	0	1	0	0	1	1	1	0	0	1	7	0	0	0	0	0	1	1	0	0
17	0	1	0	0	0	2	3	0	0	0	0	2	0	0	0	2	0	0	1	0	6	2	0	0	0	1	1	0	0	0	0
18	1	0	0	0	0	2	2	0	1	0	0	2	0	0	0	2	1	0	0	0	4	3	1	0	0	0	2	0	0	0	0
19	0	0	1	0	0	1	3	1	0	0	0	2	0	0	0	2	0	1	0	0	3	3	2	0	0	0	2	0	0	0	0
20	0	1	0	0	0	2	3	0	0	0	0	2	0	0	0	2	1	0	0	0	2	6	0	0	0	0	2	0	0	0	0
21	0	0	1	0	0	1	2	1	1	0	0	2	0	0	0	2	1	0	0	0	1	2	2	3	0	0	2	0	0	0	0
22	0	0	1	0	0	2	3	0	0	0	0	1	1	0	0	1	1	1	0	0	3	4	0	1	0	0	1	1	0	0	0
23	0	0	1	0	0	0	3	1	1	0	0	2	0	0	0	2	0	0	1	0	1	6	1	0	0	0	0	1	1	0	0
24	0	1	0	0	0	0	3	1	1	0	0	2	0	0	0	2	0	1	0	0	2	4	1	1	0	0	1	1	0	0	0
25	0	1	0	0	0	0	5	0	0	0	0	1	1	0	0	1	2	0	0	0	3	3	1	1	0	0	1	1	0	0	0
26	0	1	0	0	0	2	1	2	0	0	0	1	1	0	0	1	2	0	0	0	2	6	0	0	0	1	1	0	0	0	0
27	0	0	1	0	0	2	2	0	0	1	0	0	0	2	0	0	1	1	0	1	1	5	1	1	0	1	1	1	0	0	0
28	0	0	0	0	1	1	2	0	1	1	0	0	0	2	0	0	1	1	0	1	1	4	2	1	0	0	2	0	0	0	0
29	0	1	0	0	0	4	0	1	0	0	2	0	0	0	0	1	2	0	0	0	4	3	0	1	0	2	0	0	0	0	0
30	0	1	0	0	0	1	2	1	0	1	0	2	0	0	0	0	1	2	0	0	2	3	2	1	0	1	1	0	0	0	0
31	0	1	0	0	0	2	2	1	0	0	1	1	0	0	0	1	2	0	0	0	4	4	0	0	0	1	1	0	0	0	0
32	0	0	1	0	0	3	2	0	0	0	0	2	0	0	0	1	1	1	0	0	3	4	1	0	0	0	2	0	0	0	0
33	0	1	0	0	0	1	2	1	1	0	0	2	0	0	0	1	1	0	1	0	0	4	2	2	0	0	2	0	0	0	0
34	0	0	1	0	0	1	2	1	0	1	0	2	0	0	0	1	1	1	0	0	1	5	2	0	0	0	0	1	1	0	0
35	0	0	0	1	0	1	1	1	2	0	0	2	0	0	0	0	1	1	1	0	0	4	4	0	0	0	2	0	0	0	0
36	0	0	0	1	0	1	2	1	1	0	0	0	2	0	0	0	1	2	0	0	0	4	4	0	0	0	0	0	1	1	0
37	0	1	0	0	0	1	2	2	0	0	0	1	1	0	0	0	2	1	0	0	1	4	2	1	0	1	1	0	1	0	0
38	0	0	1	0	0	1	2	1	1	0	1	1	0	0	0	0	2	0	1	0	2	3	3	0	0	0	0	1	1	0	0
39	1	0	0	0	0	1	3	1	0	0	2	0	0	0	0	1	1	0	0	1	2	6	0	0	0	1	1	0	0	0	0
40	0	0	1	0	0	1	2	2	0	0	0	2	0	0	0	0	2	1	0	0	1	2	4	1	0	0	1	1	0	0	0

*1 = strongly agree 2 = agree 3 = neutral 4 = disagree
5 = strongly disagree M = Male F = Female

Responses to Questionnaire:
Student Teachers

45 Student Teachers:	3 (4 ^{STEM}) response*					12 (4 ^{STEF}) response					5 (4 ^{STJM}) response					8 (4 ^{STJF}) response					10 (4 ^{STSM}) response					7 (4 ^{STSF}) response				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Question #																														
1	0	0	1	1	1	0	0	0	8	4	0	0	1	1	3	0	0	0	2	6	0	0	1	5	4	0	0	3	3	1
2	2	1	0	0	0	3	7	2	0	0	0	5	0	0	0	3	4	0	1	0	4	2	4	0	0	2	3	1	1	0
3	2	1	0	0	0	3	5	4	0	0	0	4	1	0	0	4	3	0	1	0	5	4	0	1	0	4	3	0	0	0
4	2	1	0	0	0	2	9	1	0	0	0	4	1	0	0	3	5	0	0	0	5	5	0	0	0	2	3	1	1	0
5	1	2	0	0	0	2	1	6	2	1	0	0	3	2	0	1	0	2	4	1	1	1	8	0	0	3	1	1	1	1
6	1	1	1	0	0	1	6	3	2	0	0	2	1	2	0	1	3	1	3	0	1	4	4	1	0	1	2	1	3	0
7	2	1	0	0	0	2	6	2	2	0	0	3	2	0	0	2	4	0	1	1	3	7	0	0	0	1	5	0	1	0
8	2	1	0	0	0	2	10	0	0	0	1	2	2	0	0	3	5	0	0	0	1	6	3	0	0	2	4	0	0	1
9	2	1	0	0	0	1	7	3	1	0	1	2	2	0	0	3	4	1	0	0	4	3	3	0	0	1	5	1	0	0
10	3	0	0	0	0	1	8	3	0	0	1	3	1	0	0	5	3	0	0	0	2	4	4	0	0	1	6	0	0	0
11	3	0	0	0	0	4	7	1	0	0	2	3	0	0	0	3	3	1	0	1	5	1	3	1	0	2	4	0	1	0
12	2	1	0	0	0	3	7	2	0	0	0	3	1	1	0	4	3	1	0	0	3	5	2	0	0	1	3	2	0	1
13	1	2	0	0	0	3	9	0	0	0	0	3	2	0	0	4	3	1	0	0	2	7	0	1	0	2	2	2	0	1
14	1	1	1	0	0	1	9	2	0	0	0	2	2	1	0	3	3	2	0	0	3	3	3	1	0	3	3	0	0	1
15	1	0	2	0	0	1	4	6	1	0	0	1	1	3	0	2	3	1	2	0	0	2	5	3	0	1	4	0	1	1
16	2	0	1	0	0	0	8	4	0	0	0	3	1	1	0	1	6	1	0	0	2	6	1	1	0	1	4	1	0	1
17	1	2	0	0	0	4	4	3	1	0	0	3	2	0	0	5	2	1	0	0	3	3	3	1	0	2	4	1	0	0
18	2	1	0	0	0	2	9	1	0	0	0	5	0	0	0	4	3	1	0	0	2	4	4	0	0	3	2	2	0	0
19	1	2	0	0	0	5	4	2	1	0	0	5	0	0	0	5	3	0	0	0	1	6	2	1	0	2	2	2	1	0
20	1	1	0	0	1	2	5	4	1	0	0	3	1	1	0	2	2	1	3	0	3	2	4	1	0	1	3	0	2	1
21	1	1	1	0	0	3	4	4	1	0	1	1	2	1	0	2	3	1	2	0	1	4	4	1	0	1	3	1	1	1
22	1	1	1	0	0	1	8	2	1	0	2	2	0	1	0	2	4	2	0	0	1	3	5	1	0	2	3	1	1	0
23	1	1	1	0	0	0	7	5	0	0	1	4	0	0	0	3	4	1	0	0	1	4	2	3	0	2	4	1	0	0
24	1	2	0	0	0	1	5	5	1	0	0	3	2	0	0	3	5	0	0	0	0	5	4	1	0	2	4	0	1	0
25	1	1	1	0	0	1	2	8	1	0	0	3	1	1	0	3	4	1	0	0	3	3	4	0	0	1	3	3	0	0
26	1	1	1	0	0	1	5	6	0	0	0	5	0	0	0	2	4	1	1	0	2	2	5	1	0	2	5	0	0	0
27	0	1	0	0	2	0	4	5	2	1	0	1	2	2	0	2	1	1	3	1	1	4	3	1	1	1	3	3	0	0
28	0	0	0	0	3	0	1	8	3	0	0	1	1	3	0	1	0	2	4	1	1	4	1	2	2	1	2	1	3	0
29	1	1	0	0	1	6	4	2	0	0	2	2	0	0	1	2	4	0	2	0	6	4	0	0	0	6	1	0	0	0
30	1	0	1	0	1	3	8	1	0	0	0	4	0	1	0	3	4	1	0	0	5	3	2	0	0	4	2	1	0	0
31	2	1	0	0	0	5	4	3	0	0	2	3	0	0	0	5	3	0	0	0	5	4	1	0	0	4	3	0	0	0
32	1	0	1	0	1	4	4	4	0	0	1	3	0	1	0	3	5	0	0	0	4	4	2	0	0	2	5	0	0	0
33	1	0	2	0	0	5	5	2	0	0	2	3	0	0	0	3	4	1	0	0	4	3	2	1	0	4	1	0	2	0
34	1	1	1	0	0	3	6	2	1	0	1	3	1	0	0	3	4	1	0	0	1	4	5	0	0	2	3	1	0	1
35	1	1	0	1	0	1	7	4	0	0	1	2	0	2	0	1	2	3	2	0	1	4	3	2	0	2	3	1	1	0
36	1	1	0	0	1	2	5	3	2	0	0	1	2	2	0	1	3	3	1	0	1	5	4	0	0	2	2	2	0	1
37	2	0	1	0	0	0	8	3	1	0	1	3	1	0	0	1	5	1	1	0	3	6	0	1	0	1	6	0	0	0
38	3	0	0	0	0	5	5	1	0	1	1	4	0	0	0	4	3	0	1	0	3	6	1	0	0	2	5	0	0	0
39	3	0	0	0	0	5	5	1	0	1	1	3	1	0	0	5	3	0	0	0	3	5	1	1	0	4	3	0	0	0
40	1	0	2	0	0	2	6	3	1	0	1	3	1	0	0	2	5	1	0	0	4	5	1	0	0	3	1	1	2	0

*1 = strongly agree 2 = agree 3 = neutral 4 = disagree
5 = strongly disagree M = Male F = Female

Responses to Questionnaire:
Total Population

135 Respondents	21 (1 ^P) Principals response*					48 (2 ^S) Sup. Teach. response					21 (3 ^{UR}) Univ. Rep. response					45 (4 ST) Stud. Teach. response				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Question #																				
1	1	1	3	8	8	0	0	1	27	20	0	0	3	12	6	0	0	6	20	19
2	15	5	0	1	0	23	20	2	3	0	8	7	3	3	0	14	22	7	2	0
3	13	4	2	1	1	27	18	1	1	1	10	5	1	5	0	18	20	5	2	0
4	9	10	1	0	1	21	22	4	0	1	8	9	3	1	0	14	27	3	1	0
5	7	7	6	0	1	10	15	16	7	0	4	9	6	2	0	8	5	20	9	3
6	3	10	5	3	0	2	14	15	14	3	2	10	4	5	0	5	18	11	11	0
7	6	7	5	3	0	7	16	7	17	1	3	10	6	2	0	10	26	4	4	1
8	7	11	2	1	0	10	22	9	6	1	8	12	1	0	0	11	28	5	0	1
9	12	7	2	0	0	11	24	8	3	2	5	12	1	2	1	12	22	10	1	0
10	10	7	2	2	0	10	29	5	3	1	2	18	1	0	0	13	24	8	0	0
11	13	6	1	0	1	13	28	3	4	0	11	9	1	0	0	19	18	5	2	1
12	15	5	1	0	0	15	29	4	0	0	11	10	0	0	0	13	22	8	1	1
13	12	8	1	0	0	15	30	2	1	0	12	9	0	0	0	12	26	5	1	1
14	12	7	2	0	0	4	29	12	3	0	9	7	2	3	0	11	21	10	2	1
15	6	9	5	1	0	2	19	19	7	1	3	11	4	3	0	5	14	15	10	1
16	4	12	5	0	0	3	28	15	2	0	5	12	4	0	0	6	27	9	2	1
17	13	7	1	0	0	11	30	6	0	1	11	9	0	1	0	15	18	10	2	0
18	10	10	0	1	0	13	27	5	2	1	9	10	1	1	0	13	24	8	0	0
19	13	5	2	1	0	15	23	8	2	0	6	10	5	0	0	14	22	5	3	0
20	6	5	9	1	0	8	22	13	3	2	6	15	0	0	0	9	16	10	8	2
21	5	11	4	1	0	5	23	14	4	2	4	9	4	4	0	9	16	13	6	1
22	5	14	2	0	0	7	29	10	1	1	6	10	4	1	0	9	21	11	4	0
23	6	10	3	2	0	6	19	17	4	2	3	12	4	2	0	8	24	10	3	0
24	7	11	1	2	0	6	22	15	3	2	4	11	4	2	0	7	24	11	3	0
25	2	10	8	1	0	3	20	16	7	2	4	13	3	1	0	9	16	18	2	0
26	4	11	5	1	0	4	26	14	4	0	6	12	3	0	0	8	22	13	2	0
27	12	4	2	3	0	8	12	14	10	4	4	9	3	3	2	4	14	14	8	5
28	10	4	3	4	0	7	12	11	15	3	2	9	3	4	3	3	8	13	15	6
29	15	6	0	0	0	30	15	1	1	1	13	6	1	1	0	23	16	2	2	2
30	10	9	1	1	0	9	26	9	3	1	4	10	5	1	1	16	21	6	1	1
31	14	6	0	1	0	15	27	3	2	1	9	11	1	0	0	23	18	4	0	0
32	13	6	2	0	0	7	30	7	2	2	7	11	3	0	0	15	21	7	1	1
33	10	7	1	3	0	9	28	4	4	3	2	12	3	4	0	19	16	7	3	0
34	7	10	2	2	0	5	31	8	2	2	3	11	6	0	1	11	21	11	1	1
35	6	7	5	3	0	5	13	13	15	2	1	10	6	4	0	7	19	11	8	0
36	6	5	4	5	1	1	15	17	13	2	1	7	10	3	0	7	17	14	5	2
37	6	10	4	1	0	5	24	13	5	1	3	10	7	1	0	8	28	6	3	0
38	5	10	3	3	0	5	21	14	7	1	4	9	6	2	0	18	23	2	1	1
39	10	11	0	0	0	11	24	11	1	1	8	11	1	0	1	21	19	3	1	1
40	8	10	2	1	0	3	24	14	5	2	2	9	9	1	0	13	20	9	3	0

*1 = strongly agree 2 = agree 3 = neutral 4 = disagree
5 = strongly disagree

APPENDIX E

Statistical Analyses Used in the Study

Appendix E

Statistical Analyses Used in the Study

Table E1

Input Parameters

Number of Variables in Input Vectors:	1
Number of Factors in Design:	3
Number of Levels of Factor 1 (Occupation):	4
Number of Levels of Factor 2 (School):	3
Number of Levels of Factor 3 (Sex):	2

Input from Card. Option 1

Format of Data (311, 74x, F3.0)

1st OBS 57.0000

Table E2
Cell Identification and Frequencies

Cell Factor-Levels	Occupation	School	Sex	N
1	1	1	1	4
2	1	1	2	2
3	1	2	1	7
4	1	2	2	2
5	1	3	1	5
6	1	3	2	1
7	2	1	1	3
8	2	1	2	14
9	2	2	1	5
10	2	2	2	9
11	2	3	1	10
12	2	3	2	7
13	3	1	1	1
14	3	1	2	5
15	3	2	1	2
16	3	2	2	3
17	3	3	1	8
18	3	3	2	2
19	4	1	1	3
20	4	1	2	12
21	4	2	1	5
22	4	2	2	8
23	4	3	1	10
24	4	3	2	7
				<u>135</u>

KEY:

Occupation

- 1 = principal
- 2 = supervising teacher
- 3 = university representative
- 4 = student teacher

School

- 1 = elementary school
- 2 = junior high or middle school
- 3 = senior high school

Sex

- 1 = male
- 2 = female

Table E3
Observed Cell Means

<u>Cells</u>	<u>Role Perception (Variables)</u>
1	61.5000
2	77.5000
3	73.0000
4	84.0000
5	84.8000
6	88.0000
7	111.6667
8	86.6429
9	105.4000
10	91.6667
11	99.8000
12	83.8571
13	101.0000
14	86.6000
15	85.0000
16	86.3333
17	80.3750
18	88.0000
19	80.0000
20	90.0833
21	96.0000
22	83.2500
23	88.9000
24	85.5714

Table E4Observed Cell Standard Deviation

<u>Cells</u>	<u>Role Perception (Variables)</u>
1	18.26655
2	14.84924
3	14.51436
4	1.41421
5	18.78031
6	.00000
7	35.00476
8	13.17694
9	33.66452
10	16.03901
11	10.91177
12	7.90419
13	.00000
14	20.82787
15	2.82843
16	30.89229
17	19.17541
18	16.97056
19	24.63737
20	15.24025
21	10.12423
22	18.23458
23	13.14407
24	23.38701

Table E5

Estimation Parameters

Rank of the Basis = Rank of Model
for Significance Testing = 24

Rank of the Model to be Estimated is 0

Error Term to be Used is (Within Cells)

Table E6

Symbolic Contrast Vectors

CO, CO, CO
 CO, CO, C1
 CO, C1, CO
 CO, C2, CO
 C1, CO, CO
 C2, CO, CO
 C3, CO, CO
 CO, C1, C1
 CO, C2, C1
 C1, CO, C1
 C2, CO, C1
 C3, CO, C1
 C1, C1, CO
 C2, C1, CO
 C3, C1, CO
 C1, C2, CO
 C2, C2, CO
 C3, C2, CO
 C1, C1, C1
 C1, C2, C1
 C2, C1, C1
 C2, C2, C1
 C3, C1, C1
 C3, C2, C1
 C2, C2, C2
 C3, C3, C3
 C4, C4, C4
 C4, CO, CO

Table E7

Sample Correlational Matrix

<u>Role Perception</u>	<u>Role Perception</u>
1	1.000000

Table E8

Statistical Findings

<u>Variable</u>	<u>Variance</u>	<u>Standard Deviation</u>
1 Role Perception	310.816313	17.6300

D.F. = 111.

Error Term for Analysis of Variance within Cells

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