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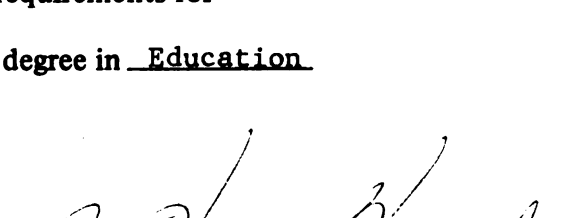

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THE PERCEIVED ROLE OF THE COLLEGE SUPERVISOR OF STUDENT TEACHERS IN THE TEN SEVENTH-DAY ADVENTIST INSTITUTIONS IN THE U.S.

By

Jeewaratnam Moses (Y. J. Moses)

A DISSERTATION

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ABSTRACT

THE PERCEIVED ROLE OF THE COLLEGE SUPERVISOR OF STUDENT TEACHERS IN THE TEN SEVENTH-DAY ADVENTIST INSTITUTIONS IN THE U.S.

by

Jeewaratnam Moses (Y. J. Moses)

Purpose of the Study

The purpose of the study was two-fold: (1) to describe the college supervisor's role in the ten Seventh-day Adventist (SDA) colleges and universities in the U.S. as perceived by college supervisors, student teachers, cooperating teachers and principals; and (2) to determine the relationship between college supervisor's perceptions of his role and those held by student teachers and cooperating teachers.

Procedures

A 72-item role expectation questionnaire was developed and data were gathered in Fall 1978. Items were ultimately grouped into four empirically established subscales--Personality Characteristics, Planning, Delivery and Development. Altogether 29 college supervisors, 98 student teachers, 94 cooperating teachers and 42 principals from the ten institutions completed the questionnaire. These data were analyzed in two parts. In part one, six hypotheses were tested to determine if mean response ratings varied among the four independent variables--ten institutions, four groups of participants, three types

of schools (public, SDA and both) and three levels of schools (elementary, secondary and K-12). One-way and three-way ANOVA tests were used to analyze the data. In part two, four hypotheses were tested to determine if the degree of relationship between a college supervisor's ratings and those of his clients (student teachers and cooperating teachers) varied among participants at elementary and secondary levels in public and SDA schools. Means of the correlation coefficients were compared in two-way ANOVA and t-tests.

Findings

In part one, in general mean response ratings were very high thereby indicating that respondents felt that college supervisors should perform the functions suggested by items in the questionnaire. Only five of the sixteen (four independent variables by four subscales) tested differences were statistically significant. Even these differences were small in absolute terms, and therefore lacked practical significance.

The level of relationships between the responses of college supervisors and those of their clients examined in part two did not prove to be a function of any of the three independent variables that were examined. The means of the correlation coefficients reflecting role relationship between college supervisors and student teachers did not differ significantly from the corresponding means for role relationship between college supervisors and cooperating teachers. In general, the correlation coefficients were very low (83 of 116 were not significantly different from zero). Even the role relationship among college supervisors themselves was very low.

Conclusions

When interpreted in terms of role theory, the findings of part one suggest that the college supervisor's role satisfies the necessary "consensus" requirements for successful role enactment thereby making it possible for college supervisors to provide successful experiences for all involved in the student teaching programs. However, results of part two suggest that there may be problems in the interactions among participants due to differences in perceptions of the relative importance of specific functions within the role. As a whole, these results seem to suggest that most participants lack awareness of the expectations of the college supervisor's role, and that the performance of the role would be facilitated by deliberation and consensus in defining the role.

Recommendations

1. The board of higher education in the General Conference of the SDA's should promote regular communication and discussion among college supervisors about their role, develop a clear role definition as a result of their collaborative effort, and disseminate this information to all participants.

2. College supervisors at each institution should meet with groups of student teachers, cooperating teachers and principals to discuss and come to an acceptance regarding specific functions of their role, prepare a monograph defining this role, and disseminate it to all participants.

3. Develop and offer a course to cooperating personnel on the purposes, nature of and specifics for roles in student teaching.

4. Require college supervisors to take courses in supervision of student teaching.

DEDICATION

The price my family paid when I undertook the doctoral study was high. They put up with my obsessions and my unpredictable writing ups and downs of this dissertation. Therefore, this dissertation is dedicated to my family who in tolerance of my many demands supported me in love, patience and strength, assuring my success.

I am deeply indebted to my family:

My wife, Gnani;

My son, Kenneth Prakash; and

My daughter, Juanita Prema.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	viii
LIST OF FIGURES	xiii
Chapter	
I. THE NATURE OF THE INVESTIGATION	1
Introduction to the Study	1
Background of the Study	7
Need for the Study	11
The Purpose of the Study	15
The Objectives of the Study	16
Part I: Magnitude of Response Ratings	16
Part II: Pattern of Response Ratings	17
Hypotheses	17
Part I: Magnitude of Response Ratings	18
Part II: Pattern of Response Ratings	18
Definitions of the Terms	19
Delimitations of the Study	22
Overview of the Study	22
II. REVIEW OF RELATED LITERATURE	24
Introduction	24
Seventh-day Adventist Philosophy of Education	24
Teacher Education Programs in the SDA Institutions	27
Admission to Teacher Education	31
Professional Courses	32
Application to Student Teaching Program	33
Student Teaching	33
Role Theory	36
Role Theory Applied to Student Teaching	42
Review of Literature and Selected Studies Based on Role Theory	44
Review of Related Literature	45
Selected Studies Based on Role Theory	52

Chapter Page

III. DESIGN OF THE STUDY 72

Data Collection Procedures. 72
Demographic Characteristics of the Sample 75
College Supervisors 75
Student Teachers. 75
Cooperating Teachers. 78
Principals. 78
Development of the Role Expectation Questionnaire . . 80
Introduction. 80
Pilot Study 81
Identifying Subscales Within the Questionnaire. . . 83
Evidence of Reliability and Validity of the Revised Questionnaire 85
Reliability 85
Validity. 86
Independent Variables 86
Testing the Hypotheses. 87
Part I: Magnitude of Response Ratings 88
Part II: Pattern of Response Ratings 91
Summary 99

IV. ANALYSIS AND DISCUSSION OF THE RESEARCH DATA. 100

Part I: Magnitude of Response Ratings. 101
Subscale 1: Personality Characteristics. 102
Conclusion for Subscale 1 106
Subscale 2: Planning: Planning and Organization. 106
Conclusion for Subscale 2 115
Subscale 3: Delivery: Instruction and Supervision 115
Conclusion for Subscale 3 119
Subscale 4: Development: Program and Professional Improvement. 119
Conclusion for Subscale 4 122
Summary of Findings for Part I. 123
An Analysis of Individual Items 126
Subscale 1: Personality Characteristics. 126
Subscale 2: Planning: Planning and Organization. 129
Subscale 3: Delivery: Instruction and Supervision 130
Subscale 4: Development: Program and Professional Improvement. 130
Summary of Findings Related to Item Analysis. 132
Part II: Pattern of Response Ratings 134
Summary of Findings for Part II 144
Conclusion for Chapter IV 145

Chapter Page

V. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS 146

Summary of the Study. 146
Summary of Major Findings 149
Part I: Magnitude of Response Ratings 149
Part II: Pattern of Response Ratings 153
Other Findings. 156
Conclusions of the Study. 157
Implications of the Study 161
Recommendations 164
Recommendations for Further Research. 166

APPENDICES. 168

A. Results of the Four Factor Analysis and Selection of Items by "Experts" 169

B. Mean Ratings for Input Variables and Results of ANOVA Tests 175

C. Results of Item Analysis. 188

D. Analysis of Data on the General Subscale. 197

E. Seventh-day Adventist Philosophy of Education 215

F. Preliminary Questionnaires. 222
To Directors of Student Teaching. 223
To the General Conference 228

G. Role Expectation Questionnaire. 229

H. Correspondence. 244

REFERENCES. 258

LIST OF TABLES

Table		Page
1.	Summary of the teacher education programs in the ten seventh-day adventist colleges and universities in the U.S.	28
2.	Responses of all groups to Frenzel's study of the college supervisor	55
3.	Status of questionnaire distribution and returns from the ten SDA institutions.	74
4.	Professional experiences of college supervisors.	76
5.	Placement of student teachers according to types, levels and locations of schools and their grade point average at the time of student teaching at the ten institutions	77
6.	Professional experiences of cooperating teachers	79
7.	Professional experiences of principals	79
8.	Reliability and inter-subscale correlations for the seven subscales in the modified questionnaire.	84
9.	Reliability and inter-subscale correlations for the revised questionnaire.	86
10.	Distribution of the 263 respondents into the four independent variables--institutions, groups, types and levels of schools.	89
11.	The data used in the first statistical analysis for the institutions variable.	90
12.	Type of statistical procedures used to analyze the data for each of the four subscales.	92
13.	Distribution of student teachers and cooperating teachers into types and levels of schools for each of the 30 college supervisors.	95

Table | Page

14. Balanced distribution of student teachers and cooperating teachers into types and levels of schools for each of the 13 college supervisors 96

15. Mean ratings for variables and summary of results of the most precise/powerful tests for the personality characteristics subscale 103

16. Cell means and standard deviations for the significant TS x LS interaction in the personality characteristics subscale 105

17. Cell means and standard deviations for the significant I x G x TS interaction in the personality characteristics subscale for six institutions (n = 161). 107

18. Mean ratings for variables and summary of results of the most precise/powerful tests for the planning subscale 109

19. Cell means and standard deviations for the significant G x TS interaction in the planning subscale (N = 263). 111

20. Cell means and standard deviations for the significant G x LS interaction in the planning subscale (N = 263). 113

21. Cell means and standard deviations for the significant TS x LS interaction in the planning subscale (N = 263). 114

22. Mean ratings for variables and summary of results of the most precise/powerful tests for the delivery subscale 116

23. Cell means and standard deviations for the significant I x G interaction in the delivery subscale for six institutions (n = 161) 118

24. Mean ratings for variables and summary of results of the most precise/powerful tests for the development subscale 120

25. Cell means and standard deviations for the significant I x G interaction in the development subscale for six institutions (n = 161) 122

Table Page

26. Status of hypotheses one through six for each of the four subscales of the role of the college supervisor. . . 124

27. Significant differences in selected items in the four subscales for the input variables 127

28. Correlation-matrix for the paired response ratings of the 13 college supervisors on the 43 items in the revised questionnaire 136

29. Correlations between paired response ratings of each of the CS and each of his ST and CT on the 43 items in the revised questionnaire 137

30. A summary of the significant and non-significant correlation coefficients reflecting the role relationship between CS and ST and between CS and CT on responses to 43 items in the Questionnaire 138

31. Means of the correlation coefficients and the results of two-way ANOVA (13 x 2) tests for the role relationship between CS and ST and between CS and CT. 141

32. Results of the t-test involving means of the correlation coefficients showing the relationship between participants in public and SDA schools for the role of the college supervisor 143

33. Results of the t-test involving means of the correlation coefficients showing the relationship between participants in elementary and secondary schools for the role of the college supervisor. 144

Appendices

A-1. Results of the four factor analysis on the responses to the 72 items in the modified questionnaire and selection of items by seven "experts" in the Division of Student Teaching and Professional Development at Michigan State University 169

B-1. Mean ratings for variables and results of three-way ANOVA (6 x 2 x 2) tests for the personality characteristics subscale (n = 161) 176

B-2. Mean ratings for variables and results of three-way ANOVA (4 x 3 x 3) tests for the personality characteristics subscale (N = 263) 177

Table		Page
B-3.	Mean ratings for variables and results of one-way ANOVA tests for the personality characteristics subscale (N = 263)	178
B-4.	Mean ratings for variables and results of three-way ANOVA (6 x 2 x 2) tests for the planning subscale (n = 161)	179
B-5.	Mean ratings for variables and results of three-way ANOVA (4 x 3 x 3) tests for the planning subscale (N = 263)	180
B-6.	Mean ratings for variables and results of one-way ANOVA tests for the planning subscale (N = 263)	181
B-7.	Mean ratings for variables and results of three-way ANOVA (6 x 2 x 2) tests for the delivery subscale (n = 161)	182
B-8.	Mean ratings for variables and results of three-way ANOVA (4 x 3 x 3) tests for the delivery subscale (N = 263)	183
B-9.	Mean ratings for variables and results of one-way ANOVA tests for the delivery subscale (N = 263).	184
B-10.	Mean ratings for variables and results of three-way ANOVA (6 x 2 x 2) tests for the development subscale (n = 161)	185
B-11.	Mean ratings for variables and results of three-way ANOVA (4 x 3 x 3) tests for the development subscale (N = 263)	186
B-12.	Mean ratings for variables and results of one-way ANOVA tests for the development subscale (N = 263)	187
C-1.	Results of item analysis for the five subscales by the four independent variables	189
D-1.	Mean ratings for variables and results of three-way ANOVA (6 x 2 x 2) tests for the general subscale (n = 161).	199
D-2.	Mean ratings for variables and results of three-way ANOVA (4 x 3 x 3) tests for the general subscale (N = 263)	200

Table | Page

D-3. Mean ratings for variables and result of one-way ANOVA tests for the general subscale (N - 263) 201

D-4. Mean ratings for variables and summary fo results of the most precise/powerful tests for the general subscale 202

D-5. Cell means and standard deviations for the significant G x TS x LS interaction in the general subscale (N = 263) 204

D-6. Significant differences on selected items in the general subscale for the input variables (N = 263) . . 206

D-7. Correlation-matrix for the paired response ratings of the 13 college supervisors on the 29 items in the general subscale 210

D-8. Correlations between paired response ratings of each CS and each of his ST and CT on the 29 items in the general subscale 211

D-9. Means of the correlation coefficients and the results of two-way ANOVA tests for role relationship between CS and ST and CT 212

D-10. Results of the t-test involving means of the correlation coefficients showing the relationship between participants in public and SDA schools for the role of the college supervisor. 213

D-11. Results of the t-test involving means of the correlation coefficients showing the relationship between participants in elementary and secondary levels for the role of the college supervisor 214

LIST OF FIGURES

Figure		Page
1.	Graphic representation of TS x LS interaction in the personality characteristics subscale	105
2.	Graphic representation of the I x G x TS interaction in the personality characteristics subscale.	107
3.	Graphic representation of G x TS interaction in the planning subscale.	111
4.	Graphic representation of G x LS interaction in the planning subscale.	113
5.	Graphic representation of the TS x LS interaction in the planning subscale	114
6.	Graphic representation of I x G interaction in the delivery subscale.	118
7.	Graphic representation of the I x G interaction in the development subscale	122
	Appendices	
8.	Graphic representation of G x TS x LS interaction in the general subscale	204

CHAPTER I

THE NATURE OF THE INVESTIGATION

Introduction to the Study

The problem of this study was to examine the role of the college supervisor of student teachers in the ten Seventh-day Adventist (SDA) college and universities (henceforth institutions) in the U.S. Specifically, it was concerned with the analysis of the expectations of this role as perceived by incumbent college supervisors, student teachers, cooperating teachers, and principals associated with the student teaching programs at the ten institutions.

According to the information received from the ten institutions and from the Office of Education in the General Conference of the SDA's in Washington, D.C., there is an apparent lack of a clearly defined role definition or job description for college supervisors in these institutions. Therefore, it was hoped that information developed by this study might: (1) assist in further improving the interaction processes in the student teaching programs in these ten institutions, and (2) assist the General Conference and/or each of these institutions to develop a clearly defined role definition and/or a job description for their college supervisors.

Since early 1960's the emphasis of Teacher Education in general has been on providing realistic direct school experiences to prospective teachers. This emphasis has forced the location of clinical experiences including student teaching from the laboratory schools in public, private and parochial colleges and universities into off-campus

schools. This move resulted in new cooperative partnership arrangements between the personnel in the institutions of higher education and the public schools.

Beginning in the early 1970's enrollments in teacher education across the nation experienced a sharp decline, and this trend is still continuing. Nevertheless, considerable amount of research in teaching and teacher education has resulted in the emergence of new programs which include Performance/Competency Based Teacher Education (P/CBTE), modified forms of CBTE, and Teacher Centers concept for teacher preparation. These programs lay even greater emphasis upon providing extended clinical experiences in off-campus public schools to teacher candidates to help them better bridge the gap between theory and practice. The goal now is to train highly competent teachers, even if they are only a few in number. These changes have necessitated in further establishing the cooperative partnership arrangements between the personnel in the institutions of higher education and the public schools.

In discussing cooperative partnership arrangements, and relevance of professional preparation programs, Maxine Greene (1970) proposed that teacher education should allow for self determination that is based on awareness of alternative styles of teacher behavior required by the society and its schools the future teachers would serve. In this context she stated that "in order to choose freely, however, teachers-to-be must be exposed to the world. They must be exposed directly or vicariously, to the many modes of community living: They must come to know the many shapes an individual's living space can take" (p. 63). Further, commenting on this cooperative partnership arrangement, Lord James of Rusholme (1972) contends that "highest

priority" should be given to bringing into partnership diverse agencies--schools, universities, polytechnics, colleges of education, advisory services, teacher centers, resource centers, and further education institutions. He maintained that the establishment of such a partnership would be more productive of quality and probably more cost-effective, and would be of singular importance all the way from undergraduate theory classes in teacher preparation through student teaching to inservice education during full time employment as a teacher.

The above mentioned changes and ensuing developments in teacher education brought added concerns, responsibilities, expectations and challenges to teacher educators, and especially to college supervisors in the student teaching programs. The college supervisor is seen as the one person from the college or university who has the greatest amount of influence on student teachers. According to Dennis Redburn (1968), the college supervisor "serving in a liaison capacity between the college or university and the public schools supports closely all of the other members of the team and through his coordinating and general supervisory activities attempts to make the total teaching experience as rich and rewarding as possible for all concerned" (p. 13).

The cooperative partnership arrangements between the student teaching programs and the public schools have placed the role of the college supervisor in a comparatively new perspective from what it was when he served in the laboratory schools. In the new arrangements many persons come in contact with him and as a result hold beliefs

relative to his role. These persons include student teachers, cooperating teachers, classroom teachers, principals, school secretaries, school custodians, superintendents, central office administrative personnel, college or university off-campus center directors, professors and staff of the college or university, children in the classroom where the student teacher is placed, and indirectly their parents. Each of these populations hold certain beliefs concerning the status of the college supervisor as well as who he is and what he does.

From the variety of people who come in contact with the college supervisor, Redburn has identified the three key members who with the college supervisor form the nucleus of the student teaching supervisory team:

> Who are the key members of the supervisory team? The nucleus is composed of the supervising teacher in whose classroom and under whose emphatic and helpful assistance the student teacher experiences his first actual teaching; the administrative staff who is responsible for the overall improvement of instruction in the school; the student teacher himself who must actively engage in his own professional growth through constant improvement and self-evaluation; and the university supervisor, who, . . . through his coordinating and general supervisory activities attempts to make the total student teaching experience as rich and rewarding as possible for all concerned (Redburn, 1968, p. 13).

The college supervisor, the cooperating teacher and the principal influence the student teacher significantly in acquiring the competencies essential for successful professional teaching practice. The quality of interaction among these four persons is dependent on the consensus of each role incumbent's expectations for his own behavior and of the interacting role behavior of others in the student teaching team.

The move of student teaching from the laboratory schools to off-campus public schools, and the various new teacher education and student teaching programs have made the role of the college supervisor employed in the public colleges and universities a complex one. He now works closely with three groups of people (student teachers, co-operating teachers and principals) in one type of school (public schools) at two different levels (elementary and secondary). In most cases the elementary classrooms are self-contained single grade rooms, and the secondary schools are non-boarding.

The role of the college supervisors employed in all ten SDA institutions is even more complicated than the role of their counterparts in the public institutions. This is because the SDA college supervisors work very closely with six different groups of people (both SDA and non-SDA student teachers, cooperating teachers and principals) in two different types of schools (public and SDA) and at two different levels (elementary and secondary). All SDA institutions have their own elementary and secondary laboratory schools on campus. In addition to these, the denomination also operates elementary, boarding and non-boarding secondary schools located from one to 100 miles away from campus. Most of the elementary schools have multi-grade classrooms. Student teachers from SDA institutions are placed in SDA laboratory schools and in most of the off-campus SDA schools. Some student teachers are also placed in public schools. Furthermore, at some institutions student teachers are placed in both SDA and public schools usually an equal number of weeks in each, during the same term or semester. In most cases, in addition to supervising

student teachers, the college supervisors teach one or two courses on campus. Thus, the college supervisors are kept heavily occupied having to work with student teachers in all these types and levels of schools plus teaching courses on campus.

In order for any role incumbent in a team arrangement to function properly, according to Jacob Getzels (1963) there must be a certain amount of overlap in the perceptions of expectations by the complementary role incumbents. Similarly, the severity of role conflict is dependent upon the relative incompatibility of expectations between the roles. The greater the level of incompatibility the more intense is role conflict and the greater the ineffectiveness of the individual. Examination or analysis of any of these positions must be carried out as a component of the team rather than as an isolated phenomenon. In clarifying and analyzing the role of the holders of these positions, the expectations they hold for their role as well as for the roles of others must be considered. The enactment of any of these roles of others depends upon the consensus of expectations for that role. Where this consensus is lacking, different views emerge as possible sources of conflict in establishing successful interaction among the members of the student teaching team.

This study, therefore, through the input of the college supervisors, student teachers, cooperating teachers and principals associated with the student teaching programs in the ten SDA institutions attempted to clearly define the role of the college supervisors in the student teaching programs in these institutions.

Background of the Study

The SDA denomination operates the largest Christian educational system in the world. According to the SDA Yearbook (1979), it operates 4,409 educational institutions throughout the world. Of these, there are 3,839 elementary schools, 480 secondary schools, 66 colleges and three universities. In the United States alone there are 1,426 educational institutions--1,174 elementary schools (K-9), 128 junior high schools (K-10), 43 day and 50 boarding senior high schools (9-12), ten colleges and two universities. The elementary schools are called Church Schools, and the junior and senior high schools, Academies. Out of the twelve institutions of higher education, eight colleges and two universities offer elementary and secondary teacher training programs leading to B.A. and/or B.S. degrees, and State and Denominational teacher credentials.

The philosophy and the policies of the SDA denomination require that insofar as possible only members of the church be employed in all the denominational educational institutions. Exceptions to this rule do exist in that when a qualified church member is not available to teach a particular subject, a non-SDA person is hired to teach that subject until an SDA person is available. Non-SDA persons have been known to teach music, physical education and industrial education courses in the SDA schools and colleges.

Although the SDA educational institutions are established primarily to provide Christian education to the SDA children and youth, these institutions do admit non-SDA students. However, most of the time less than ten percent of teacher education candidates at any

given institution are non-SDA's. At the time this study was conducted, the college supervisors in all ten institutions were members of the church.

In the early days of the SDA institutions there were few student teachers and all of them were placed in the laboratory schools on campus to do their student teaching. When the enrollments in teacher education increased at all the ten institutions, for lack of sufficient number of placements available in the laboratory schools, student teachers were placed in nearby church schools, academies and public schools. Currently the number of student teachers placed in SDA and/or public schools varies depending upon the enrollments from one institution to another. However, the trend is gradually shifting to placing most of the student teachers in the church schools and academies on and away from campus. This is being attempted in keeping with the recommendation by the Office of Education in the General Conference of the SDA's in Washington, D.C., that student teaching be undertaken in an SDA school and where this is impossible or impractical, other opportunities should be made available for interaction with students and faculty in an SDA school. Whether a non-SDA student teacher is placed in an SDA school to do student teaching depends upon each individual case. Each case receives special consideration.

To abide by the General Conference recommendation, the ten SDA institutions are doing their best to place their student teachers in SDA schools. The student teachers in all these ten institutions are strongly encouraged to do their student teaching in church schools and academies. However, the option to be placed in SDA schools or public schools is open to the student teachers. Some student teachers

are still placed in public schools for any one or combination of the following reasons, which may vary from one institution to another:

1. The student teacher chooses to be placed in a public school.

2. The student teacher is married and it is impractical to move the family to an SDA school away from campus.

3. The student teacher has a major or minor subject area for which he is student teaching and it is not offered as part of the school curriculum in SDA schools. So, he cannot student teach in an SDA school even if he wishes to do so.

4. The student teacher may not have proper transportation available to travel to the off-campus SDA school daily even if it is only 10-30 miles away.

5. There may be no openings for additional student teachers in SDA schools that are accessible.

Currently, student teachers from the SDA institutions are placed in any one of the eight different kinds of schools to do their student teaching: SDA (1) self-contained or (2) multi-grade church schools, (3) junior academies, (4) day or (5) boarding senior academies, and public (6) elementary, (7) junior high and (8) senior high schools. At some of the SDA institutions student teacher placements are handled in order of application submissions, and at others by "married" or "single" categories. Some institutions feel it is very impractical to move the married student teacher to a distant SDA school to do student teaching. Therefore, as a whole the student teacher placements may follow any one of the following arrangements:

1. The student teachers who major in <u>elementary</u> or <u>secondary</u> teaching and choose to be placed in public schools are placed in

public schools near the campus. It seems there are always adequate number of placements available in public schools.

2. The married student teachers who major in elementary teaching and choose to be placed in church schools are placed in the church school on campus or in one that is about 10-30 miles away from campus. If a sufficient number of placements are not available, then, the late applicants are either encouraged to move to the distant church school, or are placed in public schools near the campus.

3. The married student teachers who major in secondary teaching and choose to be placed in academies are placed in the academy on campus, or in one that is about 10-30 miles away from campus. Usually, if there is an academy on campus, then the next closest academy is one hundred or more miles away from campus. Because of this, the late applicants are encouraged to move to the distant academy, or are placed in public schools near the campus.

4. In several of the institutions studied, student teachers who major in Art, Physical Education and Music are required to student teach at both elementary and secondary levels. Therefore, they are placed in institutions where they can do this. Often this ends up to be in public schools unless the church school and the academy are in close proximity. Also, there are instances where the student teacher teaches in both the church school and the public secondary school, or in an academy and the public elementary school. This varies from one institution to another. At one institution student teachers are placed in SDA schools for half the term, and in public schools for the rest of the term.

For the above mentioned four categories of student teachers, the college supervisor responsible for each student teacher from the respective institutions keeps in direct contact with the student teacher, his cooperating teacher and the school principal.

5. The unmarried student teachers who major in elementary or secondary teaching and choose to be placed in denominational schools are placed in the distant church schools and boarding academies. Arrangements are made with the church school principal or the local SDA church pastor for the elementary teacher candidates to live with a church family/ies near to the church school. The secondary teacher candidates are provided free food and room in the boarding academies. These student teachers get complete church related community involvement in these schools in addition to their full-time student teaching.

For the student teachers in this category, the principal or the staff member appointed by the principal at the church school and the academy assumes responsibility to help them with their in and outside school activities. The college supervisor responsible for these student teachers visits these schools regularly to provide routine supervision and to interact with the cooperating teachers, the responsible staff member and the principal regarding the student teachers' progress.

Need for the Study

Several concerned and experienced teacher educators including Florence Stratemeyer and Margaret Lindsey (1958), the various authors of the articles in the Forty Third Yearbook of the Association for Student Teaching (1964), and Jo Ann Price (1977) have attempted to

give a clear description of the role of the college supervisor in the public institutions of higher education in the United States. These educators wrote during the last three decades.

On the one hand, regardless of the variety of innovative teacher education programs that have emerged during these decades, there is much consensus among teacher educators and especially the college supervisors regarding their role as described by the above mentioned three major sources. In fact Teacher Education or Student Teaching Handbooks of most colleges and universities give a condensed form of Stratemeyer's college supervisor's role description statements as applicable to the college supervisor on the campus.

On the other hand, although several doctoral dissertations on the role of the college supervisor have used Stratemeyer's role description statement on which to base their studies, when these studies analyzed the expectations of the key members of the student teaching team (college supervisors, student teachers, cooperating teachers and principals) for the college supervisor's role, the results indicated lack of consensus among these team members on various functions of the role. All of these studies dealt with the college supervisor's role in the public institutions of higher education. Also, in spite of all the personal opinions expressed for the role of the college supervisor by various authors who themselves have had extensive experience as college supervisors, no two college supervisors in any given institution perform their role alike. This is due to the lack of a clear role definition for the college supervisors at the individual institutions, and dissemination of this information to the other members in the student teaching team.

The SDA denomination operates ten degree granting institutions in the U.S. All the college supervisors and most of the student teachers in these institutions are members of the church. Elementary and secondary teachers are trained in these institutions primarily to teach in church schools and academies. Student teachers from these institutions are placed at all grade levels in SDA church schools, day and boarding academies, and public schools. The college supervisors from these institutions interact with SDA student teachers, cooperating teachers and principals in SDA schools, and with SDA and non-SDA student teachers, cooperating teachers and principals in public schools. It is suspected that their approach to the public school personnel may be different from their approach to SDA school personnel because of the differences in the philosophies and religious beliefs. It is also suspected that the role of the college supervisor in SDA institutions, for the above stated reasons, becomes multi-faceted, more complicated and significantly different from the role of the college supervisor in the public institutions.

According to the computer search in ERIC documents, dissertation abstracts, and periodical journals, there is no reported study undertaken on the role of the college supervisor in parochial institutions. Also, the Office of Education in the General Conference of the SDA's in Washington, D.C. maintains a collection of donated doctoral dissertations authored by members of the church and others on topics related to SDA church, educational and medical institutions. The information received from this office states that so far no study dealing with the role of the college supervisor in the SDA

institutions has been undertaken. Furthermore, information from the General Conference and from the ten SDA institutions studied states that there is no formalized role definition or job description for the college supervisors in these institutions. This may imply that the college supervisors employed in these institutions are playing their role by ear.

Though there is a growing body of research into the experiential component of teacher education, the results of much of that research often lack specific applicability because of the great variety of student teaching programs that have emerged in recent years. Since each institution or group of institutions, like the SDA institutions, should set up their own structure appropriate to their own setting and personnel, they should plan on a gradual development of this structure in response to research. Although the role of the college supervisors in the ten SDA institutions is unique, in that they work with SDA and non-SDA student teachers, cooperating teachers and principals in public, SDA and Both[1] schools, and at elementary secondary and K-12[2] levels, they lack specific applicability of the role to these situations and to the denominational background for lack of research.

Clearly then, a need exists to study the role of the college supervisors in the ten SDA institutions, especially as it is perceived by the incumbent college supervisors, student teachers, cooperating

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[1]Both = Public and SDA schools. Some student teachers teach in both types of schools for half a term at each.

[2]K-12 = Some student teachers teach at both elementary and secondary levels; e.g., Music and Physical education majors.

teachers and principals associated with the student teaching programs in these institutions.

The Purpose of the Study

The purpose of this study is two-fold: (1) to describe the role expectations of the college supervisor of student teachers in the ten Seventh-day Adventist colleges and universities in the U.S. as perceived by college supervisors, student teachers, cooperating teachers and principals associated with the student teaching programs at these ten institutions; (2) to determine the degree of relationship between the college supervisors and student teachers, and between the college supervisors and cooperating teachers in their perceptions of the role of the college supervisor.

The Objectives of the Study

To achieve the two-fold purpose of this study, five specific objectives, seven research questions, and ten hypotheses were formulated. The five objectives are as follows:

1. To clearly define the Personality Characteristics deemed essential for a college supervisor to be able to interact successfully with participants in the student teaching programs.

2. To clearly identify the Planning activities of the role of the college supervisor. These activities are concerned with the planning and organizational tasks related to preparation for the placement of student teachers in schools.

3. To clearly define the Delivery activities of the role of the college supervisor. These activities are concerned with (a) providing pertinent instruction to the key members of the student teaching team and (b) supervising student teachers.

4. To define the potential role of the college

supervisor in the area of Developmental activities. These activities have to do with (a) the student teaching program improvement, and (b) professional improvement of the college supervisor himself.

5. To determine the strength of the relationship among the participants in the student teaching programs in their perceptions of the role of the college supervisor.

Research Questions

To achieve the above listed five objectives, an analysis was made of the perceptions of incumbent respondents in the four key groups on each of the four subscales of the college supervisor's role expectations questionnaire--(1) Personality Characteristics, (2) Planning, (3) Delivery, and (4) Development.

In congruence with the five basic objectives, the study more specifically sought satisfactory answers to seven questions regarding the magnitude and pattern of response ratings. The study was divided into two parts. Part I has four questions which sought answers for the magnitude of response ratings, and Part II has three questions which sought answers for the pattern of response ratings.

Part I: Magnitude of Response Ratings

Question 1. Do incumbent respondents in the ten SDA institutions differ in their perceptions on each of the four subscales of the role of the college supervisor?

Question 2. Do incumbent respondents in the four key groups (college supervisors, student teachers, cooperating teachers and principals) differ in their perceptions on each of the four subscales of the role of the college supervisor?

Question 3. Do incumbent respondents in the three types of schools (public, SDA, and Both)

differ in their perceptions on each of the four subscales of the role of the college supervisor?

Question 4. Do incumbent respondents in the three levels of schools (elementary, secondary and K-12) differ in their perceptions on each of the four subscales of the role of the college supervisor?

Part II: Pattern of Response Ratings

Question 5. Does the strength of relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by student teachers differ from the strength of the corresponding relationship for cooperating teachers?

Question 6. Does the strength of relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in public schools differ from the strength of the corresponding relationship for the key personnel in SDA schools?

Question 7. Does the strength of relationship between a college supervisor's self perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in elementary schools differ from the strength of the corresponding relationship for the key personnel in secondary schools?

Hypotheses

Four groups of people (college supervisors, student teachers, cooperating teachers and principals) interacting in three different types of schools (public, SDA, and Both) at three different levels of schools (elementary, secondary, and K-12) at the ten SDA institutions were involved in this study. Ten hypotheses were formulated to test the expectations and relationships identified in the seven

research questions listed above. The first six hypotheses were directly related to the four questions in Part I. The last four hypotheses were directly related to the three questions in Part II. Stated in null form, the ten hypotheses were:

Part I: Magnitude of Response Ratings

Hypothesis I: There are no significant differences among the respondents in the ten SDA institutions in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis II: There are no significant differences among the respondents in the four groups in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis III: There are no significant differences among the respondents in the three types of schools in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis IV: There are no significant differences among the respondents in the three levels of schools in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis V: There are no significant two-way interactions involving any two of the four variables.

Hypothesis VI: There are no significant three-way interactions involving any three of the four variables.

Part II: Pattern of Response Ratings

Hypothesis VII: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by student teachers will not differ from the corresponding means of the correlation coefficients for cooperating teachers.

Hypothesis VIII: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in public schools will not differ from the corresponding means of the correlation coefficients of the key members in SDA schools.

Hypothesis IX: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in elementary schools will not differ from the corresponding means of the correlation coefficients of the key members in secondary schools.

Hypothesis X: There are no significant two-way interactions involving means of the correlation coefficients.

Definitions of the Terms

In order for the reader to more clearly identify the underlying ideas, the research findings, and the conclusions of this study, the following describe the operational definitions of the terms used in this study.

Role: A set of acts, actions, behavior patterns, and expectations which are generally accepted by persons assuming, or relating to those assuming, a particular title or identity. A role is considered to be, in itself, only one of the many facets of total personality, which consists of many roles, each to be activated in situations and under circumstances where the participant is expected to assume such a role (Robert Hoexter, 1970).

Role Expectation: An evaluative standard applied to an occupant of a position; i.e., what an individual is expected to do in a given

situation, both by himself and by others (Corrigan and Garland, 1966).

Position: A location of an individual or class of individuals in relation to others in a system of social relationships (Corrigan and Garland, 1966).

Perception: A unique and individual sensory construct or awareness in the mind of a human being; i.e., (1) how an individual sees others, (2) how he sees the situation in which they are involved, and (3) the interrelations of these two.

Social System: "A system of interaction of plurality of actors in which the action is oriented by rules which are complexes of complementarity of expectations concerning roles and sanctions" (Parsons and Shils, 1951, p. 190).

Members of the Student Teaching Team: Those individuals most directly involved in the student teaching program. From the college or university, these are the college supervisors and the student teachers; and from the schools, these are the principals and the cooperating teachers.

College Supervisor (University Supervisor, College Coordinator, College or University Representative, Area Supervisor, Clinician or Cluster Consultant): An individual employed by the teacher education institution to supervise the activities of student teachers and the relationships and conditions under which the student teachers carry on their work.

Student Teacher: A college student, usually an undergraduate senior (sometimes a graduate student seeking teacher certification) who is engaged in an assigned student teaching experience in a

public, private or parochial school for the purpose of gaining a realistic, supervised, clinical experience in teaching prior to, and as a requirement for, certification as a teacher.

Cooperating Teacher (Supervising Teacher, Clinical Instructor, Base Teacher): A fully certified and experienced individual regularly employed in a public, private or parochial school who willingly accepts the responsibilities and duties of providing realistic challenging clinical experiences for a student teacher, and who is seen by those responsible for the selection of cooperating teachers as able to fulfill those requirements.

Principal (School Administrator or Building Administrator): The chief administrative officer or overseer in charge of the operation of a school building wherein student teachers are placed to perform their student teaching responsibilities. In some cases, particularly in large schools, the responsibility for student teaching activities within the school is delegated to an assistant principal or other staff member. Where such delegation occurs, the responsible staff member is subsumed under the title "principal."

Field Experience (Clinical Experience): The practical experience in which a prospective teacher is involved in putting theory into practice. Such experiences may include observation, tutoring, team teaching, group teaching, solo teaching, etc., under the close supervision of the classroom teacher who is also the cooperating teacher.

Student Teaching (Directed Teaching): A period of time usually ranging ten to eighteen weeks during which the student teacher gradually assumes teaching responsibilities in a classroom under the supervision of the classroom teacher and the college supervisor.

Delimitations of the Study

The focus of this study was limited to the role of the college supervisor of student teachers in the SDA institutions in the U.S. only. It was not the intent of this study to examine other roles in the student teaching team, important as these roles are in the total functioning of a field experience unit.

This study was related to ten SDA institutions in ten geographical locations in the U.S., and conclusions reached are valid only to these institutions and may be valid when applied to similar situations as those described in the study. In addition, the findings may be generalized to other institutions involving the application of social systems theory.

The copies of the questionnaire for this study were bulk-mailed to the Directors of Student Teaching at the ten SDA institutions. They distributed the questionnaires to the college supervisors, student teachers, cooperating teachers, and principals. They collected the completed answer sheets and bulk-mailed them back to the researcher. Therefore, the data used for the analysis in this study were limited to what the Directors of Student Teaching were able to collect.

Overview of the Study

This study is organized into five chapters, appendices, and bibliography. The main content areas of the final four chapters are listed below.

Chapter II provides brief descriptions of the philosophy of the SDA education, teacher education programs in the ten SDA institutions, role theory and as it is applied to student teaching, and a summary

of literature and research related to the study.

Chapter III provides a review of the data collection procedures, demographic characteristics of the sample, development of the questionnaire, the independent variables, the hypotheses, and the statistical procedures chosen to analyze the data.

Chapter IV sets forth the data, the results of the analysis of the data and the discussion of the findings.

Chapter V consists of the summary of the study, summary of the major findings, conclusions, implications of the study, recommendations, and recommendations for further research.

CHPATER II

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature in this chapter serves three main purposes:

1. It serves as a conceptual and theoretical frame of reference for this study. It does this by providing brief descriptions of the philosophy of education of the Seventh-day Adventist (SDA) denomination, and of the teacher education programs in the ten SDA institutions studied.

2. It guides and substantiates the research methods employed in this study. It does this by providing a short description of role theory, and discusses role theory as applied to student teaching.

3. It provides a summary of available literature and research reports pertaining to the selected four subscales of the role of the college supervisor.

Seventh-day Adventist Philosophy of Education

Each of the ten SDA institutions involved in this study has its own philosophy of education. However, these philosophies strongly reflect the universal SDA philosophy of education. The entire statement of this universal philosophy is reproduced in Appendix E with written permission from the publishers. A brief summary of this philosophy is included here in the following pages.

The SDA denomination bases its philosophy of education on the belief that the ultimate purpose of man is to love and serve God and

his fellow men, and that all instruction and learning must be directed toward helping him achieve that end. Ellen G. White, the denomination's first and major writer on educational theory, states clearly the object of Christian education from the SDA viewpoint:

> To bring man back into harmony with God, so as to elevate and ennoble his moral nature that he may again reflect the image of his Creator, is the great purpose of all education and discipline of life (White, 1913, p. 49).

In accordance to the above stated purpose of education and discipline of life, White set forth the basic educational philosophy of the SDA's thus:

> True education means more than pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the period of existence possible to man. It is the harmonious development of the physical, the mental and the spiritual powers. It prepares the student for the higher joy of wider service in the world to come (White, 1903, p. 13).

The SDA's appreciate and financially support the public schools of the countries in which they reside. They believe these schools are doing an excellent work, but hold that religious instruction should not be a part of the public school curriculum. Hence, to uphold the objectives and the philosophy of the SDA education as stated above, the denomination operates its own educational system, preschool to university levels, paid for by the members of the church to educate their children and youth. SDA parents are urged to send their children to denominational schools wherever they can be operated, but no religious sanctions are used to force them to do so.

According to the figures reported in the Seventh-Day Adventist

Yearbook (1979), the denomination operates 4,409 educational institutions throughout the world. Of these, 3,839 are elementary schools, 480 secondary schools, 66 colleges and 3 universities. In the U.S. alone there are 1,174 elementary schools (K-9), 128 junior academies (K-10), 43 day and 50 boarding academies (9-12), 10 colleges and 2 universities. The curricula in all of these educational institutions are designed to instruct the learners in a Biblical view of the origin of life, of man's duty, and of man's destiny; and to safeguard them from errors arising from humanistic and materialistic world views.

In the SDA institutions teachers, preachers, nurses, secretaries, administrators, physicians, laboratory technicians, businessmen, woodworkers, agriculturalists, and various other types of professionals are trained primarily to serve in the SDA churches, schools, hospitals, orphanages, and different types of industries. Many qualified SDA's are also gainfully employed in the public schools, universities, hospitals and in other professions all over the world.

In every school experience from kindergarten to graduate school the SDA educational institutions endeavor to reach the following objectives:

1. To maintain a constant spiritual atmosphere.

2. To make the study of the Bible an integral part of the curriculum.

3. To help students achieve a Christian philosophy of life.

4. To promote a high level of scholarship, independent thinking, and highest achievement possible.

5. To promote healthful habits of living through gainful

employment in school related agricultural enterprises and industries rather than through competitive sports.

6. To promote social, cultural and emotional growth resulting in stable, balanced citizens to bear life's responsibilities.

7. To provide instruction and skills necessary to maintain happy homemaking.

8. To promote personal commitment to the service of God, church, fellowmen, and to the promulgation of the Christian faith.

Teacher Education Programs in the SDA Institutions[3]

The ten SDA institutions which offer four year Teacher Education programs are located at the following addresses:

1. Andrews University
   Berrien Springs, Michigan 49104

2. Atlantic Union College
   South Lancaster, Massachusetts 01561

3. Columbia Union College
   Takoma Park, Maryland 20012

4. Loma Linda University (two campuses)

   4a. Loma Linda Campus
   Loma Linda, California 92350

   4b. La Sierra Campus
   Riverside, California 92515

5. Oakwood College
   Huntsville, Alabama 35806

6. Pacific Union College
   Angwin, Napa County, California 94508

7. Southern Missionary College
   Collegedale, Tennessee 37315

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[3]Table 1 gives a summary of the Teacher Education Programs.

TABLE 1: Summary of the Teacher Education Programs in the ten Seventh-day Adventist Colleges and Universities in the U.S.

Institutions	Year Institution was Estabi.	Year Tchr. Educ. Prog. Started	Current Tchr. Educ. Prog. Offered Since	System of Practice		[a] T.E. Prog. Appr. by NCATE	ACTE Member	[b] Type of Degree Program Offered			Type of Teacher Credentials Granted		[c] Criterion for Acceptance into T.E. Prog.	Professional Education Course Credits		Religion Credit	Pre-Student Teaching Classroom Observation in Clock Hours		[c] Admission Criteria for Student Teaching	[d] Duration of Student Teaching in Weeks		Grading System for Student Teaching		Course Work During Student Teaching	Furthest Distance to an SDA School Where a Student Teacher is Placed
				Quarter	Semester			Early Childhood	Elementary	Secondary	State	SDA	GPA	Elementary Majors	Secondary Majors		Elementary	Secondary	Overall GPA	Elementary	Secondary	Letter/Number	Pass-No Pass		Miles
Andrews University	1874	1874	1971	x		x	x		BA/BS	BA/BS	x	x	2.00	39-43	31-48	18	90	90	2.25	10	10		x	Varies from student to student at each institution	1000
Atlantic Union College	1885	1885	1954		x	x	x	AS	BS	BA/BS	x	x	2.00	34	22-28	12	64	20	2.20	8	8	x			50
Columbia Union College	1904	1904	1977		x		x	AA	BA/BS	BA/BS	x	x	2.50	40-47	23-26	12	114	75	2.50	10	10	x			200
Loma Linda University	1922	1923	1970	x					BA/BS	BA/BS	x	x	2.50	47-54	36-39	18	80	80	2.50	18	18	x			35
Oakwood College	1896	1943		x				AA	BS	BS	x	x	2.25	62-64	41-44	18	53	33	2.25	3½ 7	3½ 7	x			175
Pacific Union College	1882	1936	1970	x			x	AA	BS	BA/BS	x	x	2.50	36-38	29-32	18	105	85	2.50	16	16		x		100
Southern Missionary College	1892	1892	1958		x	x	x	AA	BS	BS	x	x	2.00	38	24	12	155	110	2.00	9	9	x			600
Southwestern Adventist College	1916	1967	1967		x			AA/AS	BS	BS	x	x	2.20	42	20	12	52	32	2.20	8	8	x			1
Union College	1891	1891	1963		x	x	x	AS/BS	BS	BA/BS	x	x	2.50	32-34	22-24	12	50	50	2.00	8 16	7 14		x		500
Walla Walla College	1892	1898		x			x	AS	BS	BS	x	x	2.00	50	38-44	18	160	60	2.00	10	10		x		300

[a]Teacher Education Programs at all ten institutions are also approved by the State and Regional Boards of Education, and by the Board of Higher Education in the General Conference of the Seventh-day Adventists

[b]AA = Associate of Art Degree; AS = Associate of Science Degree; BA = Bachelor of Art Degree; BS = Bachelor of Science Degree

[c]Other criteria include good health, emotional stability, moral fitness, and English proficiency

[d]At Oakwood College student teachers are required to teach for 3½ weeks in an SDA school and for 7 weeks in a public school. At Union College the Elementary majors may teach for 8 weeks full time or 16 weeks half time. Likewise, the Secondary majors may teach 7 weeks full time or 14 weeks half time.

8. Southwestern Adventist College
   Keene, Texas 76050

9. Union College
   3800 South, 48th Street
   Lincoln, Nebraska 68506

10. Walla Walla College
    College Place, Washington 99324

The Teacher Education programs at each of the ten institutions are approved by the respective State Boards of Education, the Regional Associations of Colleges and Schools, the Office of Education in the General Conference of the SDA's in Washington, D.C., and in some cases by the National Council for the Accreditation of Teacher Education (NCATE). Most of these institutions are members of the American Association of colleges for Teacher Education (AACTE).

The ten SDA institutions prepare teachers to teach primarily in the SDA elementary and secondary schools in the U.S. Some of their graduates, however, opt to teach in public schools, while still others go overseas as missionaries to teach in the denominational schools.

Although the requirements for State teacher certification vary from state to state, most states have some kind of reciprocity procedures. The SDA denomination also issues its own teacher certificates. The Office of Education in the General Conference is responsible for the educational standards in the SDA schools in the U.S. In consultation with the ten institutions, periodically, it revises and updates the teacher certification requirements. It then delegates the authority to the Offices of Education in the regional conferences (often referred to as Union Conferences) to issue

certificates in its behalf to elementary, intermediate and secondary educational personnel who meet the requirements. Consequently, the requirements for the Teacher Education programs in the ten institutions are somewhat similar. However, there are slight differences in course offerings and requirements for purposes of State certification.

Eight of the ten institutions studied offer traditional type of teacher education programs. Loma Linda University offers a CBTE program approved by the Commission for Teacher Preparation and Licensing in the State of California. At Union College the Union's Individualized Teacher Education (UNITE) Program uses a modified CBTE approach which combines individualized and humanistic emphasis. At Columbia Union College, Southwestern Adventist College, Union College and Walla Walla College micro-teaching is practiced, and videotaping facilities are used for clinical experiences.

All ten institutions offer four year B.A. and/or B.S. degrees in elementary and secondary teacher education leading to State and SDA denominational teaching credentials.

Only at Pacific Union College and Loma Linda University the student needs to take an additional fifth year of study to fully meet the requirements for a California State Teaching Credential or as Loma Linda University calls it a "Clear Teaching Credential." Atlantic Union College, Southwestern Adventist College, Union College and Walla Walla College offer a two-year Associate degree in Early Childhood Education. Union College offers a B.S. degree also in Early Childhood Education and Middle School Education. The two

universities (Andrews and Loma Linda) do not offer the Associate degrees. In the remaining four colleges, the elementary teacher candidate may get an Early Childhood endorsement by taking a few more courses designed for that purpose.

Admission to Teacher Education

At nine of the ten institutions a student who wishes to enroll in an elementary and/or secondary teacher training program is required to file a formal application to the Teacher Education Council in the Department of Education at the institution one term or semester after enrollment at the institution, but not later than the sophomore year. However, at Walla Walla College the student has to consult with the assigned academic adviser regarding specific requirements for the major chosen, and schedule regular consultation with the Department of Education and Psychology to facilitate proper scheduling of professional education experiences.

To be admitted to the Teacher Education Program at any one of the ten institutions, the student must have a specified minimum GPA, which varies from one institution to another. At Southwestern Adventist College it is 2.20; Oakwood College, 2.25; Columbia Union College and Pacific Union College, 2.50, and in the remaining six institutions, 2.00. The student must also show evidence of good physical health, emotional stability, moral fitness as indicated by recommendations from teachers, work supervisors or deans; he must also present evidence of competence in basic English communication skills. At most of the institutions, in order to continue in the teacher education program, the student must maintain a cumulative

GPA of 2.00 in all subjects, and a minimum GPA of 2.50 in his major and minor subjects. The student's scholastic progress is evaluated regularly and the student is counseled accordingly.

Professional Courses

The Teacher Education Handbook or Bulletin at each of the institutions outlines a suggested course sequence for each term or semester for the four years. This list identifies the basic requirement courses, education courses, required religion courses, and recommended credit hours of study in the content majors and minors.

The credit hours required for the education courses for a major in elementary education range from 32-54 credit hours. This variation depends upon the institution, the type of degree sought (B.A. or B.S.), and the term or semester system in practice at the institution. The credit hours for the education courses for a secondary teacher program vary from 22-44 credit hours for the same reasons. For most of these education courses the student is required to spend a specified number of clock hours in clinical experiences in more than one classroom with more than one teacher at more than one school. The student must complete these experiences prior to student teaching. The hours range from 50 at Union College to 155 at Southern Missionary College for elementary teacher candidates, and from 20 at Atlantic Union College to 110 at Southern Missionary College for secondary teacher candidates. At Atlantic Union College both the elementary and secondary teacher candidates are required to spend an additional 45 clock hours in education related activities.

A student who wishes to do full-time teaching in the SDA

schools has to obtain two types of teacher certificates--the State and the Denominational teacher certificates. To be eligible for the latter, the student has to take 12-18 credit hours of religion courses including the course Special Methods in Bible.

Application to Student Teaching Program

In the Junior year, the education student must apply to the Teacher Education Council at the institution for admission to do student teaching for the ensuing senior year. The procedures slightly vary at Walla Walla College (see page 31). At Southern Missionary College, Union College and Walla Walla College the student must have a cumulative GPA of at least 2.00; Atlantic Union College, and Southwestern Adventist College, 2.20; Andrews University and Oakwood College, 2.25; and Columbia Union College, Loma Linda University and Pacific Union College, 2.50. In addition, the student must continue to be physically healthy, emotionally stable and morally fit. Prior to student teaching the student must have completed Methods courses and other basic requirements in major and minor fields.

Student Teaching

The student teaching period lasts 10-18 weeks according to the term or semester system practiced at the institution. At most of the institutions student teachers (henceforth student/s) are placed in nearby public elementary and secondary schools. However, many of the institutions studied place a few students in SDA church schools, junior academies, and senior boarding and non-boarding academies. The senior academies are as far as 1 to 1000 miles from

the campus. Some institutions make every effort to place as many students as possible in these academies. For instance, Andrews University places a large number of its elementary majors in the SDA church schools in Michigan, and the secondary majors in the junior and senior academies in the States of Michigan, Illinois, Indiana, Wisconsin, and sometimes in Florida; a few students are placed in the public schools near the campus.

At Columbia Union College students majoring in Physical Education and Music student teach eight weeks in an elementary school and another eight weeks in a secondary school, while the rest of the students do it for ten weeks in either an elementary or a secondary school. At Loma Linda University, according to the student's desire, student teaching may be done for 18 weeks in a public school or an SDA school, or for nine weeks in each. At Oakwood College student teaching is done for 3½ weeks in an SDA school and then for 7 weeks in a public school. At Pacific Union College about twenty percent of the students teach in both SDA and public schools for eight weeks in each, while the rest of them do it for 16 weeks in either an SDA or public school. At Union College elementary education majors may opt to student teach eight weeks full-time, or sixteen weeks half days, and secondary education majors may do it seven weeks full-time or 14 weeks half days. At Southern Missionary College student teaching is done for half a semester (nine weeks). At the remaining four institutions student teaching is done in either public or SDA schools for a required number of weeks (see Table 1).

The college supervisor makes four or more visits in a term or

semester to the student's classroom to observe and provide necessary feedback. At Southwestern Adventist College the college supervisor makes a minimum of eight visits to the classroom. Regular student teacher seminars are held during the student teaching term at all the institutions. In addition to the visits by the college supervisor to a student placed in a distant SDA school, the principal of the school or a staff member appointed by the principal provides necessary guidance, instruction and supervision.

The student's teaching performance is formally evaluated two or three times a term or semester. These evaluations include a short description of the student's progress in all aspects of teaching, and his potential as a would be teacher. These evaluations are also interpreted as a letter or numerical grade at some institutions, and as a Pass-No Pass grade at other institutions.

During the student teaching term or semester, students who are not placed in distant SDA schools are allowed to take a certain number of courses only if approved and as long as this does not interfere with their student teaching requirements.

In summary, requirements in the teacher education programs offered in the ten SDA institutions are somewhat similar contentwise. The differences lie in the number of credit hours required for major, minor and professional courses. The programs are also somewhat similar to the ones offered in the public institutions. The major difference between the programs in the SDA and public institutions is the incorporation of Christian doctrines into almost every class period in the former, and the lack of it in the latter.

Institutionwise, the differences between the SDA and public institutions are that in the former (a) there is an overall Christian atmosphere on the campus, (b) there is open evidence of Christian commitment and influence of the faculty, staff and students, and (c) there is a continual integration of scriptures into the content of the coursework. These practices are not permitted in the public institutions.

Role Theory

The theories of social actions formulated by Talcott Parsons have been used extensively to develop large bodies of research to study the interaction processes among individuals in educational institutions. Max Black (1961) summarized these theories into seven broad principles, which can be applicable to social systems at all levels of complexity. The seven principles are:

1. All human action is directed toward goals.

2. All human action is relational, in the sense of being a function of the actor's innate needs (or 'viscerogenic needs'), his acquired orientations, and the particular situation in which he finds himself.

3. All human response to stimuli has two distinct dimensions--is simultaneously cognitive and cathectic.

4. All human action involves selection between alternative orientations and responses.

5. Selection (or evaluation) involves the use of standards.

6. All interaction between actors involves complementarity of expectations, in the sense 'that the action of each is oriented to the expectations of the others.'

7. Orientations and actions are organized in systems (Black, 1961, pp. 272-273).

Parsons and Shils (1951) define social system as a "system of interaction of plurality of actors in which the action is oriented by rules which are complexes of complementarity of expectations concerning roles and sanctions" (p. 195).

According to Parsons (1961) "one of the most important developments of social sciences in the last generation has been that of role theory, and for this complementarity of expectations has been fundamental" (p. 340). He further states that "the most fundamental theorem of action seems to be that the structure of systems of action consists in institutionalized (in social and cultural systems) and/or internalized (in personalities and organisms) patterns of cultural meaning" (p. 342).

For social systems these patterns are values, norms, and patterns of role expectations for individuals. Any social system, then, can function only when all members occupying positions in the system have internalized these goals to the extent that they are contributors to the functioning of the system.

Thomas and Biddle (1966) indicate that role theory owes much to the theatre; and that its perspective and language allow for more than a metaphorical characterization of human behavior. They report:

> The field of role consists of a body of knowledge; theory and characteristic research endeavor, and a domain of study, in addition to a particular perspective and language. In these respects role theory is not unlike its sister specializations in behavior science, and like any scientific endeavor role theory aspires to understand, predict and control the particular phenomenon included in its domain of study (p. 3).

The concept of role is used by a variety of disciplines and each has its own definition. The focus of the particular discipline and the problems peculiar to it often determine the theoretical construct and operational research procedure employed. While this is a matter of fact, it is still possible and useful to determine what common elements formulate the concept. Gross, Mason and McEachern (1958, p. 3) have identified three basic categories in relation to the concept of role:

1. Normative: In this category role is considered a function of the norms or standards expected of position occupants.

2. Individual: In this category role is a pattern of behavior appropriate to the social situation of the incumbent.

3. Behavioral: In this category role is defined as the actual behavior of the individual occupying social position.

In the Normative category the definitions of role as the dynamic aspect of a position, office or status are included (Linton, 1936, pp. 113-114). It has to do with the behavioral standards expected of a position holder and not to the individual's actual behavior (Sarbin, 1954, p. 223).

The Individual category includes those definitions of role in which the individual defines his situation with reference to his and others' social positions. Parsons suggests that role is:

> A sector of the total organization system of an individual actor which is organized about expectations in relation to a particular set of value standard which govern interaction with one or more alters in the appropriate complementary roles (Parsons, 1951, pp. 38-39).

The Behavioral category includes those definitions of role which

suggest that role is the actual behaviors of occupants of social positions rather than normative standards for this behavior (Newcomb, 1950, pp. 298-334).

Gross, Mason and McEachern (1958) have also summarized the common elements which characterize the concept of role theory as used by many writers. They suggest that:

> The three ideas which appear in most conceptualizations are that individuals in (a) social locations (b) behave with reference to (c) expectations. There are two major points of emphasis within these common elements. The first is that the human behavior does not occur at random; the behavior of the individual is influenced to some extent by his expectations and by the expectations of others in the group or society of which he is a part. The second is that expectations are assigned to individuals on the basis of their positions or locations in systems of social relationships (p. 3).

Thus a role is defined by expectations of self and others and is a dynamic of interaction within a social system. Role is the point of contact between the individual and the social system. This unit is the most important in a social system because it defines the individual's participation in a social situation, by himself and others, and constitutes the expectations of that role.

The theoretical social systems model further suggests that conflict may be present in the social systems, and that the social systems can tolerate a certain amount of conflict and alienation from the normative expectations.

Getzels, Lipham and Campbell (1968, pp. 108-119) have identified five major types of conflict that may be present in the social systems. These are:

1. Conflict between cultural values and institutional expectations.

2. Conflict between role expectations and personality dispositions.

3. Conflict between roles and within roles:

   a. Disagreement with a group defining a given role.

   b. Disagreement among several groups each defining expectations for a given role.

   c. Contradiction between two or more roles that an individual is occupying at the same time.

4. Conflict deriving from personality disorders.

5. Conflict in the perception of role expectations.

Thus the quality of the complementary role relationship in action will depend on the relative conflict or similarity in the expectations held for role incumbents.

According to Corrigan and Garland (1966, pp. 11-12) the interacting positions involved in the student teaching team can be viewed as a partial social system and are therefore subject to analysis within the framework of role theory. In the student teaching programs positions exist to meet the guidelines and opportunities for learning necessary to meet the objective of helping the student teacher prepare, through integration of theory and practice, to assume responsibility as a beginning teacher. Expectations for behavior are attached to these positions and thus define their roles. As such, the student teaching situation fulfills the definition of a social system.

Because effective role enactment and effective role relationships appear to be related to consensus on role expectations and clarity of role definition, it is important to examine the expectations which define the roles in the student teaching situations in order to determine the states of consensus which exist on definitions of this role (Twyman and Biddle, 1963, p. 183).

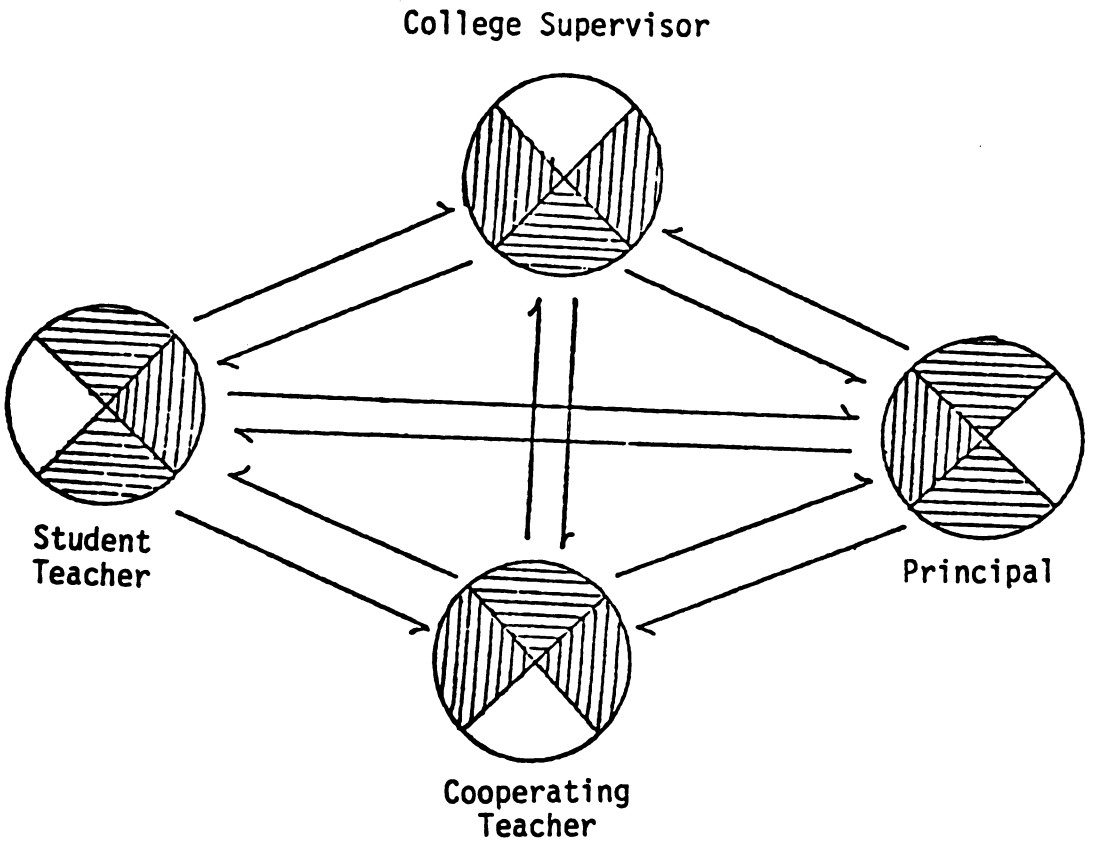
Corrigan and Garland (1966, p. 5) point out that The Association of Student Teaching has attempted to define roles and solve role conflict problems in student teaching situations by publishing several yearbooks and other publications. These reports focused on primary roles operating in the student teaching situation. Since these reports were of a general descriptive nature and treated a role independently instead of viewing roles in their relationships to other roles, they have not had extensive impact on role consensus or on role conflict problems.

Recognition of the need for Research criteria suggest that one way to approach the problems of role consensus and role conflict is through perceptions--through identifying what is expected of professional personnel (in this study college supervisors), what they expect of themselves, and what others (student teachers, supervising teachers and principals) expect of them (p. 6).

In short, each role in a relationship system derives its meaning only in relation to other roles in the system. This is the basic assumption underlying this study.

Role Theory Applied to Student Teaching

In the Forty Seventh Yearbook of the Association for Student Teaching, Corrigan and Garland (1968, p. 95) presented an interaction system model that shows the specification of position in the student teaching social system. The model is reproduced here.



The diagram above is useful as a framework for viewing the interacting relationship that exists among college supervisors, student teachers, cooperating teachers and principals. The double arrows signify a two way process in the role relationships. Thus any role in this system can be viewed in terms of its relationship to other roles. Areas of consensus, conflict and ambiguity among

the four groups of people in the student teaching social system regarding the expectations they hold for the college supervisor, or for any one of the other groups, may be identified through an analysis of the expectations held for that group.

When three groups in the student teaching social system hold contradictory expectations for the college supervisors, then the college supervisors are confronted with the dilemma of either having to shift from one set of expectations to another as the situation demands, or choosing one set of expectations as their primary frame of reference. In such a case the college supervisors may be judged effective or otherwise in terms of the expectations held for them by the other incumbents in the social system.

Gross, Mason and McEachern (1958, p. 12) also suggest that disagreement regarding role definition may be of intensity rather than direction. John Strouse (1971, pp. 12-15) states that problems in the relationships of the members of the social system will be evident when there is a lack of consensus regarding expectations of another member's role which are not congruent with the role occupant's own definition. The problems will be further compounded into ambiguity and conflict when more groups are involved and there is disagreement with respect to the intensity of expectations--that is, one member of a group, or several members, or the entire group may hold strongly to an expectation for a given role while from another group a member, or several members, or the entire group may also agree but less strongly.

As pointed out earlier, student teaching meets the definition of a social system. The role relationships among the four positions

involved in student teaching may be viewed within the framework of role theory as outlined above.

In attempting to interpret his (college supervisor's) role, Redburn (1968) contends that "the college supervisor is privy to three sets of perceptions added to his own, those of the student teachers, the supervising teachers and the principals. Remaining cognizant of total direction and outcomes, the college supervisor must synchronize these perceptions into a harmony of value producing experiences necessary for effective learning without upsetting the balance of relationships between the actual participants in the drama" (p. 14).

As pointed out thus far, effective role enactment is related to consensus on the expectations held by the position incumbents. Hence, it is fitting and proper to examine these expectations to determine the states of consensus which exist in the definition of these roles.

Therefore, this study used procedures selected from role theory, literature related to teacher education and student teaching, and expectations held by incumbent college supervisors, student teachers, cooperating teachers and principals to analyze the role of the college supervisor of student teaching in the ten SDA institutions in the U.S.

Review of Literature and Selected Studies Based on Role Theory

Since the time student teaching moved from laboratory schools to off-campus public, private and parochial schools, there has been an increased emphasis on providing varied realistic clinical experiences to teacher candidates. This increased emphasis has brought many new concerns, responsibilities and challenges to teacher educators as a whole, and to college supervisors and cooperating teachers in

particular, in helping student teachers put the academically acquired theory on teaching and learning into practice in the elementary and secondary classrooms.

Four key groups are closely involved in the student teaching programs. They are the college supervisors, student teachers, cooperating teachers and principals. How well these four groups interact and agree upon each other's roles, responsibilities and relationships in the student teaching programs determines the amount and quality of guidance and direction the student teachers get in preparation to be successful teachers. Especially the college supervisor as a representative of the college or university has much to contribute to the success of the student teaching program. According to various articles and studies reported in this section, the college supervisor has emerged as an important member of the student teaching team.

Review of Related Literature

Many articles have been written on the role expectations for various positions in student teaching programs. A large number of these studies have focused upon the roles of cooperating teachers and student teachers. Relatively little has been written for or about the role of the college supervisor. The review of literature and research on the role of the college supervisor reported in the following pages has been compiled from books, periodicals, ERIC documents through computer search, dissertations and dissertation abstracts, and correspondence with ten speakers at the ATE Michigan and Ohio Miniclinic on The Role of the College Supervisor: Current Practices and Future Directions held in Ann Arbor, Michigan, September 29-30, 1977. Of the eight replies to the correspondence, only one

article by Elizabeth Waters (1977) of the University of Dayton contained material relevant to this study of the role of the college supervisor. Another speaker, A. L. Sebaly (1977) of Western Michigan University, wrote a two-page letter as he had no copy of his paper readily available. In this letter, he briefly summarized in five short statements his findings from a study of the ERIC materials between the years 1967-77 seeking to identify the work of the college supervisor.

In the 1960 edition of the Encyclopedia of Education Research John Michaelis (1960, p. 1477) described the college supervisor as a "team man." He said that the college supervisor has become (1) a liaison person between the school system and the institutions of higher learning; (2) a resident "father-mentor" of sorts to the student teachers away from campus; (3) an "interpreter of college policies; (4) a resource person to the school teachers, and (5) a college instructor. Succinctly put, his role is that of a "team-man." Edgar Tanruther (1970) views the college supervisor as an official leader. He states, "It is his design that determines the characteristics of the program of practical or field-based experiences. Responsibility for the success of the program and the quality of teachers produced rests heavily on his shoulders" (p. 53).

These "team-man" and the official leadership role functions of the college supervisor were further identified by Florence Stratemeyer and Margaret Lindsey (1958) in their book Working with Student Teachers. They were reiterated by Stratemeyer (1964) in the Forty-Third Yearbook of the Association for Student Teaching. The authors of various

articles in this Yearbook attempted to describe the underlying duties of the role of the college supervisor as evidenced in the majority of institutions under survey. In the summary chapter of the Yearbook, Stratemeyer pointed out two central purposes of the college supervisor: (1) to facilitate continuity of the professional sequence in student teaching and in those aspects of the professional education that follow; and (2) to facilitate the efforts of the college faculty and the K-12 school staff to work in partnership and jointly contribute to the education of teachers. She states that these two central purposes are achieved through the college supervisor including in his activities such functions as:

a. Working with the Director of Student Teaching in making assignments of student teachers to schools and supervising teachers, including--
   -study of the student's record and talking with him and his college advisor
   -identification of appropriate laboratory situations
   -cooperative study of the student's needs and interests with the potential cooperating teacher
   -clarification with the building principal of points bearing on possible placement of the student

b. Providing specific guidance to a group of student teachers through--
   -group seminars to discuss problems relating to student teaching
   -supply of materials and resources to enhance the student teacher's work

c. Providing specific guidance to each student teacher through--
   -observation of his work in the classroom and school
   -individual conferences with the student to cooperatively analyze what was observed and plan for next steps
   -individual conferences with the supervising teacher
   -three-way conferences with the student and supervising teacher

d. Providing help to the group of supervising teachers working with student teachers for whose growth he is responsible (e.g., work conferences, workshops, seminars, and courses)

e. Providing help to individual supervising teachers through conferences, making materials and resources available, sharing background data on the student and his college work

f. Participating with other college supervisors in study and improvements of the student teaching program, including his own professional inservice growth

g. Interpreting, as occasion demands, the program and policies of the college to the personnel of the cooperating school and the school community

h. Communicating problems met by students and the concerns and feelings of supervising teachers to the appropriate college personnel; providing for cooperative efforts to improve the program of teacher education

i. Helping, as requested, with activities of the school or the supervising teacher's classroom (Stratemeyer, 1964, pp. 161-162).

In 1968 the Commission on Standards for Supervising Teachers and College Supervisors issued a position paper on The College Supervisor. It included a few more specific functions, in addition to Stratemeyer's list above, for the role of the college supervisor. It stated that while a college supervisor's responsibilities vary from one institution to another, he may hold or share any of the following responsibilities. Only those functions not mentioned by Stratemeyer are listed here:

1. . . . recommend reassignments when necessary

2. Orienting the student teachers to the school environment in which they will do their student teaching

3. Establishing and maintaining good relationships between colleges and cooperating schools

4. Acquainting cooperative school personnel with the philosophy, objectives, organization, and content of teacher education program

5. Learning the philosophy, objectives, organization, and content of the cooperating school program

6. Counseling with student teachers concerning problems of adjustment to their teaching role

7. Consulting with cooperating school personnel on curriculum, instructional, and organizational matters when requested (pp. 5-6).

In a paper presented at the Mid-West Professional Preparation Conference in Angola, Indiana, Jo Ann Price (1977) capitalized on Stratemeyer's list of functions for the role of the college supervisor. To this list she added a few more specific functions to further clarify the changing role of the college supervisor in field experiences. The additional specific functions include:

1. . . . conferring with colleagues teaching in the area of methodologies and supervising pre-student teaching field experiences

2. Matching student teachers with appropriate supervising teachers

3. Teaching methods course during first eight weeks of professional semester

4. A minimum of three-one-half day visits for observation of each student teacher

5. Establishing a tension-free atmosphere for the student teacher during the student teaching experience

6. Assuming a leadership role on the team (student teacher, supervising teacher, and university supervisor) which is concerned with the growth of the student teacher

7. Being actively involved in continuous and cooperative evaluation of the student teaching program and the progress of each student teacher in the program

   -administration of the Purdue Student Teacher Opinionnaire
   -completion of an open-ended evaluation instrument, re-student teaching, the student teaching program, the supervising teacher, and the university supervisor

   -completion of evaluation of instruments by the supervising teacher and the university supervisor mid-way through student teaching and at the conclusion of student teaching

8. Providing a follow-up of each student teacher through written and oral recommendations for job placement currently and in the future when requested

9. Providing assistance to individual supervising teachers through conferences, making materials and resources available, sharing background data on the student teacher and her university preparation, interpreting university educational programs and acting as a curriculum consultant and resource person for improving programs and the quality of instruction in the public school.

10. Maintaining open communication between the Director of Student Teaching and the Department (Price, 1977, pp. 13-15).

However, within a year after outlining the above mentioned role description, she further recommended that the college supervisor should be a consultant to cooperating teachers and train them to be skilled supervisors and evaluators of student teachers.

Of all the functions stated above for the role of the college supervisor, James A. Johnson (1974) emphasizes the consultant function. He recommends that the college supervisor should spend fifty percent of his worktime as a consultant on many aspects of teacher education--a consultant to administrators, teachers, student teachers,

student teaching supervisors, and perhaps even campus based programs.

A college supervisor should use his expertise effectively in administering the students' Teacher Education program rather than duplicating functions laterally. In this regard Joseph C. English specifies the following functions for the college supervisor's role:

1. He assists in the coordination of various aspects of the teacher education program. His main function will be that of evaluating the student teaching program in terms of a field concept of professional education or the total quality of the program.

2. He may act as a consultant to supervising teachers, administrative personnel, and student teachers on various aspects of improving their programs.

3. He may act in the capacity of a curriculum consultant in terms of suggesting intended learning outcomes of the teacher training program.

4. He may act as an interested observer when he is invited to the classroom. But rather than observe student teacher's presentation in terms of such items as his personal appearance, his rapport with students, his methodologies of motivation, his utilization of a textbook, and his ability to interest members of a class, the University Supervisor should concern himself with the sole achievement criterion of the student teacher to effect verbal interaction with his students.

5. He conducts an agency for learning, a clearing house for useful ideas and materials pertaining to teacher education effectiveness.

6. He publicizes and supports the teacher education program in order to generate the interest of other university specialists to contribute to the total efforts of the program.

7. He provides the legality to the program by contributing the services of his office to strengthen the relationship between the university and the public school (English, 1971, pp. 157-158).

Teaching or training others how to teach is not enough. It is

important for the college supervisor to upgrade his expertise. In this regard, Joseph Abruscato (1972, pp. 146-147) states that the college supervisor must actively study the latest research in teaching, in learning, in educational psychology, and in group processes. He must in addition get back into the classroom so as to refresh his mind concerning the realities faced by the school teachers.

In conclusion, according to the descriptions of the role of the college supervisor thus far, it becomes clearly evident that within the span of two decades, theoretically the role of the college supervisor has not changed greatly regardless of the emergence of different types of Teacher Education programs. It is also evident that it was the highly experienced teacher educators and college supervisors who issued these descriptions of the role of the college supervisor. These role descriptions are biased because they do not include the perceptions of the incumbent student teachers, cooperating teachers and principals who are also key members of the student teaching team. The applicability of these role functions depends on the degree of consensus on role expectations held by the college supervisors and by those with whom they interact closely in the student teaching program. Therefore, in the next section, selected recent research studies on the role of the college supervisor as perceived by the key members of the student teaching team are reviewed for the purpose of determining the practical role expectations of the college supervisor.

Selected Studies Based on Role Theory

Research very strongly complements theory that a college supervisor is an important person in the student teaching experiences.

Without him student teaching experiences will not be complete. Three studies specifically emphasized this point.

In a longitudinal study on the interpersonal relations of the student teaching triad which consisted of college supervisors, student teachers and cooperating teachers, Albert Yee (1968) found that the "college supervisor is the key person in the triad," and that he carries the greatest potential for influencing the interaction within the triad.

In another study at the University of Alabama, Denver Stringfellow (1973) states that according to both literature and survey responses the college supervisor has emerged as an important member of the student teaching team. He maintains that the college supervisor's major responsibilities are to assign the student teachers to schools and conduct seminars for them. He, like A. L. Sebaly, bemoans the fact that relatively little has been written for or about the college supervisor.

N. J. Frenzel (1977, pp. 14-17) conducted a study at the University of Wisconsin to determine the perceptions of those individuals relating directly to university supervisors. Altogether 226 student teachers, 251 cooperating teachers from early childhood, elementary, special education and secondary education, and 69 principals responded to the following six statements indicating their view of the role of the university supervisor.

1. The university supervisor is a hindrance to the student teacher and/or classroom supervisor. Rather than being of help the university supervisor is a deterrent to a student teacher. This role should be discontinued.

2. The university supervisor serves no real function. Although not hindering effective student teaching, the university supervisor adds little of worth.

3. The university supervisor contributes in a small way to the student teaching experience. A university supervisor is good to have, but the student teaching experience would suffer little if this position were discontinued.

4. The university supervisor contributes somewhat to the student teaching experiences. The major function of the university supervisor should be to visit the school only when problems have developed which the classroom supervisor and student teacher cannot resolve.

5. The university supervisor is an asset to the student teaching experience. Regular visits and conferences with the university supervisor make an impact on what happens in the student teacher's classroom.

6. The university supervisor is an essential component in the student teaching experience. Not to have the university supervisor would severely weaken the student teaching experience. The university supervisor provides a key link in the instructional relationship between required university courses and field experiences.

Table 2 represents the responses of student teachers, classroom supervisors and principals to Frenzel's questionnaire. Of the 546 respondents, the highest percentage of each group (student teachers, 37.61 percent; classroom supervisors, 35.46 percent; and principals, 50.72 percent) selected item 5, thus emphasizing that the university supervisor is a key part of the student teaching experience. Two of the three groups (classroom supervisors, 31.08 percent; and principals, 33.33 percent) selected item 6 as the second highest, thus indicating that the university supervisor is an essential component in the student teaching experience, and not to have him would severely weaken

TABLE 2: Responses of All Groups to Frenzel's Study of the College Supervisor

	Student Teachers		Classroom Supervisors		Principals		Total	
	Responses N = 226	Percent	Number of Responses N = 251	Percent	Number of Responses N = 69	Percent	Number of Responses N = 546	Percent
Item 1	8	3.54	2	0.80	0	0.00	10	1.83
Item 2	18	7.96	6	2.39	0	0.00	24	4.40
Item 3	39	17.26	35	13.94	5	7.25	79	14.47
Item 4	41	18.14	41	16.33	6	8.70	88	16.12
Item 5	85	37.61	89	35.46	35	50.72	209	38.28
Item 6	35	15.49	78	31.08	23	33.33	136	24.91

the student teaching experience. As a total group, 209 (38.28 percent) respondents selected item 5 and 136 (24.91 percent) selected item 6. In contrast to these results, very small percentages of two groups (student teachers, 3.54 percent and 7.96 percent; and classroom supervisors 0.80 percent and 2.39 percent) and none of the principals selected items 1 and 2 respectively, which state that the university supervisor is a hindrance and of no real function to the teaching experience. In his conclusion, Frenzel stated that the university supervisor is the key member in the student teaching experiences and that the university should continue to provide supervisors who will insure a quality student teaching program.

The position of a college supervisor is a very important one in the student teaching program. It is, therefore, equally important that the person who occupies this position has the personality characteristics and professional qualifications to maintain good interpersonal relations with student teachers, cooperating teachers and principals, and to operate a quality student teaching program. At least

three studies attempted to find out what personal and professional qualifications are essential for a college supervisor.

Harvey Freed (1976) at Temple University used a questionnaire method to collect data from supervisors, principals, cooperating teachers and student teachers on important personal traits which itemized personality characteristics, and on role expectations of a college supervisor. The findings of this study indicated that three out of the four groups ranked "supportive" trait as most desired. Other traits considered highly important were "empathetic," "tactful," "patient," and "objective." Regarding the role expectations, the study indicated that (1) the supervisor's relationships with the student teacher were the most highly rated in importance; (2) the supervisor should be mainly concerned with the professional development of the student teacher; and (3) the supervisor should not be concerned with the principal's responsibilities at the cooperating school. Also, there were significant differences in expected roles related to the supervisor and the cooperating teacher. Supervisors and student teachers indicated that there must be more supervisory input into the selection and evaluation of cooperating teachers and schools. However, principals and cooperating teachers indicated that the supervisor should not be concerned with these aspects of the practicum. Student teachers commented that these differences in opinion created many problems for them.

George Youstra (1970) administered a questionnaire containing twenty-eight criteria for the selection of college supervisors. A total of 168 members of the Southeastern Regional Association for

Student Teaching and 32 cooperating teachers participated in this study. These participants were from 102 institutions of higher education in the ten Southeastern states of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia. The results of the study indicated that a majority of the respondents considered 20 of the 28 criteria "basic, necessary requirements" for college supervisors. The 20 items dealt with both personality characteristics and professional qualifications of a college supervisor.

The conclusions of Albert Yee's (1968) longitudinal study mentioned earlier also indicated that appropriate personality characteristics are essential to fruitful interactions. He stated that insufficient time was spent in the initial stages to develop mutual perceptions of the triadic relationship; there is need for the members of the triad to perceive the student teaching experience as an interaction of the three working together if it is to be an effective program; and better methods be sought to bring about a compatible match on the basis of personality characteristics, teacher behavior, and group interaction.

A college supervisor is an important person, and he must have "supportive" personality characteristics which are very important to maintain positive interpersonal relations with the student teachers, cooperating teachers and principals. Should he be a subject matter specialist or a process oriented generalist? The following two studies show contradictory results. One maintains he should be a generalist, while the other hints that there is no significant difference whether he is a generalist or a specialist.

Upon examining the role elements of a full time college supervisor in a newly formed off-campus setting, Walter Crocker (1972) found that a process oriented generalist supervisor is more useful to both the school district and the college than a higher number of subject area specialists. Crocker recommended that further studies on the efficacy of a K-12 generalist supervisor should be encouraged.

Roger Beaumont (1973) conducted a study on the effectiveness of the generalist versus the specialist college supervisor of secondary student teachers in relation to a particular subject area, in correspondence to some functions more than to others, and in fulfilling his responsibilities in a given student teaching program. This study involved 203 student teachers, 203 cooperating teachers and 92 principals associated with two state universities. They recorded their perceptions on three parallel rating forms designed to rate their effectiveness of 26 college supervisors. The conclusions of the study showed that there were no significant differences in the perceptions of the respondents in the effectiveness of the specialist or generalist college supervisor (1) in relation to subject matter except possibly in the area of social studies; (2) in relation to various functions defined in his role, nor in one function over another; and (3) in fulfilling his responsibilities in a given student teaching program.

Several other studies have been conducted on various facets of the role of the college supervisor. They dealt with functions which include administrative, liaison, instructional, and supervisory and evaluational facets of the role of the college supervisor. To add

further insight to the present study, brief summaries of selected studies which employed role theory on the above mentioned facets of the role are included here.

William Bennie (1966) reported a survey conducted with 120 supervising teachers concerning their reactions to the responsibilities of the college supervisor. The supervising teachers reported that they felt the college supervisor should:

1. Visit the classroom of the supervising teacher frequently enough to become acquainted with the students and their teaching practices.

2. Provide the supervising teacher with pertinent information about the student teacher.

3. Share responsibility of evaluation of the student teacher with the principal, the supervising teacher, and the student teacher.

4. Help the supervising teacher understand and play his role in the student teaching program.

5. Help the supervising teacher and the student teacher resolve any problems which develop in the student teaching experience.

6. Acquaint the supervising teacher with what is expected from student teacher--diaries, evaluations, reports, and the like.

7. Be willing and able to make suggestions for the improvement of instruction in the classroom of the supervising teacher.

8. Help the supervising teacher and the principal provide opportunities for the student teacher to participate in varied and extensive activities in the total school program.

9. Provide source of information as requested by the supervising teacher or the student teacher.

10. Observe the prospective supervising teacher in action several times prior to any student teaching assignment.

11. Place the student teacher with the supervising teacher who can provide high quality teaching experience.

12. Help the principal in his preparation for the induction of the student teacher into his school program.

13. Consult and advise with the student teacher as the occasion dictates.

14. Observe the student teacher in action and follow the observations with a three-or-four way conference.

15. Help the college understand and discharge its responsibilities to the student teaching program in the laboratory and cooperating school (Bennie, 1966, p. 46).

Leonard Kaplan (1967) analyzed the role of the college supervisor at the elementary school level as perceived by the incumbent members of the student teaching triad. The study instrument he used designated behaviors expected of college supervisors and contained forty items with a four point response scale ranging from "absolutely must" to "absolutely should not." He used Chi-Square procedures to analyze the data and found significant differences among student teachers, cooperating teachers and college supervisors in their perceptions of the role of the college supervisor. His findings indicated three major factors which the three groups viewed as contributing to the lack of agreement: (1) different perceptions of the role of the college supervisor in evaluation and in acting as a resource consultant; (2) the incumbent members of the triad lacked awareness as to the expectations held for the role of the college supervisors; and (3) a lack of communication within and between the three groups.

In addition to examining the role of the college supervisor as a

generalist, Crocker (1972) further examined eight other facets of the role: supervision, seminars, in-service activities, field experiences, preservice center, service to the college, administrative duties and responsibilities, time and motion, and the role of the college in the development of pre-service field centers. Data concerning the role elements were recorded daily. Number of verbal interactions, types of activities, mileage, time consumption and actions taken were examined quantitatively. School personnel and student teachers assisted in the qualitative analysis of the role. The results of this study showed that (1) the center approach was considered superior to the former "transient" approach; and (2) great improvements were made in areas of higher frequency of visits, improved communications, availability of the supervisor, usefulness of his presence, and reduced travel time. Some of the necessary conditions Crocker listed for a successful field oriented supervisory role include:

1. A small geographic area in which supervision takes place.
2. Few or no campus duties.
3. An assignment of no more than twenty student teachers.
4. A supporting organization such as the center idea.
5. Accessibility to subject matter people at the college.
6. Opportunity to discuss the role with other supervisors on a regular basis.

Some of Crocker's recommendations include:

1. Further attempts should be undertaken to create more awareness on the part of the total college staff as to what field experiences are being developed and to encourage further cooperation.

2. The position of the college supervisor should be upgraded in both financial and status areas. It should be made a desirable career position in and of itself.

3. Periodically as many college personnel as possible should return to the "front lines" to renew their acquaintance with public school teaching-learning. Public school people could profit by an exchange program also.

4. Broad, clearly defined role definitions need to be made and disseminated.

Rodney Petty (1965) analyzed the role of the college supervisor in the student teaching program at the University of Oregon as perceived by seven incumbent status groups--elementary and secondary student teachers, elementary and secondary cooperating teachers, elementary and secondary school principals, and college supervisors. He attempted to find out if the incumbents within any of these status groups held common expectations for the college supervisor. He discovered that although there was consensus between and within the groups with whom the college supervisor normally interacted, role conflict did exist in a number of instances on the items studied and to a large enough degree to be of concern to the incumbents involved in the study.

College supervisor practices in Kentucky were compared with those followed by college supervisors in Texas and with those recommended by national authorities. For this study, Glynn Creamer (1974) used a questionnaire method to determine the emphasis on practice of the college supervisors pertaining to student teachers, cooperating teachers and principals. A total of 67 percent of the state presidents of the Association of Teacher Education (ATE) and 81 percent of Kentucky secondary supervisors participated in the study. T-test for

two independent samples was used to analyze the data. The results of the study showed that (1) there were no significant differences between the emphasis of supervisory practices by the state presidents of the ATE and by Kentucky college supervisors, (2) there were no significant differences between the emphasis of supervisory practices of special and general supervisors, but there were significant differences between the use of supervisory practices reported by Texas supervisors in 1968 and such use by Kentucky supervisors. The conclusion of this study was that the special and general Kentucky supervisors were using the practices recommended by national authorities equally well, and to a higher degree than did Texas supervisors in 1968.

Another study examined the role of the college supervisor with specific reference to six categories of the role: Administrative Functions, Establishing Liaison, Instruction, Providing Leadership, Evaluation, and the last category was entitled General. Altogether 184 student teachers, 160 cooperating teachers, 18 college supervisors and 28 school principals associated with the Student Teaching Program at Memorial University of Newfoundland, Canada, responded to the questionnaire. Ernest Cluett (1977) used the Chi-Square test of significance for 'k' independent samples as the statistical treatment for this study. The results of the study showed lack of consensus among the four groups mainly in the areas of role expectations associated with Evaluation and Administration. Some lack of consensus was also evident in the remaining four categories. An analysis of these responses displaying a lack of consensus showed that the four groups were in opposition with respect to their expectations of the role of the college supervisor.

A follow-up interview with 20 student teachers, 20 cooperating teachers, 5 college supervisors and 5 principals randomly selected from those who completed the questionnaire revealed that all groups perceived the college supervisor as the overall coordinator for the student teaching system and the best person to perform the vital function of linking the school and the university in the provision of field experiences. Cluett stated that the college supervisor was seen as primarily concerned with mediating disputes; briefing participants in the program; and sharing with others the responsibility for supervising, advising and evaluating student teachers, but he was not seen as an expert on teaching or as an expert in the content areas. The college supervisor was viewed as the pragmatic expert in relation to the practicalities and constraints of the school situation.

Cluett further stated that the four groups expressed varying degrees of consensus relative to the college supervisor selecting cooperating teachers, evaluating them, and involving other school and college personnel in supervising and advising student teachers. This variation centered around the jurisdictional and legal prerogatives of the principal's primary role as principal of the school. The college supervisor was not seen as the decision maker in these areas.

In another study, a modified form of Kaplan's role expectation instrument with 40 items was administered by Mary Ashby (1973) to 64 cooperating teachers, 63 student teachers and 13 college supervisors to determine the role of the college supervisor at Fordham University. Also, follow-up interviews were conducted with 10 cooperating teachers, 10 student teachers and 5 college supervisors to determine perceived

reasons for discrepancies in the degree of consensus among and within the three groups in their expectations for the role of the college supervisor. The major findings included: (1) there was higher percentage of consensus among the groups for the role of the Fordham College Supervisor for 38 out of 40 items on the instrument; (2) communication among the role agents in the Fordham program concerning the role of the college supervisor was good; (3a) college supervisors and cooperating teachers favored that college supervisors should look over the student teachers' daily lesson plans and units; student teachers did not; (3b) college supervisors favored use of videotaping as an evaluating technique; student teachers did not; and (4) the three groups favored the expectation that the college supervisor should visit the student teacher in the cooperating public school each week. They did not favor the twice a month or three to five visits a semester.

The actual and the ideal role of the college supervisor as perceived by 182 student teachers, 73 cooperating teachers, 60 college supervisors and 30 directors of student teaching from 29 colleges offering undergraduate and graduate elementary education programs in student teaching was undertaken by Dorothea Kunde (1973). The findings of this study suggested that all groups viewed the actual role as it was presently constituted in about the same way. However, the ideal supervisor was seen differently by the groups. All groups significantly differed from the viewpoint expressed by the directors of student teaching. The directors and the supervisors were farthest apart in their perceptions of the ideal. There was agreement among the

respondents (other than the directors) for the expectations of the ideal role. Kunde attributed these inconsistencies to the differential perceptions of the directors and all other role incumbents, and to the present lack of a clear role definition of a college supervisor.

The term "supervisor" in college supervisor indicates that in addition to other responsibilities he personally visits the classroom of the student teacher to observe the student teacher in action; record data and facilitate feedback to help the student teacher improve his teaching performance. Is it really essential for the college supervisor to visit the student teacher's classroom? While Frenzel (1977), discussed earlier, indicated that it was, two other studies indicated otherwise.

Betty Ann Burkland (1972) explored the visitation versus non-visitation supervisory procedures in student teaching. She used two treatment groups. The first group consisting of thirty student teachers did not receive a visit from the college supervisor but did receive the three supervisory procedures developed for the study. The second group also consisting of 30 student teachers received two supervisory visits. Each supervisory procedure included "content to be conveyed in a message, the vehicle(s) by which the university supervisor sent the specified content, and the time during student teaching when the message was sent and the response was to be returned." All student teachers received the same minimum content and were requested to do the same assignments. Non-visit group received the content in the form of mimeographed materials and audio-taped recordings. The university professor chose the vehicles to transmit the content to the visit group, and used them during the first visit.

Data from students included lesson plans, audio recordings of lessons, response sheets, reaction forms, and additional materials volunteered by students. Cooperating teachers and university supervisors also provided reaction forms. A two-way analysis of variance, a z test, p test, t test and descriptive statistics were used to analyze the data. The results of this study showed that no significant differences were found for 69 of the 91 analyses. In 12 instances the non-visit group had significantly higher scores, and in 10 instances the reverse was true. According to Burklund, the implications of the results included; (1) non-visitation supervisory procedures for selected areas of student teaching supervision may be used in place of a visit; (2) clear and valid statements of evaluation feedback from supervisors is important; (3) supervisors need to portray clearly through effective evaluative feedback what can be seen from evidence received via non-visitation methods; and (4) student teachers and cooperating teachers need help in recognizing the importance of taking responsibility for sharing evidence of teaching behavior with the university professor and for planning three-way evaluations, recognizing the importance of periodic evaluations, and communicating clearly what is expected of the university supervisor. Burklund suggested that time is requisite for participants to change role expectations and develop new supervisory skills.

The effects of the university supervisor on the performance and adjustment of student teachers was studied by June Morris (1972). The study involved 96 student teachers, 15 university supervisors, 98 cooperating teachers and 3,318 secondary students. Fifty student

teachers in the control group did not experience any of the normal supervisory functions of a university supervisor such as observations, conferences, seminars, and evaluations as did those 46 student teachers in the experimental group. To measure performance, cooperating teachers, student teachers, and secondary students responded to the Purdue Teacher Evaluation Scale. Adjustment was measured by self-ratings on the Purdue Student Teacher Opinionnaire. The conclusions of the study showed that there were no significant differences (1) between the classroom performance of student teachers, and (2) between the adjustment of student teachers whether or not they experienced normal supervisory functions of a university supervisor. In fact, the control group perceived that it performed better than the experiemental group in matters of student-teacher communication, methods and procedures.

On the basis of these conclusions, Morris recommended that (1) the university supervisor be retained to function primarily in the liaison role, and that he should be available for counseling with student teachers when the need arises; (2) the university supervisor be employed in a position to provide in-service education for school personnel in the art of providing supervision to student teachers; and (3) new patterns of university supervision such as the use of tapes and video-tapes, closed-circuit television, and interaction analysis be researched to determine need for involving the university supervisor in direct supervision of student teachers.

With regard to professional development or improvement of the college supervisor, no specific studies were conducted on this topic. However, some of the studies stated above briefly alluded to the fact

that the college supervisor should be a member of the professional organizations, write and publish articles on student teaching and teacher improvement, and assist in conducting follow-up studies of the current student teaching program/s on campus and make necessary changes.

Finally, from a study of the ERIC materials between the years 1967-77 seeking to identify the work of the college supervisor, A, L. Sebaly (1977) found that:

1. There apparently is no theory among college supervisors upon which the supervision is based.

2. There is conflicting evidence about the value of college supervisors working with student teachers. One strain of evidence indicates that, as far as improving the competencies of the student teachers in the classroom, the college supervisor makes little or no contribution to the development of this competency.

3. There has been some study about the relationship of the student teachers, the college supervisor and the supervising teacher. These studies examine the triad and come up with mixed conclusions.

4. The evidence indicates that there may be more part-time college supervisors of student teachers than there are regular college or university staff. This was especially true in the larger institutions.

5. College supervisors, in evaluating their role, seem to mention that they cover more non-professional activities than professional--for instance, miles traveled per week, number of school buildings visited and paper work.

The general conclusion according to Sebaly was that the college supervisor was a facilitator, a classification that does not fit any of the regular university ranks.

In conclusion, this section of the chapter has dealt with literature and research studies on the role of the college supervisor in the

public institutions of higher education. Everyone involved in the student teaching programs regards the college supervisor as an important person and as an asset to the programs. Therefore, it is essential for the college supervisor to possess "supportive" traits of personality complemented with high academic qualifications so that he can maintain positive interpersonal relations with participants in the programs and operate a quality student teaching program. Both theory and research complement each other on the liaison aspects of the role of the college supervisor. As for any other aspects of the role (such as administration, instruction, supervision and evaluation) the expectations varied among participants. This variation in expectations was a function of the institution, the group, the types and the levels of schools to which the participants belonged. However, repeatedly it was pointed out that the inconsistencies to the differential perceptions of the role of the college supervisor was due to a lack of awareness as to the expectations held for the role of the college supervisor, and a lack of a clear role definition of the college supervisor. This is the state of the college supervisor's role in the public institutions.

Would the role of the college supervisor be the same in parochial institutions, especially in the SDA institutions? These institutions are guided by a common SDA universal philosophy of education, the people in them believe in the same biblical doctrines, and operate somewhat similar teacher education and student teaching programs. It was suspected that because of these common elements among the SDA's, there would be no significant differences among the respondents in their expectations for the role of the college supervisor and that there is

high degree of role relationship among them. Making use of the information available from the public institutions for its background, the present study made an attempt to examine the role of the college supervisor in the SDA institutions in the U.S. relative to selected aspects of the role of the college supervisor, namely, personality characteristics, planning and organization, instruction and supervision, and program and professional improvement, so that the information thus generated may be used to improve the interaction processes among the participants in the student teaching programs at these institutions.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to determine the expectations of the role of the college supervisor in the ten Seventh-day Adventist (SDA) institutions as perceived by incumbent college supervisors, student teachers, cooperating teachers and principals associated with the student teaching programs at these institutions. In the following sections of this chapter, the data collection procedures, demographic characteristics of the sample, development of the questionnaire, the independent variables, the research hypotheses, and the statistical procedures chosen to test the hypotheses are described.

Data Collection Procedures

The procedures for collecting the data are illustrated by the following calendar outline:

July 12, 1977:	Approval was obtained from the Office of Education in the General Conference of the SDA's in Washington, D.C., to conduct this study in the SDA institutions in the U.S. (See Appendix H).
May 21, 1978:	Proposal for this study was approved by the members of the doctoral guidance committee.
May 25 - June 10 1978:	Pilot study was conducted at Michigan State University to determine the adequacy of the initial questionnaire prepared for the study.
June 20, 1978:	The Office of Education in the General Conference sent letters to the Directors of Student Teaching at the ten SDA institutions endorsing this study and requesting their cooperation in collecting data (See Appendix H).
June 28, 1978:	A preliminary questionnaire was mailed to the ten Directors of Student Teaching

requesting (1) information about the teacher education and student teaching programs at the institution, (2) the number of college supervisors, student teachers, cooperating teachers and principals who will be associated with the student teaching programs for Fall term or first semester of 1978-79 school year, and (3) their cooperation to distribute the study questionnaires and collect the data from the above four groups. All ten Directors agreed to cooperate and help (See Appendix F).

Sept. 10, 1978: Required number of copies of the role expectation questionnaire were bulk-mailed to the Directors of Student Teaching to distribute to the respective members in the four groups during the Fall term or first semester of 1978-79 school year.

Oct. 1, 1978-Feb. 28, 1979: Data collection continued. First reminder was sent in October 1978. Second reminder was sent to some of the Directors requesting them to kindly return all the data they were able to collect.

An attempt was made to get all the college supervisors, student teachers, cooperating teachers and principals associated with the student teaching programs at the ten SDA institutions during the Fall term or first semester of 1978-79 school year to respond to the questionnaire. According to the information received from the ten Directors of Student Teaching, questionnaires were distributed to 30 college supervisors, 137 student teachers, 137 cooperating teachers and 69 principals. Table 3 shows the status of the questionnaire for the four groups at each of the ten institutions. By the February 29, 1979 deadline, 29 (97 percent) college supervisors, 98 (72 percent) student teachers, 94 (69 percent) cooperating teachers and 42 (61 percent) principals responded to the questionnaire. The figures in the OUT columns of Table 3 represent the number of questionnaires distributed to each group, and those in the IN columns represent the actual

TABLE 3: Status of Questionnaire Distribution and Returns from the Ten SDA Institutions.

Institution	College Supervisors		Student Teachers		Cooperating Teachers		Principals		TOTAL	
	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN
# 1	2	2 (100)	21	21 (100)	25	22 (88)	13	11 (85)	61	56 (92)
# 2	4	4 (100)	6	6 (100)	6	2 (33)	4	1 (25)	20	13 (65)
# 3	3	3 (100)	7	5 (71)	7	4 (57)	4	3 (75)	21	15 (71)
# 4	4	4 (100)	17	7 (41)	18	18 (100)	14	5 (36)	53	34 (64)
# 5	2	2 (100)	8	6 (75)	8	4 (50)	2	2 (100)	20	14 (70)
# 6	2	2 (100)	10	3 (30)	10	0 (00)	3	1 (33)	25	6 (24)
# 7	4	4 (100)	23	18 (78)	18	13 (72)	9	3 (33)	54	38 (70)
# 8	2	2 (100)	9	4 (44)	9	4 (44)	5	4 (80)	25	14 (14)
# 9	5	4 (80)	20	13 (65)	20	13 (65)	4	2 (50)	49	32 (65)
#10	2	2 (100)	16	15 (94)	16	14 (88)	11	10 (91)	45	41 (91)
TOTAL	30	29 (97)	137	98 (72)	137	94 (69)	69	42 (61)	373	263 (71)

number of people who responded to the questionnaire. The percentages of returns range from 92 percent for institution one to 24 percent for institution six. The percentages are rounded to whole figures.

Demographic Characteristics of the Sample

College Supervisors

A total of 29 college supervisors responded to the questionnaire. This group included 18 males and 11 females, with an average of ten years of experience as a college supervisor. Over half of the individuals (18 of 29) were 45-54 years old, and only three were 44 years or younger. All members of this group have earned the equivalent of a master's degree; 19 have completed the doctorate (Ph.D. or Ed.D.).

Table 4 summarizes the professional background of this group, and the approximate number of student teachers they have supervised. Twenty-eight of the college supervisors had at least three years of experience as elementary or secondary school teachers in public or SDA schools, 18 served as principals at these levels, and six served as cooperating teachers during this stage of their career. In addition, 12 college supervisors have supervised 50 or less student teachers, six supervised 41-250 student teachers, and seven supervised more than 250 student teachers.

Student Teachers

A total of 98 student teachers responded to the questionnaire. This group included 30 males and 68 females with an average age of 22 years. Seventy-eight student teachers were in the age bracket of 19-24 years, sixteen in 25-34 years, and four above 34 years. Table 5 summarizes the placement of student teachers according to the types, levels and locations of schools at the ten institutions. The table

TABLE 4: Professional Experiences of College Supervisors*

		No. of years in position					Total	Approximate number of student teachers supervised			
		1 - 5	6 - 10	11 - 15	Over 15	No data		50 or less	51-250	Over 250	Not sure
Males (n = 18)	College Supervisor	4 (14)	9 (31)	1 (3)	3 (10)	1 (3)	18 (62)	5 (17)	5 (17)	6 (21)	2 (7)
	Teacher	3 (10)	6 (21)	3 (10)	4 (14)	2 (7)					
	Principal	4 (14)	7 (24)	1 (3)	3 (10)	3 (10)					
	Cooperating Teacher	2 (7)	1 (3)								
Females (n = 11)	College Supervisor	7 (24)	1 (3)		3 (10)		11 (38)	7 (24)	1 (3)	1 (3)	2 (7)
	Teacher		1 (3)	6 (21)	4 (14)						
	Principal	1 (3)	1 (3)	1 (3)		8 (28)					
	Cooperating Teacher		2 (7)		1 (3)	8 (28)					
							29 (100)	12 (41)	6 (21)	7 (24)	4 (14)

* Numbers in parentheses are percentages to the nearest whole number out of the total 29 college supervisors

TABLE 5: Placement of Student Teachers According to Types, Levels and Locations of Schools and their Grade Point Average at the Time of Student Teaching at the Ten Institutions.

		Public Schools						SDA Schools						Both Schools				Total	Grade Point Average (GPA)							
		Elem.		Sec.		K-12		Elem.		Sec.		K-12		Elem.		Sec.			2.00-2.50		2.51-2.99		3.00-3.50		3.51-4.00	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Institutions	#1	1		3	4				3	3	6						1	21			2	3	2	7	3	4
	#2		1		2				1		1		1					6				4		1		1
	#3			1					3		1							5						4	1	
	#4	1	2	1	1			1		1								7			1	1		1	3	1
	#5		1						1					4				6				2		2		2
	#6		1	1								1						3					2			1
	#7		3	1		1	2	1	6	1	1	2						18		1	1	3	3	6	2	2
	#8		1		1				1	1								4			1			2		1
	#9				3			2	3	1	3		1					13		1		1	2	3	1	5
	#10		2	1				1	7	4								15	1		1	1	1	7	3	1
Total		2	11	8	11	1	2	5	25	11	12	3	2	4		1		98	1	2	6	15	10	33	13	18
Urban			3	1	3		1	1	3	5	2		1					20								
Suburban		2	4	2	4		1	3	11	1	4	1	1	4		1		39								
Rural			4	5	4	1		1	11	5	6	2						39								
Total		2	11	8	11	1	2	5	25	11	12	3	2	4		1		98								

also shows their GPA at the start of student teaching. Thirty-five student teachers were placed in public schools, 58 in SDA schools, and five taught at both types of schools. Locationwise, 20 student teachers taught in urban schools, 39 in suburban schools, and the remaining 39 in rural schools. Scholastically, 31 student teachers had a GPA between 3.51-4.00, forty-three had a GPA between 3.00-3.50, twenty-one had a GPA between 2.51-2.99, and three had a GPA between 2.00-2.50.

Cooperating Teachers

Ninety-four cooperating teachers responded to the questionnaire. This group included 38 males and 56 females with an average of 12 years of experience as a teacher, and six years as a cooperating teacher. Almost three-fourths of the individuals (70 of 94) were under 44 years old. Twenty-four teachers were 45-64 years old. All members of this group have earned a bachelor's degree--34 in public institutions and 60 in SDA institutions. In addition, 48 of these teachers had earned a master's degree--36 in public institutions and 12 in SDA institutions.

Table 6 summarizes the professional background of this group and the approximate number of student teachers they have supervised. Thirteen teachers taught in public schools at least three years prior to accepting a teaching position in SDA schools. Sixty-five teachers have served at least five years as cooperating teachers, and fifteen have served for about ten years.

Principals

Forty-two principals responded to the questionnaire. This group included 38 males and 4 females with an average of 11 years of experience as a principal. About half of the principals (22 of 42)

TABLE 6: Professional Experiences of Cooperating Teachers*

		No. of years in position					Total
		1 - 5	6 - 10	11 - 15	Over 15	No data	
Males (n = 39)	Teacher	4 (4)	13 (14)	9 (10)	10 (11)	3 (3)	
	Cooperating Teacher	27 (29)	6 (6)	3 (3)		3 (3)	39 (41)
	No. of ST** Supervised	25 (27)	7 (7)	3 (3)	1 (1)	3 (3)	
Females (n = 55)	Teacher	13 (14)	20 (21)	8 (9)	13 (14)	1 (1)	
	Cooperating Teacher	41 (44)	10 (11)	1 (1)	3 (3)		55 (59)
	No. of ST** Supervised	39 (42)	8 (9)	3 (3)	3 (3)	2 (2)	
* Number in parentheses are percentages to the nearest whole number out of the 94 cooperating teachers.							94 (100)

** ST = Student Teachers; the figures in this row indicate the number of cooperating teachers who have supervised student teachers, e.g., 25 male cooperating teachers supervised approximately 1- 5 student teachers each.

TABLE 7: Professional Experiences of Principals*

		No. of years in position					Total
		1 - 5	6 - 10	11 - 15	Over 15	No data	
Males (n = 38)	Principal	8 (19)	14 (33)	9 (21)	7 (17)		
	Teacher	11 (26)	11 (26)	9 (21)	3 (7)	4 (10)	38 (90)
	Cooperating Teacher	9 (21)	2 (5)			23 (55)	
Females (n = 4)	Principal	2 (5)			2 (5)		
	Teacher	1 (2)	2 (5)		1 (2)		4 (10)
	Cooperating Teacher	1 (5)	1 (5)			2 (5)	
* Numbers in parentheses are percentages to the nearest whole number out of the total 42 principals.							42 (100)

were above 45 years old, and 20 were 44 or younger. All members of this group have earned a bachelor's degree; 32 have completed a master's degree, one the Ed.S. degree, and three the doctorate (Ph.D.).

Table 7 summarizes the professional background of this group. Thirty-eight principals taught in public or SDA schools prior to being promoted to principalship. Thirteen principals had also served as cooperating teachers during their teaching career.

Development of the Role Expectation Questionnaire

Introduction

There are four major methods of collecting data for a survey study: (a) mail questionnaire, (b) personal interviews, (c) direct observation, and (d) laboratory test. For a study involving respondents over an entire country, Des Raj (1972) recommends the use of mail questionnaire method to collect data. This method has four advantages: (a) economy of finances and time, (b) impersonal nature of the questionnaire, (c) the anonimity of the respondents, and (d) the standardization of the questionnaire. The two major drawbacks of this method are: (a) the respondents may misunderstand or misinterpret the questions, and (b) there is often difficulty in obtaining a high percentage of returns from the respondents. However, the advantages offset the drawbacks sufficiently to enable adequately reliable data to serve the purpose of the study. Hence, this study made use of the mail questionnaire method to collect data.

In constructing the role expectation questionnaire, it is necessary to offset the problems of physical make-up and ambiguity of the items therein. Practical suggestions offered by Raj (1972), Jum

Nunnally (1978), and Claire Selltiz (1961) relative to the design of the forms, question order, question content, question wording, and question types were used in constructing the questionnaire for this study. In addition, the literature and the research studies reviewed in Chapter II identified a number of role expectations for the role of the college supervisor that were helpful in developing the set of expectations included in the questionnaire.

The college supervisor role expectation questionnaire initially developed for this study contained 105 items classified under eight subscales. Each subscale or group of items represented a single underlying perception. The titles of the eight subscales were: personality characteristics, professional characteristics, administrative activities, liaison, instruction, evaluation, program development, and professional development. A six-point Likert scale was used ranging 0 to 5 corresponding to "completely disagree," "mostly disagree," "slightly disagree," "slightly agree," "mostly agree," and "completely agree."

Pilot Study

The initial role expectation questionnaire described above was sent to 40 people (10 college supervisors, 10 cooperating teachers, 10 student teachers and 5 principals associated with the Division of Student Teaching and Professional Development at Michigan State University, and to five SDA educators in the U.S.) in May 1978. They were requested to do three things: (1) respond to each item by circling one of the six responses they would select, (2) put a check beside the item which they felt was ambiguous or repetitious, and make the necessary changes, and (3) include new items which they felt should

be considered in the study.

Altogether 19 people responded to the questionnaire. With this data base an attempt was made to confirm the presence of the eight subscales. This was done by examining the correlation coefficients between items, and the coefficient alphas of the subscales. Due to a lack of adequate number of returns from the pilot study sample, these computations did not yield profitable results to help modify the questionnaire. However, the suggestions written on the questionnaires by the 19 respondents helped in making several changes in the questionnaire. Many items were discarded from subscales one and two, and these subscales were combined into one under a new title. Several items in the other subscales were rephrased, others were discarded. The result of these changes was a modified questionnaire with 72 items listed under seven subscales: personal and professional characteristics, administration, liaison, instruction, evaluation, program development, and professional development. The same six-point Likert scale response pattern used for the initial questionnaire was also used here. This modified questionnaire was sent to the ten institutions to collect data for this study.

The complete modified role expectation questionnaire packet sent to the ten SDA institutions included a cover letter, an optical scanning answer sheet, the study questionnaire, and an envelope. The cover letter outlined the general nature of the study, an invitation to get involved in the study, and specific directions to follow in responding to the items in the questionnaire. The optical scanning sheet served two purposes--on one side to record the responses to the items in the questionnaire, and on the reverse side to provide

additional demographic data that was requested. The questionnaire had two sections--section I contained eight items requesting information such as sex, age, marital status, institution associated with, position, type of school, level of school, and religion. Section II contained 72 items identifying the expectations of the role of the college supervisor. The envelope was provided in which to enclose the completed answer sheet prior to handing it to the Director of Student Teaching at the respective ten SDA institutions. (For a complete role expectation questionnaire, see Appendix G.)

Identifying Subscales within the Modified Questionnaire

By the February 28, 1979 deadline, 263 (71 percent) of the 373 questionnaires were returned. These questionnaires served as the data base of the present study. In four different steps an attempt was made to confirm the subscales and revise the questionnaire.

In step one, inter-item correlation matrices and standard score alpha coefficients, following similar steps used to analyze the pilot study data, were computed in an effort to confirm the unidimensionality and relative independence of the seven subscales in the questionnaire. The results of this program showed low correlation coefficients between some of the items within subscales. It also revealed high correlation coefficients among the subscales. Table 8 shows the inter-subscale correlations corrected for attenuation due to unreliability. The main values in the diagonal represent the standard score alpha coefficients of reliability of each subscale. These results necessitated revising the questionnaire.

Since the computations failed to confirm the presence of the seven subscales, in step two, the data were factor analyzed to determine

TABLE 8: Reliability and Inter-Subscale Correlations for the Seven Subscales in the Modified Questionnaire

Subscale	1	2	3	4	5	6	7
1. Personal and Professional Characteristics	.57	.63	.54	.59	.51	.47	.45
2. Administration		.82	.72	.71	.75	.59	.52
3. Liaison			.78	.91	.85	.74	.59
4. Instruction				.84	.87	.72	.64
5. Evaluation					.78	.76	.67
6. Program Development						.80	.85
7. Professional Development							.85

the number of subscales that might be present. Three, four, five and seven factor solutions using the oblique factor pattern matrix after rotation with Kaiser normalizations suggested the presence of four subscales. Table A-1 in Appendix A shows the factor loadings on each item for the four factor solution. The table includes only those items that achieved an arbitrarily determined factor loading of at least $\pm$.35 and above on the corresponding factor. This procedure eliminated 19 items, and resulted in 53 items with a distribution of 11 items to subscale one, 10 items to subscale two, 17 items to subscale three, and 15 items to subscale four.

Steps three and four involved giving appropriate titles to the four new subscales, and establishing their face validity. In step three, the contents of the items in the four subscales were typed onto 5 by 8 cards and handed to five "experts" in the Division of Student Teaching and Professional Development at Michigan State University to give an appropriate title to each of the four subscales. Four of the five "experts" agreed on the following titles:

Subscale 1: Personality Characteristics

Subscale 2: Planning: Planning and Organization

Subscale 3: Delivery: Instruction and Supervision

Subscale 4: Development: Program and Professional Improvement

In step four, seven other "experts" from the same Division at MSU independently sorted out the 53 items into the four titles identified above. Items selected by four or more "experts" to belong to a given subscale were considered to have sufficient face validity in addition to having high statistical reliability. Table A-1 in Appendix A also represents the final four subscales that were generated as a result of the factor analysis and "expert" selection. Items selected by the "experts" are marked with an "x" in Table A-1.

Thus, the revised questionnaire contained 43 of 72 items with four items assigned to subscale one, eight items to subscale two, sixteen items to subscale three, and fifteen items to subscale four. The rest of the 29 items were treated as a general subscale to glean any worthwhile information they might reveal.

Evidence of Reliability and Validity of the Revised Questionnaire

Reliability

The computations for internal reliability of the four new subscales in the revised questionnaire resulted in high coefficients of reliability. Table 9 shows the inter-subscale correlations corrected for attenuation due to unreliability. The main values in the diagonal represent the coefficients of reliability of each subscale.

TABLE 9: Reliability and Inter-Subscale Correlations for the Revised Questionnaire

Subscale	1	2	3	4
1. Personality Characteristics	.67	.29	.32	.29
2. Planning		.77	.62	.47
3. Delivery			.88	.66
4. Development				.90

Validity

Four of the five "experts" agreed on the titles for the four subscales by carefully examining the contents of the items that fell into each of the four factors. Another four to seven "experts" agreed on the items that should go under each of the four subscales identified by the first four "experts." This effort resulted in eliminating a total of 29 items from the modified questionnaire that was sent out to the ten institutions to collect data for this study.

Independent Variables

This study has four major independent variables. They are the Institutions, Groups, Types of Schools, and Levels of Schools. Each variable is fully described below:

1. Institutions: There are ten SDA institutions. Arranged in alphabetical order, they are Andrews University, Atlantic Union College, Columbia Union College, Loma Linda University, Oakwood College, Pacific Union College, Southern Missionary College, Southwestern Adventist College, Union College, and Walla Walla College.

2. Groups: There are four groups of respondents. They are the college supervisors and student teachers from the colleges named above,

and the cooperating teachers and principals from the public and SDA schools associated with the student teaching programs at these institutions.

3. Types of Schools: There are three different Types of Schools. They are the public schools, SDA schools, and Both schools (see p. 14). At some of the ten institutions, some student teachers do their student teaching in both types of schools for half term in each. Of the total 263 respondents, there were 81 from public schools, 154 from SDA schools, and 28 from Both schools.

4. Levels of Schools: There are three Levels of Schools. They are the elementary, secondary and K-12 levels. At some of the ten institutions, some student teachers, like Physical Education, Art and Music majors, do their student teaching at (elementary and secondary) for half a term in each. Of the 263 respondents, there were 118 at elementary levels, 118 at secondary levels, and 27 at K-12 levels.

Testing the Hypotheses

The ten hypotheses listed in Chapter I were divided into two parts. Part I had six hypotheses testing for the magnitude of response ratings. Part II had four hypotheses testing for the pattern of response ratings. These two sets of hypotheses were treated separately. In the following pages, the null hypotheses in Parts I and II are reiterated and the various statistical measures used to test these hypotheses are listed below them. Al alpha level of .05 was set as the criterion for rejecting or failing to reject all hypotheses. Stated in null form, the six hypotheses in Part I are:

Part I: Magnitude of Response Ratings

Hypothesis I: There are no significant differences among the respondents in the ten SDA institutions in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis II: There are no significant differences among the respondents in the four groups in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis III: There are no significant differences among the respondents in the three types of schools in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis IV: There are no significant differences among the respondents in the three levels of schools in their mean ratings on each of the four subscales of the role of the college supervisor.

Hypothesis V: There are no significant two-way interactions involving any two of the four variables.

Hypothesis VI: There are no significant three-way interactions involving any three of the four variables.

Data were gathered at the ten institutions from the four groups in the three Types and the three Levels of Schools. With these data, the above mentioned six hypotheses could be best tested using four-way ANOVA for each of the four subscales. The four-way ANOVA tests allow testing for main effects and interactions among the four independent variables. But, there was a lack of adequate number of observations in the four variables, especially when data were partitioned into the Institutions variable. Due to a lack of at least one observation per cell for some of the cells (See Table 10), the four-way ANOVA tests could not be performed here. Also, because of this there was

TABLE 10: Distribution of the 263 Respondents into the Four Independent Variables--Institutions, Groups, Types and Levels of Schools

Institution	College Supervisors									Student Teachers									Cooperating Teachers						Principals						Total
	Public			SDA			Both			Public			SDA			Both			Public			SDA			Public			SDA			
	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	
# 1									2	1	7		3	9			1		2	5	1	3	11		2	4		1	3	1	56
# 2									4	1	2		1	1	1							1		1					1		13
# 3				1			1	1			1		3	1								3		1				2		1	15
# 4					1		2	1		3	2		1	1					3	7	1	3	3	1	2			2		1	34
# 5					1		1			1			1			4						4						1		1	14
# 6							1	1		1	1				1													1			6
# 7	1				1			1		3	1	3	7	2	2				1	1		6	5		1	1			1			38
# 8							1	1	1	1	1		1	1					2			1	1		3				1			14
# 9				1				2	1		3		5	4	1				1	1		4	6	1					2			32
#10								1	1	2	1		8	4					2	2		6	4		1	2		4	3			41
Total	1			2	3		6	8	9	13	19	3	30	23	5	4	1		11	16	2	31	30	4	6	7		11	11	4		263

no Hypothesis VII testing for four-way interactions. Instead, the following four statistical procedures were used to test the six hypotheses for each of the four subscales.

1. The data in Table 10 were re-examined for the exact number of observations per cell, and an arbitrary decision was made to include all the data in cells that had at least two observations per cell and test for the Institutions variable. However, in doing this, some of the data were ignored. All the data from four institutions were ignored because there were too many empty cells. Also ignored were data from all college supervisors, principals and the Levels of Schools variable for six institutions. Table 11 shows that the data used in the first statistical analysis came from a partial sample (n = 161) of two groups (student teachers and cooperating teachers) in two Types of Schools (public and SDA) at six institutions.

TABLE 11: The Data Used in the First Statistical Analysis for the Institutions Variable

Institution	Student Teachers		Cooperating Teachers		Total
	Public	SDA	Public	SDA	
# 1	8	12	8	14	42
# 4	5	2	11	7	25
# 7	7	11	2	11	31
# 8	2	2	2	2	8
# 9	3	10	2	11	26
#10	3	12	4	10	29
Total	28	49	29	55	161

Given this data, the next best test to use was the three-way ANOVA (6 x 2 x 2) which also allows testing for main effects and

interactions among these three variables. Also, this partial sample enabled testing for five of the six hypotheses. Hypothesis IV was not tested because the Levels of the Schools variable was not included in this analysis.

2. When the data were collapsed for all ten institutions, there were no empty cells across the other independent variables. Also, it was possible to use the total sample (N = 263) to test Hypothesis IV as well as hypotheses two, three, five and six. Therefore, a set of three-way ANOVA (4 x 3 x 3) tests were used to analyze the entire data.

3. One-way ANOVA tests were conducted on each of the four subscales for each of the four variables to determine if there were any main effects. Special attention was given to the Institutions variable to provide a stronger test for Hypothesis I.

Table 12 shows a summary of the statistical procedures used to analyze the data. Among them, the most precise/powerful test for each of the four main effects and each interaction is checked (✓).

4. Finally, a series of Chi-Square tests were conducted on individual items to determine if the responses varied significantly in the four subscales for each of the four variables. This would help to determine the source of significance in the subscales.

The results and the interpretation of these statistical tests are presented in Part I of Chapter IV.

Part II: Pattern of Response Ratings

How student teachers and cooperating teachers perceive what the role of the college supervisor should be depends to a large extent upon the way the college supervisor has interacted with them, and to what extent he has or has not met the initial expectations each of

TABLE 12: Types of Statistical Procedures used to Analyze the Data for each of the Four Subscales*

Type of Effect	3-way ANOVA (n=161)	3-way ANOVA (N=263)	1-way ANOVA (N=263)
Institutions (I)	x		✓
Groups (G)	x	✓	x
Types of Schools (TS)	x	✓	x
Levels of Schools (LS)	x	✓	x
I x G	✓		
I x TS	✓		
G x TS	x	✓	
G x LS		✓	
TS x LS		✓	
I x G x TS	✓		
G x TS x LS		✓	

*Among the 19 tests, the most precise/powerful test for each main effect and each interaction is checked (✓).

them held for him for the success of each student teacher and the overall success of the student teaching program. Whether they consider him to be effective and useful, or otherwise, depends upon how he meets these expectations. A college supervisor has his own expectations for his role, too. Therefore, how strong or poor the interaction is between the college supervisor and the student teachers and cooperating teachers with whom he works depends upon how similar and closely related their expectations are for the role of the college supervisor. The stronger the relationship between their expectations, the greater the effectiveness in their interaction and greater the quality of the student teaching program. The poorer the relationship between their expectations, the greater the conflict in their

interaction and poorer the quality of the student teaching program.

Therefore, to determine the degree of relationship between the college supervisor's perceptions of his role and the perceptions of that role held by student teachers and cooperating teachers, correlation coefficients were computed between paired response ratings of the college supervisors and student teachers, and between paired response ratings of college supervisors and cooperating teachers on the 43 items in the revised questionnaire. Four hypotheses were formulated to test the degree of relationship between college supervisors and their student teachers and cooperating teachers for the college supervisor's role. Stated in null form, the four hypotheses are:

Hypothesis VII: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by student teachers will not differ from the corresponding means of the correlation coefficients for cooperating teachers.

Hypothesis VIII: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in public schools will not differ from the corresponding means of the correlation coefficients of the key members in SDA schools.

Hypothesis IX: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in elementary schools will not differ from the corresponding means of the correlation coefficients of the key members in secondary schools.

Hypothesis X: There are no significant two-way interactions involving means of the correlation coefficients.

Along with this a correlation-matrix was also computed on the paired response ratings of the college supervisors themselves to the 43 items in the revised questionnaire to determine the degree of relationship among the college supervisors in their perceptions of their role.

The above mentioned four hypotheses could be best tested using three-way ANOVA (2 x 2 x 2) tests for each college supervisor with means of the correlation coefficients as dependent variables. The three-way ANOVA allows testing for main effects and interactions among the three independent variables (groups, types of schools, and levels of schools). But, a review of Table 13 shows that when the student teachers and cooperating teachers were assigned to their respective college supervisors according to the types and levels of schools in which they taught, it was found that there were far too many cells with either only one or no observations. Because of the many empty cells, the four hypotheses could not be tested using three-way ANOVA tests. Hence, there was no Hypothesis XI to test for three-way interactions. (The principals were ignored in this part of the study because there were too many empty cells for them too. Also ignored were the respondents in Both schools and K-12 levels for the same reasons as above.) Instead, the following procedures were used to test the four hypotheses.

1. The data in Table 13 were re-examined for the exact number of student teachers and cooperating teachers for each college supervisor. Since there were some empty cells in the columns for student teachers and cooperating teachers, an arbitrary decision was made to include only those college supervisors who had two or more student teachers and cooperating teachers. Table 13 shows that of the 30 college

TABLE 13: Distribution of Student Teachers and Cooperating Teachers into Types and Levels of Schools for Each of the 30 College Supervisors

Institution	College Supervisor	Student Teachers						Cooperating Teachers					
		Public			SDA			Public			SDA		
		Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12	Elem	Sec	K-12
# 1	# 1		7			7			5	1		9	
	# 2	1			3	2		2			3	2	
# 2	# 3	1			1		1				1		
	# 4					1							1
	# 5		1										
	# 6		1										
# 3	# 7		1			1						1	
	# 8				3			1					
	# 9							2					
# 4	#10	1			1			1			2		
	#11	2						2			1		
	#12		2			1			7	1		3	1
	#13												
# 5	#14												
	#15	1			5						4		
# 6	#16	1	1				1						
	#17												
# 7	#18		1	3			1		1				
	#19	3						1					
	#20					2	1		1		1	4	
	#21				7						5		
# 8	#22					1						1	
	#23	1	1		1			2			1		
# 9	#24		2			3	1					5	
	#25		1						1				
	#26				5			1			4		1
	#27												
	#28						1						1
#10	#29		1			4			2			4	
	#30	2			8			2			6		

supervisors, only 13 had two or more student teachers and cooperating teachers working with them. For each of the 13 college supervisors, a random selection was made of their student teachers and cooperating teachers to provide balance across the other two dimensions--two Types and two Levels of Schools (Compare Table 13 with Table 14 below). As a result of the decision rule, 17 college supervisors and all those with whom they worked were ignored. A total of 58 student teachers and 58 cooperating teachers for the 13 college supervisors from seven institutions were included in Part II of the study. With these data, the treatment of Hypotheses VII and X involved the following steps:

TABLE 14: Balanced Distribution of Student Teachers and Cooperating Teachers into Types and Levels of Schools for Each of the 13 College Supervisors.

Institution	College Supervisor	Student Teachers				Cooperating Teachers			
		Public		SDA		Public		SDA	
		Elem	Sec	Elem	Sec	Elem	Sec	Elem	Sec
# 1	# 1		5		7		5		7
	# 2	1		3	2	1		3	2
# 4	#10	1		1		1		1	
	#11	2				2			
	#12		2		1		2		1
# 5	#15			4				4	
# 7	#20				2				2
	#21			5				5	
# 8	#23	1		1		1		1	
# 9	#24				3				3
	#26			4				4	
#10	#29		1		4		1		4
	#30	2		6		2		6	
Total		7	8	24	19	7	8	24	19

For each of the 13 college supervisors, correlation coefficients were computed between paired response ratings of each college supervisor and each of his student teachers and cooperating teachers on the 43 items in the revised questionnaire. With these correlation coefficients, means of the correlation coefficients were computed to show the degree of role relationship between each college supervisor and his student teachers, and between each college supervisor and his cooperating teachers. Next, two-way ANOVA (13 x 2) tests were conducted with the means of the correlation coefficients as dependent variables to determine if there were significant differences in means of the correlataion coefficients reflecting the role relationship between college supervisors and student teachers and between college supervisors and cooperating teachers.

2. Table 14 shows that each of the 13 college supervisors did not have student teachers and cooperating teachers in both Types of Schools (public and SDA) and at both Levels of Schools (elementary and secondary). It varied from one college supervisor to another. The college supervisor worked with student teachers and cooperating teachers in public and/or SDA schools, and at elementary and/or secondary levels. Because of this widely scattered uneven distribution, the two-way ANOVA tests could not be performed to test Hypotheses VIII and IX. Instead, the following procedures were used:

To test Hypothesis VIII, correlation coefficients computed in Step 1 were distributed according to the Types of Schools in which the 58 student teachers and the 58 cooperating teachers taught. Means of the correlation coefficients were computed to show the degree of role relationship between the college supervisors and their student

teachers and cooperating teachers in public schools and between the college supervisors and their student teachers and cooperating teachers in SDA schools. Using these means of the correlation coefficients as dependent variables, the t value was computed to determine if there was any significant difference in means of the correlation coefficients reflecting the role relationship between the college supervisors and their student teachers and cooperating teachers in public schools and between the college supervisors and their student teachers and cooperating teachers in SDA schools.

To test Hypothesis IX, correlation coefficients computed in Step 1 were distributed according to the Levels of Schools in which the 58 student teachers and the 58 cooperating teachers taught. Means of the correlation coefficients were computed to show the degree of role relationship between the college supervisors and their student teachers and cooperating teachers in elementary schools and between the college supervisors and their student teachers and cooperating teachers in secondary schools. Using these means of the correlation coefficients as dependent variables, the t value was computed to determine if there was any significant difference in means of the correlation coefficients reflecting the role relationship between the college supervisors and their student teachers and cooperating teachers in elementary schools and between the college supervisors and their student teachers and cooperating teachers in secondary schools.

The results and the interpretations of all these tests are presented in Part II of Chapter IV.

Summary

In this chapter, the data collection procedures, and the demographic data of the sample groups were clearly described. In addition, it explained the preparation of the initial questionnaire, the pilot study, and the modification of the questionnaire to collect data for the study. Once data were gathered, it also described how the questionnaire was further revised to provide highly reliable and valid subscales. Finally, it outlined the ten hypotheses and the various statistical procedures used to test these hypotheses.

In Chapter IV, the results of the statistical tests identified here are presented, and the findings are discussed.

CHAPTER IV

ANALYSIS AND DISCUSSION OF THE RESEARCH DATA

The purpose of this study was to analyze the expectations of the role of the college supervisor in the ten Seventh-day Adventist (SDA) institutions in the U.S. as perceived by incumbent college supervisors, student teachers, cooperating teachers and principals associated with the student teaching programs at these institutions during the Fall term or first semester of 1978-79 school year.

Chapter III has provided detailed descriptions of the data collection procedures, demographic data on the four groups of respondents, preparation of the revised questionnaire using the data gathered from the 263 respondents, the research hypotheses, the independent variables, and the various statistical procedures used to analyze the data.

As already pointed out in Chapter III, the four independent variables are: (1) ten SDA institutions; (2) four groups--college supervisors (CS), student teachers (ST), cooperating teachers (CT) and school administrators (SA) for principals; (3) three types of schools (TS)--public, SDA and Both (public and SDA); and three levels of schools (LS)--elementary, secondary and K-12. Henceforth, throughout this chapter, the abbreviations identified here are used whenever appropriate.

Since the responses to individual items were based on a six-point Likert scale ranging from 0 to 5 corresponding to "completely disagree" to "completely agree," rather than on a continuum range, the mean ratings are interpreted within the five intervals as follows:

Range of Mean Ratings	Corresponding Description
0.000 - 0.499	Completely Disagree
0.500 - 1.499	Mostly Disagree
1.500 - 2.499	Slightly Disagree
2.500 - 3.499	Slightly Agree
3.500 - 4.499	Mostly Agree
4.500 - 5.000	Completely Agree

An alpha level of .05 was set as the criterion for rejecting or failing to reject all ten null hypotheses. However, Borg and Gall (1979, p. 512) state that even a very small difference between mean ratings is likely to be statistically significant when a large sample is used, but this significance is uninterpretable; i.e., it lacks practical significance. Therefore, a difference of above .300 between the highest and the lowest mean ratings was set as the criterion for the research results to have any practical significance.

This chapter, divided into Parts I and II, presents the results of the statistical analyses of the data and discusses the findings.

Part I: Magnitude of Response Ratings

Collectively, null hypotheses one, two, three and four state that there are no significant differences among respondents in the four independent variables in their mean ratings on each of the four subscales. Null hypotheses five and six state that there are no significant two-way or three-way interactions, respectively. All these six hypotheses could be best tested using the four-way ANOVA (10 x 4 x 3 x 3) tests, but due to the presence of empty cells for some of the variables (See Table 10, p. 89), it was not possible to do so. Hence, other statistical procedures were used to analyze the data.

Table 12 in Chapter III, p. 92 reported the three series of statistical procedures used to test the six hypotheses for each of the four subscales. Among them, the most precise/powerful tests used to test for each of the four main effects and each interaction are checked (✓). The results of these tests and the discussions of the findings are presented below for each of the four subscales separately.

Subscale 1: Personality Characteristics

The data in Tables B-1, B-2, and B-3 in Appendix B depict the mean ratings and the results of the three-way ANOVA (6 x 2 x 2) tests with partial sample (n = 161), three-way ANOVA (4 x 3 x 3) tests with total sample (N = 263) and the one-way ANOVA tests with total sample for the four main effects, respectively. Table 15 reports a summary of the most precise/powerful test of each of the main effects and each interaction from among them. These results support the following observations:

There were slight differences in mean ratings for the four variables on the Personality Characteristics subscale, but these observed differences were not statistically significant for three main effects, four two-way interactions and one three-way interaction.

However, there was a significant main effect for the Groups variable ($F = 2.645$, $p = .05$). This means that there was a difference in mean ratings among the four groups of respondents in their expectations for the desired personality characteristics of the college supervisor. Hence, null Hypothesis II was rejected. A review of the mean ratings for the four groups in Table 15 shows that the differences in mean ratings for ST, CT and SA were very small. Even the difference between the highest mean ratings for CS (4.983) and the

TABLE 15: Mean Ratings for Variables and Summary of Results of the most Precise/Powerful Tests for the Personality Characteristics Subscale

Cell Means for Input Variables

Response Scale

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

Grand Mean = 4.906 Standard Deviation = .231

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.911	CS (n=29)	4.983	Public (n= 81)	4.898	Elem (n=118)	4.896
# 2 (n=13)	4.981	ST (n=98)	4.867	SDA (n=154)	4.908	Sec (n=118)	4.909
# 3 (n=15)	4.933	CT (n=94)	4.912	Both (n= 28)	4.923	K-12 (n= 27)	4.935
# 4 (n=34)	4.912	SA (n=42)	4.929				
# 5 (n=14)	4.875						
# 6 (n= 6)	4.792						
# 7 (n=38)	4.908						
# 8 (n=14)	4.857						
# 9 (n=32)	4.875						
#10 (n=41)	4.927						

Summary of ANOVA Tests Results

Effects	ANOVA Test Used	Sample Size	Corresp. Table in Appendix B	F-Ratio	df	Statistical Significance
Institutions (I)	1-way	263	B-3	.533	9/253	N.S.
Groups (G)	3-way	263	B-2	2.645	3/238	p = .05
Types of Schools (TS)	3-way	263	B-2	1.040	2/238	N.S.
Levels of Schools (LS)	3-way	263	B-2	.105	2/238	N.S.
I x G	3-way	161	B-1	1.331	5/137	N.S.
I x TS	3-way	161	B-1	1.296	5/137	N.S.
G x TS	3-way	263	B-2	.358	4/238	N.S.
G x LS	3-way	263	B-2	1.043	6/238	N.S.
TS x LS	3-way	263	B-2	2.823	3/238	p < .05
I x G x TS	3-way	161	B-1	2.336	5/137	p < .05
G x TS x LS	3-way	263	B-2	1.757	4/238	N.S.

lowest for ST (4.867) was only .116. Since all four groups "completely agreed," this small difference of .116 in mean ratings for a sample of 127 respondents is difficult to interpret in a practical sense. In fact, it fell short of the criterion of .300 in mean ratings set for practical significance.

The TS x LS interaction was also statistically significant ($F = 2.823$, $p < .05$). This means that there was a difference in mean ratings among respondents in the three TS and LS. Hence, null hypothesis V was rejected for this interaction. The cell means, and standard deviations of the interaction in Table 16 and the graphic representation of it in Figure 1 show that differences in mean ratings among SDA and public school respondents were most pronounced among those who were involved at K-12 levels.

A mean rating of 4.700 and a comparatively high standard deviation of .411 for the five respondents in the public K-12 levels reflect a low set of ratings provided by a deviant individual rather than being a consistent characteristic of the group. An examination of the raw data showed that there were three ST and two CT in this group. Of these five, one ST from institution seven presented ratings consistently low on all items in this subscale. Without her set of ratings, the mean rating of that group would be 4.876, a figure very close to the rest of the group. In spite of her low set of ratings, all groups "completely agreed" that a CS should possess the desired personality characteristics.

One three-way interaction (I x G x TS) was also statistically significant ($F = 2.336$, $p < .05$). This means that there was a difference in mean ratings between ST and CT in the three LS at the six

TABLE 16: Cell Means and Standard Deviations for the Significant TS x LS Interaction in the Personality Characteristics Subscale (N = 263)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

Levels of Schools	Types of Schools: Public			SDA			Both		
	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.
Elementary	4.941	34	.185	4.885	74	.256	4.825	10	.334
Secondary	4.887	42	.254	4.918	67	.211	4.944	9	.167
K-12	4.700	5	.411	4.981	13	.069	5.000	9	.000

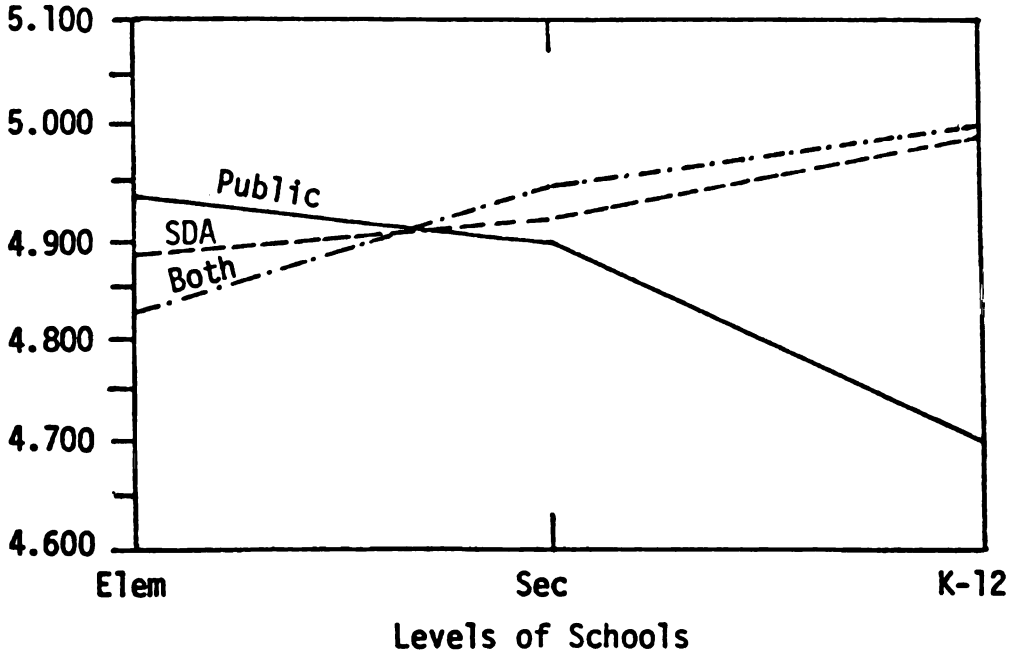


Figure 1: Graphic Representation of TS x LS Interaction in the Personality Characteristics Subscale

institutions. Null Hypothesis VI, therefore, was rejected for this interaction. The cell means and standard deviations of this interaction in Table 17 and the graphic representation of it in Figure 2 show that both the direction and the magnitude of the differences in mean ratings for the four small groups (ST in public schools, ST in SDA schools, CT in public schools and CT in SDA schools) were greater at institutions four, eight and nine. These differences were more pronounced at institution eight.

A mean rating of 4.250 and a comparatively high standard deviation of .354 for two ST in SDA schools at institution eight reflect low ratings provided by a deviant individual rather than being a consistent characteristic of a parger group. An examination of the raw data confirmed that one ST rated consistently low for three of the four items in this subscale.

Conclusion for Subscale 1

The results summarized in Tables 15, 16 and 17, and Figures 1 and 2 suggest that in general there was a high level of consensus among the respondents for the desired personality characteristics of the college supervisor. Where there were significant differences in expectations, it was pointed out that they were due to a set of low response ratings provided by one deviant individual in each case.

Subscale 2: Planning: Planning and Organization

The results of the three-way ANOVA (6 x 2 x 2) tests with partial sample (n = 161), three-way ANOVA (4 x 3 x 3) tests with total sample (N = 263) and the one-way ANOVA tests with total sample for the four main effects are presented in Tables B-4, B-5, and B-6 in Appendix B. The summary of the most precise/powerful tests among them for each main

TABLE 17: Cell Means and Standard Deviations for the Significant I x G x TS Interaction in the Personality Characteristics Subscale for Six Institutions (n = 161)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

Institution	Student Teachers						Cooperating Teachers					
	Public			SDA			Public			SDA		
	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.
# 1	4.875	8	.354	4.896	12	.361	4.969	8	.088	4.911	14	.211
# 4	4.950	5	.112	4.625	2	.530	4.886	11	.234	4.929	7	.189
# 7	4.821	7	.374	5.000	11	.000	5.000	2	.000	4.796	11	.313
# 8	5.000	2	.000	4.250	2	.354	5.000	2	.000	5.000	2	.000
# 9	4.667	3	.382	4.875	10	.177	4.875	2	.177	4.909	11	.302
#10	5.000	3	.000	4.854	12	.291	4.812	4	.239	4.950	10	.105

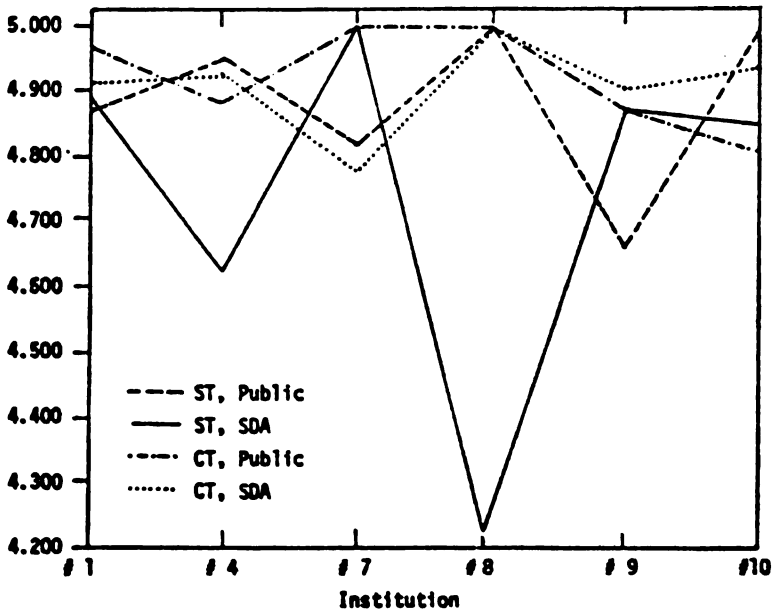


Figure 2: Graphic Representation of the I x G x TS Interaction in the Personality Characteristics Subscale

effect and each interaction are shown in Table 18. These results support the following observations:

There were slight differences in mean ratings for the four variables on the Planning subscale, and these observed differences were not statistically significant for two main effects, or two two-way interactions or both three-way interactions. However, there were two significant main effects and three two-way interactions. Each of these significant results are discussed separately.

There was a significant main effect for the Groups variable ($F = 3.906$, $p < .01$). This means that there was a difference in mean ratings among the four groups of respondents for the Planning aspect of the role of the CS. Hence, null Hypothesis II was rejected. According to the mean ratings for the four groups in Table 18, the difference in mean ratings for ST and SA was very small. However, the difference between the highest mean ratings for the CS (4.360) and the lowest for the CT (4.063) was .297, a difference so small for a sample of 113 respondents that it is difficulty to interpret in a practical sense, especially when all respondents "mostly agreed." Also, this difference of .297 in mean ratings fell short of the criterion of .300 set for practical significance.

There was a significant main effect for the TS variable ($F = 3.815$, $p < .05$). This means that there was a difference in mean ratings among respondents in the three TS. Null Hypothesis III, therefore, was rejected. The difference between the highest mean rating for respondents in Both (public and SDA) schools (4.219) and the lowest for respondents in public schools (4.043) was .176, a difference so small for a sample of 123 respondents that it is difficult to

TABLE 18: Mean Ratings for Variables and Summary of Results of the most Precise/Powerful Tests for the Planning Subscale

Cell Means for Input Variables

Response Scale

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

Grand Mean = 4.161 Standard Deviation = .600

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.179	CS (n=29)	4.360	Public (n= 81)	4.043	Elem (n=118)	4.244
# 2 (n=13)	4.221	ST (n=98)	4.156	SDA (n=154)	4.213	Sec (n=118)	4.011
# 3 (n=15)	4.033	CT (n=94)	4.063	Both (n= 28)	4.219	K-12 (n= 27)	4.107
# 4 (n=34)	4.022	SA (n=42)	4.253				
# 5 (n=14)	4.018						
# 6 (n= 6)	4.375						
# 7 (n=38)	4.415						
# 8 (n=14)	4.054						
# 9 (n=32)	3.973						
#10 (n=41)	4.229						

Summary of ANOVA Tests Results

Effects	ANOVA Test Used	Sample Size	Corresp. Table in Appendix B	F-Ratio	df	Statistical Significance
Institutions (I)	1-way	263	B-6	1.675	9/253	N.S.
Groups (G)	3-way	263	B-5	3.906	3/238	$p < .01$
Types of Schools (TS)	3-way	263	B-5	3.815	2/238	$p < .05$
Levels of School (LS)	3-way	263	B-5	2.583	2/238	N.S.
I x G	3-way	161	B-4	.912	5/137	N.S.
I x TS	3-way	161	B-4	.383	5/137	N.S.
G x TS	3-way	263	B-5	3.379	4/238	$p < .05$
G x LS	3-way	263	B-5	2.967	6/238	$p < .01$
TS x LS	3-way	263	B-5	4.403	3/238	$p < .01$
I x G x TS	3-way	161	B-4	.725	5/137	N.S.
G x TS x LS	3-way	263	B-5	1.718	4/238	N.S.

interpret in a practical sense, especially when all respondents "mostly agreed." This small difference fell short of the criterion set for practical significance.

The two statistically significant main effects discussed above also resulted in three statistically significant two-way interactions--(G x TS for $F = 3.379$, $p < .05$; G x LS for $F = 2.967$, $p < .01$; and TS x LS for $F = 4.403$, $p < .01$). These results mean that there were differences in mean ratings among the four groups according to the TS and LS in which they were involved. Thus, null hypothesis V was rejected for these three interactions. The cell means, standard deviations and the graphic representations of these interactions are presented in Tables 19, 20 and 21, and Figures 3, 4 and 5, respectively.

Table 19 and Figure 3 show that the differences in mean ratings were more pronounced among the four groups in public schools and less pronounced between CS and ST in Both schools, and very small among the four groups in SDA schools. In the public schools, the only CS "completely agreed" that he should plan; the ST, CT and SA "mostly agreed," but there were significant differences in their mean ratings. In SDA schools, all four groups perceived Planning to be very important. In Both schools, there were only two groups of respondents (CS and ST). The 23 CS (six short of the total 29) saw Planning to be very important. A mean rating of 3.700 and a comparatively high standard deviation of .716 for the five ST in Both schools reflect a set of low ratings provided by one or two deviant individuals rather than being a consistent characteristic of the group. An examination of the raw data revealed that two ST rated very low on most of the items in this subscale. Thus, the results in Figure 3 indicate that the CT in

TABLE 19: Cell Means and Standard Deviations for the Significant G x TS Interaction in the Planning Subscale (N = 263)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

Types of Schools	College Supervisors			Student Teachers			Cooperating Teachers			School Administrators		
	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.
Public	5.000	1	.000	4.243	35	.503	3.724	29	.632	4.125	16	.428
SDA	4.400	5	.881	4.142	58	.670	4.215	65	.539	4.332	26	.597
Both	4.332	23	.455	3.700	5	.716						

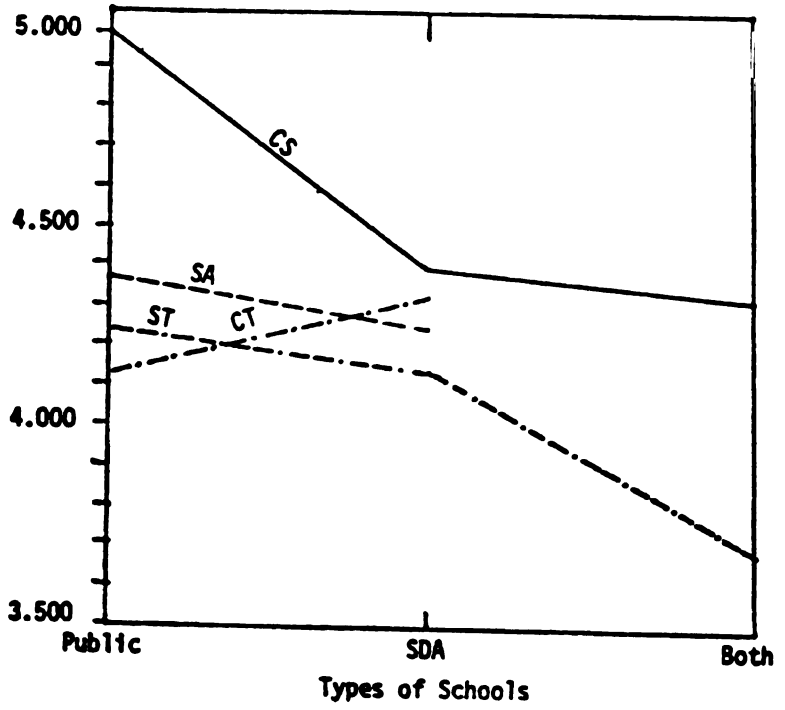


Figure 3: Graphic Representation of G x TS interaction in the Planning Subscale

public schools perceived the Planning aspect of the role of the CS to be slightly less important.

Table 20 and Figure 4 show that both the magnitude and the direction of the differences in mean ratings were the greatest among the four groups at K-12 levels. The differences in mean ratings among respondents at elementary and secondary levels were small. These results show that all the respondents "mostly agreed" that the CS should plan. However, the mean ratings for CT and SA were much lower than they were for the others. An examination of the raw data revealed that four of the six CT and four SA in K-12 cells were from SDA schools; only two CT were from public schools. Among the six CT, two of them from two different institutions rated very low on five items in this subscale. Likewise, among the four SA, one from institution four rated very low on three items in this subscale. These low set of ratings with large standard deviations of .393 for six individuals and .893 for four individuals, respectively, do not reflect a consistent characteristic of a group, but rather ratings provided by deviant individuals.

Table 21 and Figure 5 show the differences in mean ratings among respondents in the three TS are most pronounced among respondents who were involved at K-12 levels. These differences in mean ratings suggest the following observations: In public schools all respondents "mostly agreed," but the mean ratings especially for those five respondents at K-12 levels have a high standard deviation of .429, which reflects item ratings uncharacteristic of a large group. Incidentally, the five respondents (three ST and two CT) in this public K-12 cell are the same five respondents whose mean rating was low for the Personality Characteristics subscale. An examination of the raw data

TABLE 20: Cell Means and Standard Deviations for the Significant G x LS Interaction in the Planning Subscale (N = 263)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

Levels of Schools	College Supervisors			Student Teachers			Cooperating Teachers			School Administrators		
	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.
Elementary	4.444	9	.527	4.226	47	.629	4.158	42	.609	4.375	20	.482
Secondary	4.159	11	.597	4.090	43	.644	4.027	46	.619	4.215	18	.459
K-12	4.542	9	.483	4.094	8	.462	3.667	6	.393	3.813	4	.893

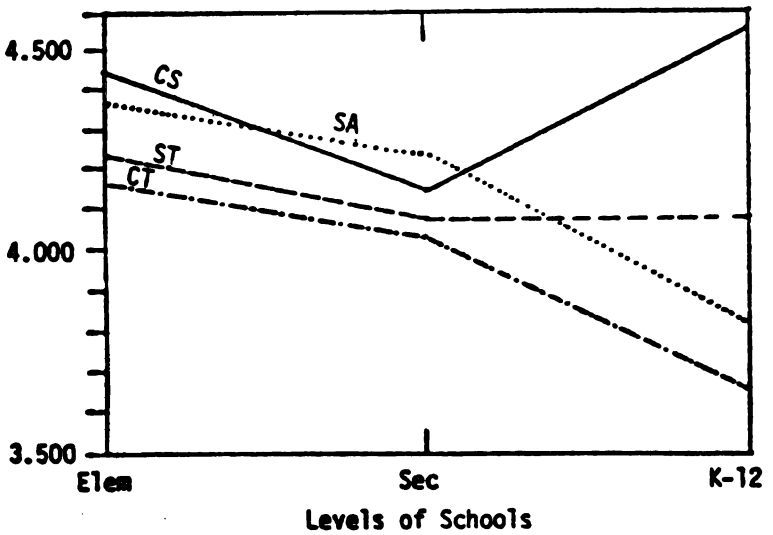


Figure 4: Graphic Representation of G x LS interaction in the Planning Subscale

TABLE 21: Cell Means and Standard Deviations for the Significant TS x LS Interaction in the Planning Subscale (N = 263)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

Levels of Schools	Types of Schools: Public			SDA			Both		
	Mean	n	S.D.	Mean	n	S.D.	Mean	n	S.D.
Elementary	4.320	34	.550	4.252	74	.599	3.925	10	.638
Secondary	3.878	42	.546	4.207	67	.626	4.222	9	.399
K-12	3.550	5	.429	4.019	13	.561	4.542	9	.433

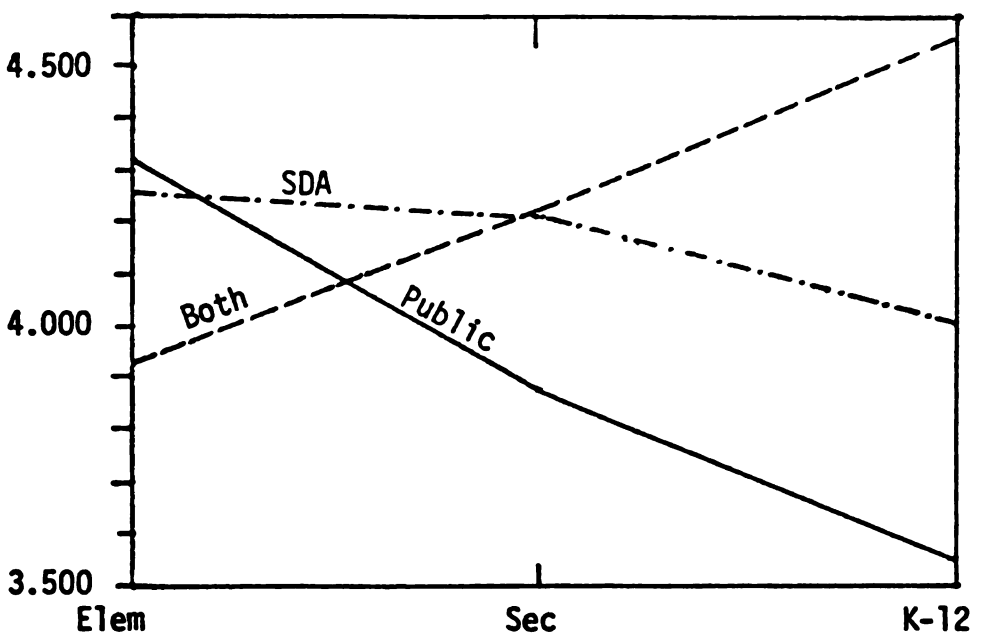


Figure 5: Graphic Representation of the TS x LS Interaction in the Planning Subscale

revealed that two CT from two different institutions rated low on all items in this subscale. In SDA schools respondents at all three Levels had high level of consensus for the Planning aspect of the role of the CS. In Both schools respondents at elementary and secondary levels "mostly agreed," while those at K-12 levels "completely agreed" that the CS should plan. Of the ten respondents at the elementary level, five were CS and the other five were ST. These five ST were from institution five and the set of ratings for two of them were not characteristic of the entire group. They rated very low on most of the items in this subscale.

Conclusion for Subscale 2

In general there was a high level of consensus among respondents for the Planning aspect of the role of the CS. Where there were significant differences, these differences were a function of the TS and LS in which the four groups of respondents were involved, and it was pointed out that these differences were due to the set of low ratings provided by one or two deviant individuals and these do not reflect a consistent characteristic of a large group of respondents.

Subscale 3: Delivery: Instruction and Supervision

Tables B-7, B-8, and B-9 in Appendix B present the results of the three-way ANOVA (6 x 2 x 2) tests with partial sample (n = 161), three-way ANOVA (4 x 3 x 3) tests with total sample (N = 263) and the one-way ANOVA tests with total sample for the four main effects, respectively. The summary of the most precise/powerful tests among them for each main effect and each interaction are shown in Table 22 on the next page. These results support the following observations:

TABLE 22: Mean Ratings for Variables and Summary of Results of most Precise/Powerful Tests for the Delivery Subscale

Cell Means for Input Variables

Response Scale

0 = Corpletely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

Grand Mean = 4.212 Standard Deviation = .591

Insti-tutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.178	CS (n=29)	4.390	Public (n= 81)	4.142	Elem (n=118)	4.324
# 2 (n=13)	4.115	ST (n=98)	4.132	SDA (n=154)	4.231	Sec (n=118)	4.094
# 3 (n=15)	4.367	CT (n=94)	4.206	Both (n= 28)	4.306	K-12 (n= 27)	4.234
# 4 (n=34)	4.134	SA (n=42)	4.287				
# 5 (n=14)	4.179						
# 6 (n= 6)	4.073						
# 7 (n=38)	4.382						
# 8 (n=14)	4.179						
# 9 (n=32)	4.254						
#10 (n=41)	4.148						

Summary of ANOVA Tests Results

Effects	ANOVA Test Used	Sample Size	Corresp. Table in Appendix B	F-Ratio	df	Statistical Significance
Institutions (I)	1-way	263	B-9	.697	9/253	N.S.
Groups (G)	3-way	263	B-8	1.753	3/238	N.S.
Types of Schools (TS)	3-way	263	B-8	.600	2/238	N.S.
Levels of Schools (LS)	3-way	263	B-8	4.673	2/238	$p < .05$
I x G	3-way	161	B-7	3.318	5/137	$p < .05$
I x TS	3-way	161	B-7	.764	5/137	N.S.
G x TS	3-way	263	B-8	.344	4/238	N.S.
G x LS	3-way	263	B-8	.884	6/238	N.S.
TS x LS	3-way	263	B-8	1.297	3/238	N.S.
I x G x TS	3-way	161	B-7	.767	5/137	N.S.
G x TS x LS	3-way	263	B-8	1.406	4/238	N.S.

There was a slight difference in mean ratings for the four variables, but these observed differences fell far short of statistical significance for three main effects, for four two-way interactions and both three-way interactions.

However, there was a statistically significant inverse relationship among respondents in the LS variable ($F = 4.673$, $p < .05$). This means that there was a difference in mean ratings among respondents in the three LS. Hence, null Hypothesis IV was rejected. The difference between the highest mean rating for respondents at elementary levels (4.324) and the lowest for respondents at secondary levels (4.094) was .230. But all of the respondents "mostly agreed," which makes even this small difference of .230 in mean ratings difficult to interpret in a practical sense. Also, this small difference in mean ratings fell short of the criterion of .300 set for practical significance.

The I x G interaction was also statistically significant ($F = 3.318$, $p < .05$). This means that there was a difference in mean ratings of the ST and CT at the six institutions. Therefore, null Hypothesis V was rejected for this interaction. Table 23 presents the cell means and standard deviations, and Figure 6 shows the graphic representation of this interaction. It shows that both the direction and the magnitude of the differences in mean ratings between respondents vary across institutions, and especially at institutions four, seven and ten. This indicates that ST and CT at the six institutions differed in their perceptions of Delivery aspects of the CS's role.

Figure 6 shows that there was a high level of agreement between ST and CT at institutions one, eight and nine, but at institutions

TABLE 23: Cell Means and Standard Deviations for the Significant I x G Interaction in the Delivery Subscale for Six Institutions (n = 161)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

	Student Teachers			Cooperating Teachers		
Institution	Mean	n	S.D.	Mean	n	S.D.
# 1	4.081	20	.576	4.173	22	.640
# 4	3.670	7	.596	4.194	18	.497
# 7	4.552	18	.409	3.897	13	1.102
# 8	4.266	4	.609	4.297	4	.608
# 9	4.255	13	.462	4.260	13	.422
#10	3.888	15	.876	4.304	14	.450

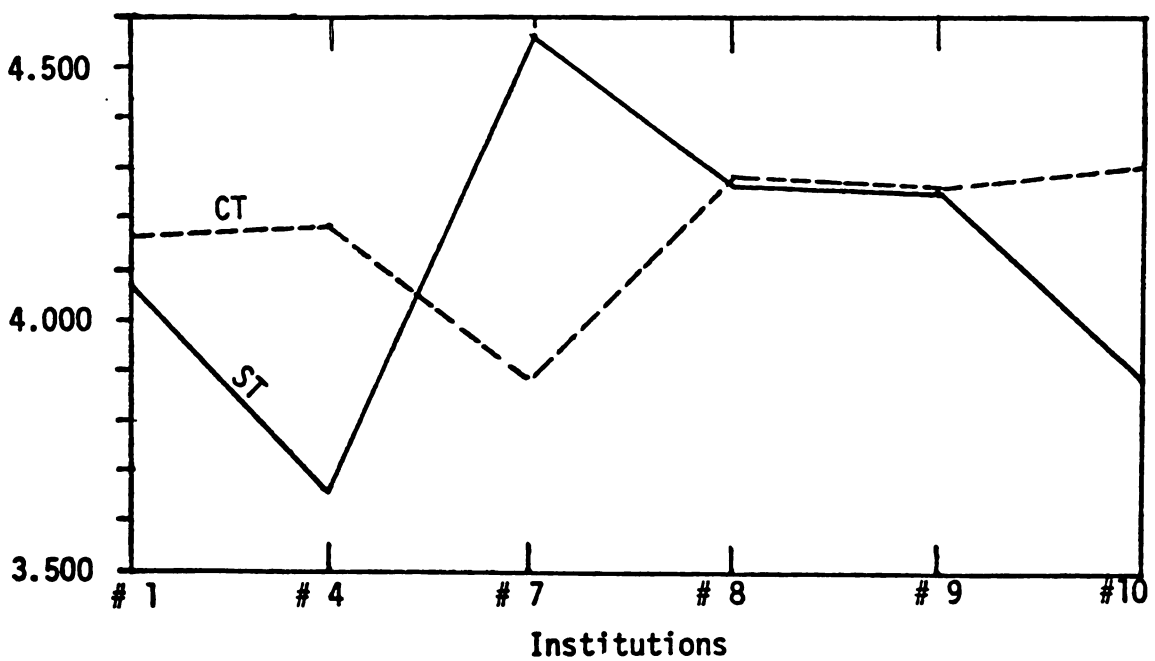


Figure 6: Graphic Representation of I x G Interaction in the Delivery Subscale

four, seven and ten there was a slight discrepancy in their level of agreement. At institutions four and ten, the CT held higher levels of expectations than ST, but at institution seven this relationship was reversed. The mean rating of 3.897 and an extremely high standard deviation of 1.102 for the 13 CT at institution seven is clearly noticeable. It reflects a low set of ratings provided by one or two deviant individuals rather than being a consistent characteristic of the whole group. The same is also true, but not so clearly noticeable for the seven ST at institution four and the fifteen ST at institution ten. However, as a whole all respondents "mostly agreed" and those ST at institution seven "completely agreed" on the Instructional and Supervisory aspects of the role of the CS.

Conclusion for Subscale 3

In general there was a high level of consensus among the respondents in their expectations on the Instructional and Supervisory aspects of the role of the CS. At institutions four, seven and ten there was a slight discrepancy in the level of agreement between ST and CT. However, it was pointed out that it was due to a set of low ratings provided by one or two deviant individuals rather than being a consistent characteristic of an entire group.

Subscale 4: Development: Program and Professional Improvement

The results of the three-way ANOVA (6 x 2 x 2) tests with partial sample (n = 161), three-way ANOVA (4 x 3 x 3) tests with total sample (N = 263) and the one-way ANOVA tests with total sample for each of the main effects are presented in Tables B-10, B-11 and B-12, respectively. The results of the most precise/powerful tests among these are summarized in Table 24. These results support the following observations:

TABLE 24: Mean Ratings for Variables and Summary of Results of the most Precise/Powerful Tests for the Development Subscale

Cell Means for Input Variables

Response Scale

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

Grand Mean = 4.318 Standard Deviation = .536

Institutions	Mean Rates	S.D.	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.352	.577	CS (n=29)	4.526	Public (n= 81)	4.220	Elem (n=118)	4.360
# 2 (n=13)	4.200	.650	ST (n=98)	4.261	SDA (n=154)	4.337	Sec (n=118)	4.275
# 3 (n=15)	4.311	.429	CT (n=94)	4.300	Both (n= 28)	4.495	K-12 (n= 27)	4.321
# 4 (n=34)	4.288	.534	SA (n=42)	4.346				
# 5 (n=14)	4.505	.325						
# 6 (n= 6)	3.644	.806						
# 7 (n=38)	4.518	.505						
# 8 (n=14)	4.367	.359						
# 9 (n=32)	4.148	.532						
#10 (n=41)	4.299	.487						

Summary of ANOVA Tests Results

Effects	ANOVA Test Used	Sample Size	Corresp. Table in Appendix B	F-Ratio	df	Statistical Significance
Institutions (I)	1-way	263	B-12	2.423	9/253	p < .05
Groups (G)	3-way	263	B-11	.824	3/238	N.S.
Types of Schools (TS)	3-way	263	B-11	1.107	2/238	N.S.
Levels of Schools (LS)	3-way	263	B-11	.844	2/238	N.S.
I x G	3-way	161	B-10	1.630	5/137	p < .05
I x TS	3-way	161	B-10	1.226	5/137	N.S.
G x TS	3-way	263	B-11	.696	4/238	N.S.
G x LS	3-way	263	B-11	1.018	6/238	N.S.
TS x LS	3-way	263	B-11	1.103	3/238	N.S.
I x G x TS	3-way	161	B-10	.711	5/137	N.S.
G x TS x LS	3-way	263	B-11	1.355	4/238	N.S.

Although there appeared to be sizeable differences in mean ratings for the four variables, these observed differences were not statistically significant for three main effects, or four two-way interactions, or both three-way interactions.

However, there was a significant main effect for Institutions variable ($F = 2.423$, $p < .05$). This means that there was a difference in mean ratings of the respondents at the ten institutions. Therefore, null Hypothesis I was rejected. The mean ratings and the standard deviations for this variable in Table 24 show sizeable differences in mean ratings, and the difference was especially large for institution six. A mean rating of 3.644 and a high standard deviation of .806 for respondents at institution six indicate a high variability in the item ratings. An examination of the raw data revealed that there were two CS. three ST and one SA. Of these six individuals, one ST and one CS rated low on most of the items in this subscale, and all six of them rated very low on one item. Except for the low ratings of these deviant individuals, respondents at the ten institutions "mostly agreed" that the CS should strive to improve the student teaching programs and his professional expertise.

The I x G interaction was statistically significant ($F = 1.630$, $p < .05$). This means that there was a difference in mean ratings of ST and CT at the six institutions. Hence, null Hypothesis V was rejected for this interaction. The cell means and standard deviations of this interaction in Table 25 and the graphic representation in Figure 7 reveal that both the direction and the magnitude of the differences in mean ratings between ST and CT vary across the six institutions and especially at institutions four, seven and eight. At institution

TABLE 25: Cell Means and Standard Deviations for the Significant I x G Interaction in the Development Subscale for Six Institutions (n = 161)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

	Student Teachers			Cooperating Teachers		
Institution	Mean	n	S.D.	Mean	n	S.D.
# 1	4.327	20	.794	4.300	22	.433
# 4	3.857	7	.604	4.296	18	.489
# 7	4.622	18	.356	4.195	13	.632
# 8	4.283	4	.520	4.617	4	.300
# 9	4.087	13	.465	4.077	13	.604
#10	4.360	15	.417	4.338	14	.474

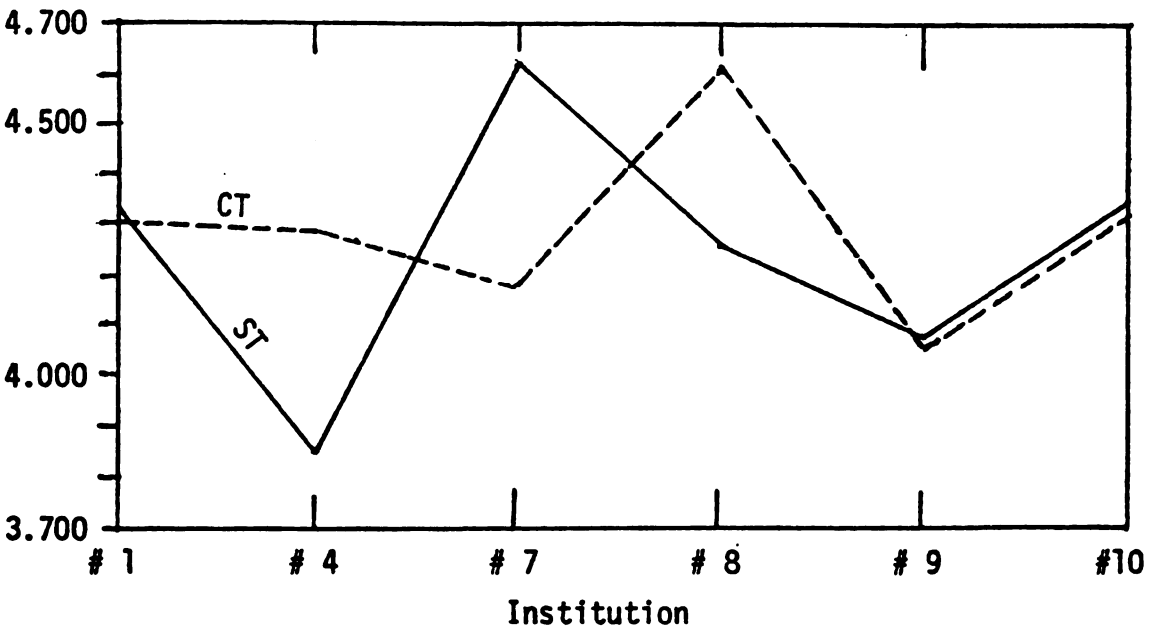


Figure 7: Graphic Representation of the I x G Interaction in the Development Subscale

seven the ST saw the Development aspect of the role of the CS to be more important than the CT did. This relationship was reversed at institutions four and eight. However, all respondents "mostly agreed" that the CS should strive to improve the student teaching programs and their professional expertise. In fact, the ST at institution seven and CT at institution eight "completely agreed."

Conclusion for Subscale 4

In general there was a high level of consensus among respondents on the Development aspect of the role of the CS. Where there were significant differences in mean ratings, these were due to a low set of ratings provided by one or two deviant individuals than being a consistent characteristic of a large group.

Summary of Findings for Part I

Thus far, the results of various statistical procedures used to test hypotheses one through six for each of the four subscales were presented and the outcomes were discussed. It was pointed out that in general there was a high level of consensus among the respondents in their expectations on the four subscales of the role of the CS.

Table 26 summarizes the status of the hypotheses for each of the four subscales. It shows that a few hypotheses were rejected for each of the four subscales because there were significant differences in mean ratings.

In the Personality Characteristics subscale, Hypothesis II was rejected for the Groups variable, Hypothesis V was rejected for the TS x LS interaction, and Hypothesis VI was rejected for the I x G x TS interaction. In the Planning subscale, Hypothesis II and III were rejected for the Groups and TS main effects, respectively. Also

TABLE 26: Status of Hypotheses One Through Six for Each of the Four Subscales of the Role of the College Supervisor

Null Hypotheses		Sample Size	Type of ANOVA Used	df	Four Subscales in the Role Expectation Questionnaire			
					Personality Characteristics	Planning	Delivery	Development
I. Mean ratings for ten institutions do not differ		263	1-way	9/253	Accepted	Accepted	Accepted	Rejected
II. Mean ratings for the four groups do not differ		263	3-way	3/238	Rejected	Rejected	Accepted	Accepted
III. Mean ratings for the three types of sch'ls do not differ		263	3-way	2/238	Accepted	Rejected	Accepted	Accepted
IV. Mean ratings for the three levels of sch'ls do not differ		263	3-way	2/238	Accepted	Accepted	Rejected	Accepted
V. No two-way interactions	I x G	161	3-way	5/137	Accepted	Accepted	Rejected	Rejected
	I x TS	161	3-way	5/137	Accepted	Accepted	Accepted	Accepted
	G x TS	263	3-way	4/238	Accepted	Rejected	Accepted	Accepted
	G x LS	263	3-way	6/238	Accepted	Rejected	Accepted	Accepted
	TS x LS	263	3-way	3/238	Rejected	Rejected	Accepted	Accepted
VI. No Three-way interactions	I x G x TS	161	3-way	5/137	Rejected	Accepted	Accepted	Accepted
	G x TS x LS	263	3-way	4/238	Accepted	Accepted	Accepted	Accepted

rejected was Hypothesis V for three of the five two-way interactions. In the Delivery subscale, Hypothesis IV was rejected for the LS main effect and Hypothesis V was rejected for the I x G interaction. In the Development subscale, Hypothesis I was rejected for the Institutions main effect and Hypothesis was rejected for the I x G interaction.

Although hypotheses for the four main effects (or independent variables) across the four subscales were rejected five times because of significant differences in mean ratings, for four of them lack of practical significance was established on the basis of a very small difference of less than .300 between the highest and the lowest mean ratings for sample sizes of more than 100 respondents. For the last main effect and for all the significant interactions the sizes of the cell mean ratings and the corresponding standard deviations were examined. On the basis of these, raw data were re-examined and it was pointed out that in each case it was one or two deviant individuals whose set of ratings made the cell mean ratings low, and that their set of ratings do not reflect a consistent characteristic of a large group.

Since significant differences in mean ratings led to the rejection of some hypotheses, item analysis was conducted on the responses to the 43 items in the four subscales to determine the source of significance. The results are presented in the next section.

An Analysis of Individual Items

In an effort to determine if general attitudes toward the role of the CS vary across the four variables, responses to individual items within the four subscales were analyzed in a series of Chi-Square tests. The results of these analyses are presented in Table C-1 in Appendix C. Of the 43 items in the revised questionnaire, responses to eleven items showed statistically significant differences. In all four subscales, sometimes responses to the same item were also significant for another variable in a subscale.

The significant Chi-Square results should be interpreted with caution for two reasons. First, responses to individual items are less reliable than ratings derived from responses to sets of related items (subscales). Second, the total number of Chi-Square tests which were conducted was so large that it is likely that one or more of the statistically significant differences may have resulted from chance alone.

With these cautions in mind, consider the pattern of responses to the statistically significant items in Table 27 for each of the four variables in the four subscales.

Subscale 1: Personality Characteristics

Of the four items in this subscale, differences in mean ratings on one item relating to the CS respecting and recognizing the worth and dignity of every individual in the student teaching team were statistically significant in the Institutions variable. The mean rating for respondents at institution six was significantly lower than it was for those at the other nine institutions. An examination of the raw data revealed that two of the six individuals at this

TABLE 27: Significant Differences on Selected Items in the Four Subscales for the Input Variables (N = 263)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

Item No.	Item	Sub-scale	Institution Effect Mean Ratings #1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Chi-Square	df
The College Supervisor of student teachers employed in a Seventh-day Adventist College/ University should:														
10.	respect and recognize the worth and dignity of every individual regardless of race, language, religion, or social status	1	4.95	5.00	5.00	4.97	4.93	4.67	4.95	5.00	4.94	5.00	35.20[b]	18
68.	consistently strive to develop and use more effective observation instruments to objectively measure student teacher's teaching behavior	4	4.57	4.31	4.60	4.53	4.64	3.33	4.55	4.57	4.22	4.56	63.90[d]	45
73.	attend clinics, workshops and conferences designed to imporve teacher education and student teacher supervisory	4	4.55	4.62	4.80	4.47	4.71	3.83	4.76	4.57	4.53	4.59	63.90[c]	30
74.	read appropriate periodicals (and books) to keep current with changing trends in teacher education, student teaching, and supervisory techniques in the state and nation	4	4.73	4.77	4.73	4.50	4.86	3.83	4.79	4.86	4.34	4.68	46.25[a]	27
77.	publish pertinent research articles on teacher education, student teaching, and supervisory techniques in professional journals	4	3.14	3.23	3.13	3.12	4.07	2.17	3.87	3.14	3.03	2.59	76.94[b]	45
79.	assess regularly his/her own performance in the student teaching program	4	4.70	4.62	4.60	4.55	4.64	3.67	4.74	4.50	4.44	4.68	123.04[e]	45

TABLE 27: (Continued)

Item No.	Item	Sub-scale	Groups Effect Mean Ratings CS	ST	CT	SA	Chi-Square	df
21.	select the cooperating school/s on the basis of the college/university philosophy, policies, procedures, and guidelines for student teaching	2	4.55	4.09	3.97	4.43	29.10[a]	15
72.	be a member and an active participant in appropriate state and national teacher education associations	4	4.55	3.95	3.81	3.83	26.45[a]	15
			Types of Schools Effect					
			Public		SDA	Both		
21.	(see above)	2	3.79		4.31	4.36	22.40[a]	10
48.	share with the supervising teacher and the principal during inservice workshops his/her expertise in curriculum, instruction, supervision, human relations, innovative teaching methods, self-assessment, and A-V usage	3	3.63		4.05	4.11	20.98[a]	10
77.	(see above)	4	2.84		3.25	3.75	21.83[a]	10
			Levels of Schools Effect					
			Elem		Sec	K-12		
22.	gather necessary personal and professional information on the potential supervising teacher for compatible matching with a student teacher	2	4.26		3.83	3.89	19.52[a]	10
49.	accept when opportunity arises, short periods of teaching in an elementary or secondary school to maintain own teaching skills in his/her major and minor areas	3	4.15		3.55	3.63	20.45[a]	10
73.	(See above)	4	4.66		4.44	4.74	19.62[a]	8

[a] $p < .05$

[b] $p < .01$

[c] $p < .005$

[d] $p < .001$

[e] $p < .0001$

institution rated consistently low on that one item. Differences in mean ratings to the items in this susbcale were not statistically significant in the other three variables.

Subscale 2: Planning: Planning and Organization

Differences in mean ratings on two of the eight items in this subscale were statistically significant across three variables. Responses to item 21 alone reflected significant differences across two variables. These results might be possible explanations for the significant main effects and interactions reported in Table 18, p. 109. An investigation of the mean ratings on item 21 in the Groups variable shows that while the CS "completely agreed," ST, CT and SA "mostly agreed" that the CS should select the cooperating schools on the basis of the college philosophy and policies for student teaching. However, the mean ratings for ST and CT were comparatively lower than for the other two groups.

Mean ratings on the same item (item 21) in the TS variable show that all respondents "mostly agreed." However, the sizeable differences in mean ratings were statistically significant. The mean rating for the respondents in public schools was the lowest. Thus, it was concluded that respondents in public schools tend less to agree that the cooperating schools be selected on the basis of the SDA college philosophy and policies for student teaching.

Mean ratings on item 22 in the LS variable show that respondents at elementary, secondary and K-12 levels "mostly agreed" that the CS should gather personal and professional information from potential CT for compatible matching with ST. However, respondents at secondary and K-12 levels tend to regard this as a little less important for

the CS to do.

Subscale 3: Delivery: Instruction and Supervision

Of the 16 items in this subscale, differences in mean ratings on two items were statistically significant--item 48 in the TS variable and item 49 in the LS variable. A review of the mean ratings for item 48 shows that although all respondents "mostly agreed" that the CS should conduct inservice workshops for CT and SA on topics relating to curriculum, instruction, supervision, human relations, innovative teaching methods, self-assessment and A-V usage, those in public schools tended to "slightly agree" that he should do so. This could mean that the public school teachers felt better prepared, or that they get enough inservice in these areas through the local public school systems.

Mean ratings on item 49 in the LS variable were the highest for elementary levels, suggesting that the CS should accept temporary teaching appointments in elementary or secondary schools. Although the respondents at secondary and K-12 levels tended to "mostly agree" to this, their mean ratings show that they did not see that it was critical for the CS to teach at these levels, or that they did not consider him an expert in teaching or competent in content area.

Subscale 4: Development: Program and Professional Improvement

Differences in mean ratings on six of the 15 items in this subscale were statistically significant, five of them in the Institutions variable alone. Differences in mean ratings on two of the five items were again significant, one in the TS variable and another in the LS variable. Differences in mean ratings on the sixth item were significant in the Groups variable.

That the responses to five of the 15 items were significantly different in the Institutions variable alone was a revealing explanation for the significant Institutions main effect and the I x G interaction in the ANOVA test results presented in Table 24, p. 120.

Responses to five items relating to the CS developing more effective observation instruments, attending professional improvement conferences, reading professional books and journals to keep current with changes in teacher education, publishing articles in professional journals and assessing his own performance in the student teaching programs reflected a lack of consensus. A review of the mean ratings for these items across ten institutions shows that mean ratings for respondents at institution six were consistently the lowest for all five items. Also, with the exception of institution five, respondents at the other nine institutions had consistently low mean ratings within the "slightly agree" interval for item 77 which states that the CS should get articles published in professional journals. In fact, at institutions six and ten the respondents disagreed that the CS should do this.

In the Groups variable, there was a clear lack of consensus between the CS and the other three groups on the responses to item 72 which states that the CS should be a member and active participant in professional associations. The CS "completely agreed" that they should be active members, but the ST, CT and SA "mostly agreed," but their mean ratings show that their expectations slightly declined in the order of ST, ST and CT, respectively.

In the TS variable, responses to item 77 which states that the CS should publish articles in professional journals, respondents in

Both schools tended to "mostly agree," but respondents in public and SDA schools "slightly agreed."

Finally, in the LS variable the differences in mean ratings to item 73 which states that the CS should attend workshops and clinics designed to improve teacher education and student teaching supervisory techniques were statistically significant. Respondents at the secondary level "mostly agreed," but those at elementary and K-12 levels "completely agreed." The mean ratings show that the levels of consensus declined among respondents in the order of K-12, elementary and secondary levels, respectively.

Summary of Findings Related to Item Analysis

Of the 43 items in the revised questionnaire, differences in mean ratings on 11 items were statistically significant reflecting a lack of consensus on approximately 26 percent of the stated expectations of the role of the college supervisor. This lack of consensus was a function of the Institutions, TS and LS in which the four groups of respondents were involved. Seventy-four percent of the comparisons did not prove to be significantly different, although they did reflect varying degrees of consensus.

In the Personality Characteristics subscale, there was a lack of agreement among respondents in the ten institutions on one item. Respondents at institution six held a lower level of expectation than those at the other nine institutions on the item which states that the CS should respect and recognize the worth and dignity of every individual in the student teaching team.

In the Planning subscale, lack of consensus among the respondents

centered around two items. The respondents in public schools tended to "slightly agree" that the CS should select the cooperating schools on the basis of the SDA college philosophy and policies for student teaching. The respondents at the secondary and K-12 levels "mostly agreed" that the CS should gather personal and professional information from potential CT for compatible matching with ST, but their degree of consensus was lower than it was for respondents at elementary levels.

In the Delivery subscale, lack of consensus centered around two items. The respondents in public schools tended to "slightly agree" that the CS should conduct inservice workshops for the CT and SA. The respondents at secondary and K-12 levels also tended to "slightly agree" that the CS should accept temporary teaching appointments at elementary or secondary levels.

In the Development subscale, responses to five items relating to the non-site aspects of the role of the CS such as developing more effective observation instruments, attending professional meetings, reading professional publications, getting articles published, and assessing his own performance reflected a lack of consensus. Respondents at institution six tended to "slightly agree" on these activities while all the others "mostly agreed" or "completely agreed" on four of these items. All respondents at nine of the ten institutions "slightly agreed" that the CS should get articles published. In addition, although all four groups "mostly agreed" that the CS should be a member and participant in professional associations, the degree of consensus declined in the order of CS, ST, SA and CT, respectively.

In conclusion, the lack of agreement on the responses to the 11 items was not disagreement. Most of the respondents either "mostly agreed" or "completely agreed." Responses to one item relating to the CS getting articles published received the lowest priority across the four groups. Apart from this, in the overall picture there was a definite agreement among the respondents that the CS should endeavor to perform the tasks identified in the 42 items. As pointed out throughout, the degree of consensus was a function of the TS and LS and the group to which the respondent belonged at the ten institutions.

In a final effort to determine the degree of relationship that existed between the CS's self-perceptions of his role and the perceptions of that role held by his ST and CT at the elementary and secondary levels in public and SDA schools, a correlational study was conducted on their responses to the 43 items in the revised questionnaire. The results of this study are shown in Part II of the chapter.

Part II: Pattern of Response Ratings

As already pointed out in Chapter III and according to role theory in the student teaching programs each incumbent participant holds his own expectations for his behavior as well as for the behavior of those with whom he interacts. How strong or weak this interaction is among the participants depends upon how closely related each other's expectations are for a particular role. The stronger the relationship between their expectations, the greater the effectiveness in their interaction and greater the quality of the student teaching program. The poorer the relationship between their expectations, the greater the conflict in their interaction and poorer

the quality of the student teaching programs.

Therefore, to determine the strength of relationship among the CS themselves, between CS and ST, and between CS and CT, a comparison was made between the self-perceptions of their role and the perceptions of that role held by their ST and CT. This was done by computing correlation coefficients between paired response ratings of the CS themselves, between paired response ratings of CS and ST, and between paired response ratings of CS and CT on the 43 items in the revised questionnaire. Four hypotheses were formulated to test this strength of role relationship (See Chapters I and III).

To be significantly different from zero, or from no relationship at all, the correlation coefficients between paired response ratings to the 43 items must be .31 or higher when alpha equals .05. Borg and Gall (1979, p. 513) state that the size of the correlation coefficient indicates the degree of relationship between the variables. High correlation coefficients reflect a strong relationship. Low correlation coefficients reflect a low or slight relationship even if the correlations are significant at 1 percent level. Furthermore, they say that correlations ranging from .20 to .35 show a very slight relationship between the variables.

As already explained in Chapter III, only 13 CS, 58 ST and 58 CT were involved in this part of the study. Table 28 presents the correlation-matrix for the response ratings of the 13 CS to the 43 items in the revised questionnaire. Most of the correlation coefficients were comparatively low. The correlation coefficients ranged from .57 to -.19, and the mean of the correlation coefficients was .22. Also, of the 78 correlation coefficients in this matrix

TABLE 28: Correlation-matrix for the Paired Response Ratings of the 13 College Supervisors on the 43 Items in the Revised Questionnaire

CS	1	2	10	11	12	15	20	21	23	24	26	29	30
1	1.00	.31	.16	-.05	-.14	.22	.13	.33	.05	.02	.33	.38	.30
2		1.00	.16	.28	.29	.12	.20	.54	-.02	.24	.18	.22	.44
10			1.00	.22	.42	.42	.44	.31	.35	-.01	.00	.19	.25
11				1.00	.48	.39	.01	.49	-.05	.51	.04	.18	.43
12					1.00	.33	.21	.29	-.13	.57	.13	.27	.32
15						1.00	.43	.32	.03	.04	-.02	.04	.31
20							1.00	.36	.10	.07	.20	.11	-.16
21								1.00	.15	.33	.31	.41	.40
23									1.00	-.19	-.11	.38	.00
24										1.00	.43	.39	.37
26											1.00	.28	.04
29												1.00	.26
30													1.00

only 31 (40 percent) were significantly different from zero. These correlation coefficients reflect a very slight relationship among the 13 CS in the way they perceived their role.

Table 29 presents the correlation coefficients between the paired response ratings of the CS and their ST, and between the paired response ratings of the CS and their CT on the 43 items in the revised questionnaire. Once again, most of the correlation coefficients were comparatively low. The correlation coefficients ranged from .65 to -.19, and the grand mean of the correlation coefficients was .21. Of the 116 correlation coefficients, only 33 were significantly different from zero.

A summary of the significant and non-significant correlation coefficients is shown in Table 30. Of the 58 correlation coefficients

TABLE 29: Correlations Between Paired Response Ratings of Each CS and Each of his ST and CT on the 43 Items in the Revised Questionnaire*

College Supervisors																									
#1		#2		#10		#11		#12		#15		#20		#21		#23		#24		#26		#29		#30	
ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT
.63	.05	.45	.45	.23	.27	.35	.62	.47	.14	.10	.26	.18	-.04	.10	.56	.26	.04	-.01	-.07	.12	.05	.29	.21	.10	.27
.16	.27	.42	.32	.23	.07	-.04	.00	.28	.09	.18	.02	.08	.59	-.17	.59	.03	.15	-.01	.48	-.12	.01	.34	.18	.17	.29
-.04	.22	.13	.01	.23	.17	.16	.31	-.12	.44	-.11	.20	.13	.28	-.19	.18	.15	.10	-.11	.37	-.03	.06	.29	.01	.21	.10
.29	.20	.56	.51					.21	.22	.19	.25			.26	.26			-.04	.26	-.24	.12	.10	.50	.39	.09
.27	.22	.38	.15							.09	.18			.22	.08					-.07	.06	.49	.39	.31	.49
.14	.55	.18	.15											.04	.33							.30	.26	.30	.33
.22	.35	.35	.27																					.44	.18
.49	.00																							.04	.21
.43	.26																							.25	.25
.18	.40																								
.65	.36																								
.06	-.05																								
.29	.23																								

*Mean of the correlation coefficients for each column is at the end of that column. The means are rounded to a whole number in the hundredths place.

Mean of the Correlation Coefficients for CS and ST = .19

Mean of the Correlation Coefficients for CS and CT = .23

Grand Mean of the Correlation Coefficients = .21

TABLE 30: A Summary of the Significant and Non-Significant Correlation Coefficients Reflecting the Role Relationship Between CS and ST and Between CS and CT on Responses to 43 Items in the Questionnaire*

	Role Relationship Between CS and ST	Role Relationship Between CS and CT	Total
# of Correlation Coefficients Significantly Different from Zero	15 (26)	18 (31)	33 (28)
# of Correlation Coefficients Not Significantly Different from Zero	43 (74)	40 (69)	83 (72)
Total	58 (100)	58 (100)	116 (100)
Means of the Correlation Coefficients	.19	.23	.21

* Numbers in parentheses are percentages to the nearest whole number.

reflecting the degree of role relationship between the 13 CS and their ST, only 15 (26 percent) were significantly different from zero. The mean of the correlation coefficients was .19. Of the 58 correlation coefficients reflecting the degree of role relationship between the 13 CS and their CT, only 18 (31 percent) were significantly different from zero. The mean of the correlation coefficients was .23. The grand mean of the correlation coefficients was .21.

Thus, Tables 29 and 30 show that the degree of role relationship between the CS and their ST, and between the CT and their CT was low.

Prior to proceeding with testing hypotheses seven through ten, a brief discussion of the low correlation coefficients is needed. The analysis thus far has concentrated on means and has examined differences in the magnitude of ratings for each of the four subscales. It is possible, however, that the mean ratings across several items

will be identical for two individuals despite the fact that the pattern of responding is widely divergent. Consider the following example:

Example 1

item	Ratings of individual 1	Ratings of individual 2
1	5	5
2	3	3
3	1	1

Mean = 3.00; correlation = 1.00

Example 2

item	Ratings of individual 1	Ratings of individual 2
1	5	1
2	3	5
3	1	3

Mean = 3.00; correlation = -.50

In example 1, both the means and the pattern of responding are identical for the two individuals. In example 2, the mean ratings are identical for both individuals despite the dramatic difference in the pattern of responding. By computing correlation coefficients, it should be possible to measure the extent to which the pattern of responding to a given set of items is similar or different. The correlation between the ratings of individual 1 and 2 is high in example 1, and low in example 2, thereby reflecting the fact that the pattern of responding is similar in example 1 and dissimilar in example 2.

Thus, in Part II, the attention has shifted from differences in the magnitude of responses to a given set of items (means) to possible differences in the pattern of responding to the same set of items (correlations). With this explanation, consider results of Part II.

The correlation coefficients in Table 29 were used as the data base to test hypotheses seven through ten.

Hypothesis VII: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by student teachers will not differ from the corresponding means of the correlation coefficients for cooperating teachers.

Hypothesis X: There are no significant two-way interactions involving means of the correlation coefficients.

To test these two hypotheses, for each of the 13 CS means of the correlation coefficients were computed using the correlation coefficients reflecting the degree of relationship between him and his ST and CT. These are presented in Table 29. The overall mean of the 116 correlation coefficients was .21, which was significantly different from zero when alpha equals .05.

With the means of the correlation coefficients as dependent variables, F values were computed using a two-way ANOVA (13 x 2) test. The results are presented in Table 31. Although there were sizeable differences in means of the correlation coefficients, these differences were not statistically significant for the two main effects or the interaction. Thus, hypotheses seven and ten were not rejected. These results support the following observations:

Although there were large differences (ranging from -.01 to .31) in the means of the correlation coefficients reflecting the degree of role relationship between each CS and his ST and CT together, these differences fell short of statistical significance. This means that the above mentioned degree of relationship was not significantly different across the 13 CS and their ST and CT together in the way they perceived the role of the CS. However, the low means of the correlation coefficients reflect a very slight relationship among them in their perceptions of the role of the CS.

There was a small difference between the means of the correlation coefficients reflecting the degree of relationship between the 13 CS

TABLE 31: Means of the Correlation Coefficients and the Results of Two-Way ANOVA (13 x 2) Tests for the Role Relationship Between CS and ST and Between CS and CT

Means of the Correlation Coefficients for Input Variables

College Supervisors	Means of Corr. Coeff.
# 1 (n=24)*	.26
# 2 (n=12)	.31
#10 (n= 4)	.20
#11 (n= 4)	.23
#12 (n= 6)	.21
#15 (n= 8)	.13
#20 (n= 4)	.20
#21 (n=10)	.19
#23 (n= 4)	.12
#24 (n= 6)	.11
#26 (n= 8)	-.01
#29 (n=10)	.28
#30 (n=16)	.24

Groups**	Means of Corr. Coeff.
ST (n=58)	.19
CT (n=58)	.23

Grand Mean of the Correlation Coefficients = .21

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
College Supervisors (CS)	.754	12	.063	1.756	N.S.
Groups (G)	.040	1	.040	1.124	N.S.
CS x G	.461	12	.038	1.073	N.S.
Residual	3.221	90	.036		
Total	4.476	115	.039		

*Numbers in parentheses represent the number of ST and CT working with each CS. The means of the correlation coefficients reflect the degree of role relationship between each CS and his ST and CT.

** The means of the correlation coefficients reflect the degree of role relationship between the CS and ST and between the CS and CT.

and their ST and between the 13 CS and their CT. It was not statistically significant. This means that the degree of role relationship among all the 13 CS and their ST was not significantly different from the degree of role relationship among all 13 CS and their CT. However, the low means of the correlation coefficients (.19 and .23 respectively) clearly indicate that there was only a slight relationship among them in the way they perceived the role of the CS.

The two-way interaction (CS x G) was not statistically significant. This means that the degrees of relationships mentioned above for the two main effects were not significantly different; i.e., for all 13 CS the degree of role relationship between them and their ST and CT together, or separately, was not different. However, the low means of the correlation coefficients clearly indicate that there was a very slight relationship among all of them in the way they perceived the role of the CS.

Hypothesis VIII: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in public schools will not differ from the corresponding means of the correlation coefficients of the key members in SDA schools.

This hypothesis could be best tested using a two-way ANOVA test, but for reasons already explained in Chapter III in relation to Table 14, p. 96, it was not possible to do so. Instead, t test was used. The results are presented in Table 32. Although the mean of the correlation coefficients was slightly higher for participants in public schools than for those in SDA schools, the difference was not statistically significant. This means that the degree of relationship

TABLE 32: Results of the t Test Involving Means of the Correlation Coefficients Showing the Relationship Between Participants in Public and SDA Schools for the Role of the College Supervisor

Variable	n	Mean Corr.	S.D.	Corres. t Value	df	Statis. Signif.
Public Schools	30	.237	.173	.81	114	N.S.
SDA Schools	86	.201	.205			

between CS and the key members (ST and CT) in public schools in their perceptions of the role of the CS was not significantly different from the corresponding degree of relationship between CS and the key members (ST and CT) in SDA schools. Therefore, null Hypothesis VIII was not rejected. However, the low means of the correlation coefficients indicate the degree of role relationship among the above mentioned participants was very low.

Hypothesis IX: The means of the correlation coefficients reflecting the relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in elementary schools will not differ from the corresponding means of the correlation coefficients of the key members in secondary schools.

Once again, for the same reason as in the previous case, it was not possible to use two-way ANOVA tests. Instead, t test was used. The results are presented in Table 33.

There was a small difference between the means of the correlation coefficients for the key members (ST and CT) at elementary and secondary levels, but the difference was not statistically significant. This means that the degree of relationship between CS and the key

TABLE 33: Results of the t Test Involving Means of the Correlation Coefficients Showing the Relationship Between Participants in Elementary and Secondary Schools for the Role of the College Supervisor

Variable	n	Mean Corr.	S.D.	Corres. t Value	df	Statis. Signif.
Elementary	62	.192	.195	-1.13	114	N.S.
Secondary	54	.234	.200			

members (ST and CT) at elementary levels in their perceptions of the role of the CS was not significantly different from the corresponding degree of relationship between CS and the key members (ST and CT) at secondary levels. Therefore, null Hypothesis IX was not rejected. However, the low means of the correlation coefficients indicate the degree of role relationship among the above mentioned participants was very low.

Summary of the Findings for Part II

In this part of the Study an attempt was made to determine the degree of relationship among CS, ST and CT in their perceptions of the role of the CS. This was done by computing correlation coefficients for paired response ratings on the 43 items in the revised questionnaire among the CS themselves, between CS and ST and between CS and CT. These correlation coefficients were further used to test the degree of role relationship between participants in public and SDA schools, and between participants at elementary and secondary levels. The means of the correlation coefficients as dependent variables were analyzed through an application of ANOVA and t tests.

The results of this study showed that there was a very low relationship among the CS themselves in the way they perceived their role.

The mean of the correlation coefficients for the CS paired response ratings was .22. Likewise, there was a very low relationship between CS and ST, and between CS and CT in the way they perceived the role of the CS. The mean of the correlation coefficients between the paired response ratings of the CS and ST was .19, and between the CS and ST was .23. The grand mean of the correlation coefficients was .21.

Conclusion for Chapter IV

This chapter has presented the results of the statistical procedures used to analyze the data and discussed the findings. The results of Part I of the study showed that in general there was a high level of consensus among respondents in their expectations on the four subscales of the role of the CS. When interpreted in terms of role theory, these findings suggest that the role of the CS satisfied the necessary "consensus" requirements for successful role enactment thereby making it possible for the CS to provide successful and satisfying experiences for all involved in the student teaching programs. However, the results of Part II of the study showed that regardless of the TS and LS in which the CS, ST and CT were involved, there was a very low relationship among them in the way they perceived the role of the CS. When interpreted in terms of role theory, these findings suggest that there may be problems in the interaction among the participants in the student teaching programs due to the differences in perceptions of the relative importance of specific functions within the role of the CS. As a whole, the results of this study indicate that there is a lack of a formalized role definition for the CS and communication about it among participants in the student teaching programs.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

In Chapter IV the results of the study were presented, and the findings were discussed. This chapter present the summary of the study, summary of the major findings, conclusions, implication, recommendations and suggestions for further research.

Summary of the Study

This study was undertaken to develop information that could be used to improve the quality of interaction in the student teaching programs at the ten Seventh-day Adventist (SDA) institutions in the U.S., through an anlysis of the role of the college supervisor as one of the components in the student teaching social system. This role was analyzed as it was perceived by college supervisors, student teachers, cooperating teachers and principals.

The theoretical framework used for this study relates to the nature of the social setting within which the college supervisor performs his role. During the student teacher's field experience all four of the above role incumbents interact closely and thus hold certain expectations for their own behavior as well as for the behavior of others. Literature and research reviewed in Chapter II suggest that the greater the consensus on the expectations for a specific role, the more satisfying will be the experience for all involved. The relationships among the positions involved in student teaching can be viewed

as an interaction system, and this total system can be analyzed in the framework of role theory. Role theory proposes that effective role enactment is related to consensus on role expectations, and effective role relationship is based on clear definition of the role to the participants in the given social system. Therefore, it is necessary to examine the expectations which define the roles in the student teaching social system and determine the strength of role relationship among participants in that system. For this study the college supervisor was chosen as the focal role within the social system.

The questionnaire developed for this study contained 72 specific role expectations classified as expectations relating to personal and professional characteristics, administration, liaison, instruction, evaluation, program development, and professional development. This seven subscale questionnaire was administered to the college supervisors, student teachers, cooperating teachers and principals involved in the student teaching programs at the ten SDA institutions during the Fall term or first semester of 1978-79 school year. Of the 373 people to whom the questionnaire was administered, 263 responded. The four independent variables for this study were ten Institutions, four Groups, three Types of Schools (Public, SDA, Both Public and SDA) and three Levels of Schools (elementary, secondary and K-12).

Due to high correlation coefficients among the seven subscales, and low correlation coefficients between some of the items in the subscales, the entire data were factor analyzed using three, four, five and seven factor solutions. These analyses identified four factors or subscales. Four "experts" in the Division of Student Teaching and Professional Development at Michigan State University

gave appropriate titles to these four subscales, and another seven "experts" face validated the items in these subscales. The final product of these procedures was a revised questionnaire of 43 items divided into four subscales with high correlation coefficients between items in each subscale, low correlation coefficients among subscales, and high internal reliability coefficients among the four subscales. The four subscales are: (1) Personality Characteristics, (2) Planning: Planning and Organization, (3) Delivery: Instruction and Supervision, and (4) Development: Program and Professional Improvement. These new data were used to test the ten hypotheses formulated for this study.

The data were analyzed in two parts. Part one had six hypotheses testing for the magnitude of response ratings. These hypotheses were tested for significance through application of three-way and one-way ANOVA. Furthermore, to determine if the general attitude toward the role of the college supervisor varied across the four independent variables, an item analysis was conducted using a series of Chi-Square tests. Part two had four hypotheses testing for the pattern of role relationship among the college supervisors themselves, and between the college supervisors and their student teachers and cooperating teachers. Correlation coefficients were computed between the paired response ratings of college supervisors themselves, between college supervisors and student teachers, and between college supervisors and cooperating teachers on the 43 items in the revised questionnaire. Using the means of the correlation coefficients as dependent variables, the four hypotheses were tested for significance through application of two-way ANOVA and t-tests.

Summary of Major Findings

The theoretical framework for this study suggests that the interacting roles of the key participants in the student teaching programs define the role of the college supervisor through expectations that they hold for that position incumbent. The degree of overlap in the expectations for a role by complementary roles is essential to the incumbent's functioning in that role. The general research questions used to guide Part I of this study are reiterated below and the major findings relating to these questions are reported.

Part I. Magnitude of Response Ratings

1. Do incumbent respondents in the ten SDA institutions differ in their perceptions on each of the four subscales of the role of the college supervisor?

2. Do incumbent respondents in the four key groups (college supervisors, student teachers, cooperating teachers and principals) differ in their perceptions on each of the four subscales of the role of the college supervisor?

3. Do incumbent respondents in the three types of schools (public, SDA and Both) differ in their perceptions on each of the four subscales of the role of the college supervisor?

4. Do incumbent respondents in the three levels of schools (elementary, secondary and K-12) differ in their perceptions on each of the four subscales of the role of the college supervisor?

Inherent in these general questions was an attempt to determine the nature of the differences that might be identified and thus to further delineate the role of the college supervisor.

The results of this part of the study show that in general the incumbent respondents in the four groups at the three Types and the

three Levels of Schools at the ten institutions did not differ in their perceptions on each of the four subscales of the role of the college supervisor. However, they considered certain subscales of the role to be more important than the others. These are reflected clearly in the grand mean ratings for the four subscales. In the descending order of magnitude they are: Personality Characteristics (4.906), Development (4,318), Delivery (4.212) and Planning (4.161). Where there were significant differences in their perceptions, these were due to the differences in their responses to individual items in the subscales, and these were a function of the Types and Levels of Schools in which the groups were involved at the ten institutions. In the following pages the findings are reported for each independent variable.

1. By Institutions, in general there was a high level of consensus among respondents on the four subscales of the role of the college supervisor. However, for six of the 43 items in the questionnaire the respondents at institution six differed significantly from the others. The mean ratings for these items across institutions varied from a low 2.17 at institution six to a high 5.00 at four institutions (See Table 27, p. 127).

The respondents at institution six felt it was more important for the college supervisor to do other things spelled out in the questionnaire for smooth operation of the student teaching program than for him to spend time on non-site activities such as developing more effective observation instruments, attending professional meetings and conferences, reading professional journals, getting articles

published, and assessing his own performance. In fact, all respondents at nine institutions did not think it was critical for the college supervisor to publish articles in professional journals.

2. By Groups, in general there was a high level of consensus among the four groups of respondents on the four subscales of the role of the college supervisor. However, they differed significantly on two items with mean ratings ranging from 3.81 for cooperating teachers to 4.55 for college supervisors (See Table 27, p. 128).

The cooperating teachers did not perceive it was important for the college supervisor to select the cooperating schools on the basis of the college philosophy, policies, procedures and guidelines for student teaching. On the item relating to the college supervisor becoming a member and active participant in the state and national teacher education associations, the college supervisors tended to "completely agree" that this was very beneficial for them, and the cooperating teachers, student teachers and principals though "mostly agreed," their mean ratings indicated their expectations were comparatively lower.

3. By Types of Schools, again in general there was a high level of consensus among the respondents on the four subscales of the role of the college supervisor. However, they differed significantly on three items with mean ratings ranging from 2.84 for those in public schools to 4.36 for those in Both schools (See Table 27, p. 128).

The respondents in public schools tended less to agree that the college supervisor should select the cooperating schools on the basis of college philosophy, policies, procedures and guidelines for student

teaching, and on his sharing with the cooperating teachers and principals during inservice workshops his expertise in curriculum, instruction, supervision, human relations, innovative teaching methods, self-assessment, and A-V usage. This could mean that the public school teachers feel better prepared or that they get enough inservice in these areas through the local public school systems. Also, the respondents in public and SDA schools tended to "slightly agree" that the college supervisor should get articles published in professional journals, but the respondents in Both schools tended to "mostly agree" that he should do so.

4. By Levels of Schools, once again in general there was a high level of consensus among the respondents on the four subscales of the role of the college supervisor. However, they differed significantly on three items with the mean ratings ranging from 3.55 for those at secondary levels to 4.74 for those at K-12 levels (See Table 27, p. 128).

The respondents at elementary, secondary and K-12 levels "mostly agreed" that a college supervisor should gather personal and professional information from cooperating teachers to match them with stustudent teachers, but their mean ratings indicate varying degrees of consensus. The respondents at secondary and K-12 levels tended to only "slightly agree" that the college supervisor should accept temporary teaching assignments at elementary or secondary levels to maintain his teaching skills in his major and minor areas. The respondents at secondary levels "mostly agreed," while those at elementary and K-12 levels "completely agreed" that the college supervisor should attend clinics, workshops and conferences designed to improve

teacher education and student teacher supervisory techniques.

Thus, the results of Part I of the study show that lack of consensus among respondents was prominent mainly on two items relating to Planning (selecting cooperating schools and gathering personal and professional information from cooperating teachers), two items relating to Delivery (temporary teaching assignments and conducting inservice workshops), and especially three items relating to Professional Improvement (publishing articles, membership in Teacher Education associations, and attending professional conferences). Otherwise, there was high level of consensus among the four groups of respondents on the four subscales of the role of the college supervisor.

Part II. Pattern of Response Ratings

The stronger the relationship among position incumbents in their perceptions of the college supervisor's role, the greater the chances of positive interaction among them in the student teaching program. Role theory states that effective role relationship exists among participants in a social system if the role is clearly defined to the participants. The general research questions used to guide Part II of this study are reiterated below and the research findings are reported.

5. Does the strength of relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by student teachers differ from the strength of the corresponding relationship for cooperating teachers?

6. Does the strength of relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in public schools differ from the strength of the corponding relationship for key members in SDA schools?

7. Does the strength of relationship between a college supervisor's self-perceptions of his role and the perceptions of that role held by key members (student teachers and cooperating teachers) in elementary schools differ from the strength of the corresponding relationship for key members in secondary schools?

In this part of the study the pattern of response ratings to the 43 items in the revised questionnaire was compared to determine the strenth of role relationship among college supervisors themselves between college supervisors and student teachers, and between college supervisors and cooperating teachers. This comparison was further extended to include the types and levels of schools in which the respondents were involved. Correlation coefficients were computed between paired response ratings of college supervisors and student teachers, and between paired response ratings of college supervisors and cooperating teachers on the 43 items. The means of the correlation coefficients were analyzed through application of two-way ANOVA and t-tests. The results of these analyses indicated that the strength of the role relationships was not significantly different in any of the three relationships queried above (See Tables 31, 32 and 33 on pages 141, 143, and 144, respectively).

However, the correlation coefficients were very low throughout, thus indicating a very slight role relationship among respondents. For the role relationship among the college supervisors themselves, of the 78 correlation coefficients in the correlation matrix only 31 (40 percent) were significantly different from zero. The correlation coefficients ranged from .57 to -.19, and the mean of the correlation coefficients was .22 (See Table 28, p. 136).

For the role relationship between college supervisors and student teachers, of the 58 correlation coefficients only 15 (35 percent) were significantly different from zero. The correlation coefficients ranged from .65 to -.19, and the mean of the correlation coefficients was .19. For the role relationship between college supervisors and cooperating teachers, of the 58 correlation coefficients only 18 (45 percent) were significantly different from zero. The correlation coefficients ranged from .62 to -.07, and the mean of the correlation coefficients was .23 (See Table 29, p. 137).

When the above correlation coefficients for the responses between college supervisors and student teachers and between college supervisors and cooperating teachers were divided according to the Types and Levels of schools in which the respondents were involved, and the means of these new correlation coefficients were analyzed statistically, there were no significant differences in their role relationships. However, the means of the correlation coefficients were very low--for public schools, .237; SDA schools, .201; elementary levels, .192; and secondary levels, .234 (See Tables 32 and 33 on pp. 143-144).

Therefore, it was concluded that although the strength of relationship among the various groups mentioned above was not significantly different in their perceptions of the role of the college supervisor, it was not a strong relationship. In fact, the role relationship was extremely low. There was only a slight role relationship among the college supervisors themselves, between college supervisors and student teachers, and between college supervisors and cooperating teachers.

Other Findings

In the preparation of the revised questionnaire, altogether 29 of 72 items were discarded from the modified questionnaire because either they did not have a factor loading of ±.35 and above, or they were not selected by the "experts" who face validated the items in the four factors. These items were grouped into one general subscale and were analyzed using the same kind of statistical procedures which were used to analyze the data in the four subscales (See Appendix D).

The results of these analyses indicated that there was a high level of consensus among the four groups of respondents in their expectations on 27 of 29 items in this subscale. The grand mean was 4.222. All four groups tended to disagree on the item which stated that the college supervisor should be a specialist. They all agreed that he should be a generalist. Also, the respondents only "slightly agreed" that the college supervisor should be able to administer and interpret tests on personality and leadership styles to determine the student teacher's readiness to student teach. The means of the correlation coefficients reflecting the role relationship among the college supervisors themselves, between college supervisors and student teachers, and between college supervisors and cooperating teachers were .50, .27, and .30, respectively. These figures denote low role relationship among and between the groups mentioned above for the role of the college supervisor.

Finally, these results are consistent with the results on the four subscales, in that there was a high level of consensus among respondents in their expectations of the role of the college supervisor, but a low relationship in the way they perceived his role.

Conclusions of the Study

Role theory states that effective role enactment is based on the level of consensus on role expectations; the greater the consensus on the expectations for a specific role, the more satisfying will be the experiences for all involved. The results of the first part of the study show that in general there was a high level of consensus among respondents in the student teaching programs at the ten SDA institutions in their expectations on the four subscales (Personality Characteristics, Planning, Delivery and Development) of the role of the college supervisor. The results for each subscale are as follows:

In the area of the desired Personality Characteristics of a college supervisor, respondents "completely agreed" that the college supervisor should show enthusiasm in working cooperatively as a team member; exert leadership in creating an environment of positive human relations; demonstration a positive attitude toward teaching as a profession; and respect and recognize the worth and dignity of every individual in the student teaching program.

In the area of Planning and Organization, there was a high level of consensus among respondents that the college supervisor should work cooperatively with co-supervisors in formulating policies, procedures and guidelines of the student teaching program; assess the assignment needs of the student teacher applicants; work with the principals of the cooperating schools in the assignment of student teachers to cooperating teachers; and work with the personnel of the distant cooperating schools and academies to help arrange housing, seminars and other meetings for student teachers placed there. However, there was a lack of consensus among respondents that the college supervisor should

select the cooperating schools on the basis of college philosophy, policies and procedures; and gather necessary personal and professional information from the potential cooperating teachers for compatible matching with student teachers.

In the area of Delivery, there was a high level of consensus among respondents that the college supervisor should perform specific instructional and supervising functions of his role. These functions include providing pertinent information and instruction (seminars and workshops) to student teachers, cooperating teachers and principals; resolving difficulties in the team relationship; teaching methods courses to student teachers; working with cooperating teachers in assisting the student teachers improve their teaching skills; and observing student teaching behavior and facilitating feedback and evaluation. However, lack of consensus centered on two functions relating to the college supervisor sharing his expertise in curriculum, instruction, supervision, etc. with the cooperating personnel; and accepting temporary teaching assignments in an elementary or secondary school to maintain own teaching skills.

Finally, in the area of Development, there was a high level of consensus among respondents that the college supervisor should engage himself in functions designed to improve the student teaching program and his professional expertise. These functions include evaluating cooperating teachers; experimenting with alternative student teaching field experiences; interacting with team members for input to improve the program; participating in follow-up studies of graduates; setting own performance and self-improvement goals and objectives annually and working toward achieving them; conducting research to

benefit the program; and inviting evaluation of his work from team member and implementing appropriate changes as a result of team and self-evaluation. However, lack of consensus centered on activities relating to the professional improvement such as holding membership and participation in professional organizations, attending professional workshops and conferences, reading books and periodical journals to keep current with changing trends in teacher education and student teaching; and publishing articles in professional journals.

When interpreted in terms of role theory stated at the beginning of this section, these results suggest that the role of the college supervisor satisfied the necessary "consensus" requirements for successful enactment thereby making it possible for the college supervisor to provide successful experiences for all involved in the student teaching programs at the ten institutions.

For the most part, the findings of this part of the study are consistent with the experiences in public institutions as reported by the experienced teacher educators and college supervisors like Stratemeyer and Lindsey (1958), Stratemeyer (1964), Price (1977), and by the Commission on the Standards for Supervising Teachers and College Supervisors (1968) about the role of the college supervisor. The findings are also consistent with the findings of many researchers like Petty (1965), Bennie (1966), Stringfellow (1973) and Cluett (1977) who also studied the role of the college supervisor in various public institutions.

Role theory also states that effective role relationship will result when a clear definition of the role is provided to all participants in the social system. The results of the second part of the

study show that there was a very low relationship among the college supervisors themselves, between college supervisors and student teachers, and between college supervisors and cooperating teachers in their perceptions of the role of the college supervisor. These low role relationships indicate there will be problems in effective role enactment of the college supervisor, and possible conflict among those involved in the student teaching programs. They also indicate that the members of the student teaching team have their own definitions of the role of the college supervisor for lack of awareness of the expectations held for the role, and for lack of communication among them about the role of the college supervisor. According to role theory, therefore, if there is to be effective role relationship, there must be a clear role definition of the college supervisor provided to all participants in the student teaching programs.

These findings are quite consistent with what Kaplan (1967), Yee (1968), and Kunde (1973) found in their studies of the role of the college supervisor in different public institutions.

Before the study was undertaken, it was felt that for lack of research on the role of the college supervisor in the SDA institutions, the college supervisors were playing their role by ear. Nevertheless, because of the common elements contributing to the similarities among the teacher education programs at the ten institutions, it was suspected that (1) there would be high level of consensus among the members of the student teaching team in their expectations of the role of the college supervisor and (2) there would be a high level of interaction and role relationship among the members of the student teaching team.

At the same time it was also suspected that (3) the role of the college supervisor in the SDA institutions was even more complicated and multi-faceted than the role of the college supervisor in public institutions (See pp. 13-14).

The results of this study proved suspicion number one true, suspicion number two false, and there was not enough evidence to specifically prove suspicion number three statistically. The items in the questionnaire did not make any distinction between the role of the college supervisor in SDA institutions and public institutions. However, since student teaching is basically the same whether it is done in SDA schools or public schools (See the description of teacher education programs at the ten institutions, pp. 27-36), it was concluded that the role of the college supervisor in the SDA institutions is not significantly different from the role of the college supervisor in the public institutions.

Implications of the Study

In general there was a high level of consensus among the participants (college supervisors, student teachers, cooperating teachers and principals) in the student teaching programs in the three Types and the three Levels of Schools at the ten SDA institutions on the four subscales of the role of the college supervisor. When interpreted in terms of role theory, these results predict that an effective role enactment and successful functioning of the college supervisor is possible at the ten institutions.

However, the study also revealed that there was a very low relationship among college supervisors, and between college supervisors

and their student teachers and cooperating teachers in the way they perceived the role of the college supervisor. This finding implies that there may be problems in effective role enactment of the college supervisor for lack of communication among the above mentioned participants about the role of the college supervisor because according to role theory effective role relationship will result only when the role is clearly defined to all participants concerned. In particular, these findings imply different things to different members in the student teaching team.

A very low relationship among the college supervisors at a given institution or at all the ten institutions for their role implies that they do not have a clear understanding of what their role is. This could be so for lack of a clearly written role definition or job description, or for lack of communication and interaction among these college supervisors about their role, or for lack of training in the area of Supervision of Student Teaching. Information received from the ten institutions and the Office of Education in the General Conference of the SDA's in Washington, D.C. states that there is no written role definition or job description for the role of the college supervisor. For lack of such a document clearly delineating the role of the college supervisor, and/or possibly for lack of communication and interaction among the college supervisors about their role, and/or possibly for lack of training in the area of Supervision of Student Teaching, it appears that each college supervisor does that which he thinks is proper or appropriate for his role. There are considerations here for the Board of Higher Education in the General Conference and

for each of the ten institutions to develop "programs" to enhance communication and discussion among college supervisors about their role, and to develop a clearly defined role definition for them to help strengthen the role relationship among them that they may function more effectively and operate successful student teaching programs in the SDA institutions.

A very low relationship between college supervisors and student teachers in their perceptions of the role of the college supervisor implies a lack of communication between them about this role. It appears that the student teachers (whether placed in distant SDA schools, or in SDA and public schools in the proximity of the institution) take it for granted that the college supervisor assures them of a placement, observes them a few times and assigns them a final grade. Apart from that they do not know what more he is actually supposed to do. It also denotes that there is no written document explaining the role of the college supervisor to the student teachers so that they may know. Of all the Teacher Education and Student Teaching Handbooks received from the ten institutions, only three of them had a short paragraph indicating what the student teacher could expect of the college supervisor. There are serious considerations here for the student teaching departments or the college supervisors at the ten institutions to discuss the role of the college supervisor with the student teachers, and develop a monograph clearly defining that role and distribute it to the student teachers.

The very low relationship between college supervisors and cooperating teachers in their perceptions of the role of the college supervisor implies a lack of communication between them about this role.

Two Student Teaching Handbooks contained a short paragraph of what a student teacher could expect of the cooperating teacher, but nothing about what a cooperating teacher could expect of the college supervisor. For lack of such information, the cooperating teachers may interpret the role of the college supervisor to their own liking from a buddy to an unwelcome intruder.

Without cooperating teachers there will be no student teaching field experiences. Since the college supervisors depend solely on the willing service of the cooperating teachers every year, it is very critical that they define their role clearly to the cooperating teachers so that the idiosyncratic interpretations will not be made. In fact, the extremely low role relationship between them suggests that this group needs to be exposed to an extensive discussion on the precise definition and acceptance of the college supervisor's role so that their combined efforts may result in quality student teaching programs at the ten institutions.

Recommendations

The following are recommended based on the findings and conclusions of this study.

1. Since the Board of Higher Education in the General Conference of the SDA's in Washington, D.C. issues teach certification requirements and assumes responsibility for the quality of higher education in the SDA institutions in North America, it is recommended that this Board in collaboration with the Departments of Education and Student Teaching at the ten institutions should give study to the problem of low role relationship among college supervisors and take necessary

measures to remedy this situation. Possible measures may include:

(i) promotion of communication and discussion among the college supervisors in the ten SDA institutions about their role to assist the board to develop a written role definition.

(ii) development of a monograph clearly delineating the role of the college supervisor, and dissemination of this monograph to the college supervisors in the ten institutions. (The questionnaire used for this study will serve as an excellent starting point for these purposes.)

2. Each of the ten SDA institutions in consultation with collaborative personnel in the student teaching programs should develop a handbook which would define the expectations for all roles concerned in keeping with the expectations ascertained. It is further recommended that this handbook would be flexible enough to permit innovations in the provision of field experiences, as student teaching programs continue to evolve.

3. The college supervisor should discuss his role with the student teachers during student teacher orientation or early in the term and come to a common understanding and acceptance of the specifics of his role. It is further recommended that a monograph defining the role of the college supervisor be prepared and distributed to the student teachers.

4. The college supervisor should meet with the cooperating teachers as a group to discuss his role with them and come to a common understanding and acceptance of his role. It is further recommended that a monograph defining the role of the college supervisor should be prepared and distribted to the cooperating teachers.

5. The college supervisor should meet with the principals as a group to discuss his role with them and come to a common understanding and acceptance of his role. It is further recommended that a monograph defining the role of the college supervisor should be prepared and distributed to the principals.

6. A course should be developed for cooperating personnel dealing with the purpose, nature of, and specifics for roles in providing reality based teacher education and student teaching programs.

7. If necessary, require the college supervisors to take course work specifically in the area of Supervision of Student Teaching.

Recommendations for Further Research

The present study was the first of its kind undertaken in the SDA institutions. The focus of this study has been the role of the college supervisor as a role in the broad student teaching collaborative social system. As such the results of the study have broader implications applicable to all ten institutions in general and lack very specific application to individual institutions. Also, the results suggest that the instrument used for the study did not clearly distinguish the differences of role perceptions of the role of the college supervisor among the participants in the student teaching programs. The study was indeed a good pilot project. The findings of this study, therefore, suggest a number of areas for further research.

1. It is recommended that another similar study be undertaken with a conscious effort to construct an instrument that will be more able to distinguish the differences of role perceptions of the role

of the college supervisor among the participants. Furthermore, it is suggested that data be gathered from a larger sample than was done for this study. This would mean gathering data from participants for more than one term or semester.

2. It is suggested that a study be undertaken to identify the specific properties of the role of the college supervisor at each of the ten institutions, and at individual school student teaching units. The results of such studies would greatly assist in the placement of student teachers through a fuller understanding of the most productive type of unit.

3. There is a need for a longitudinal follow-up study to determine the transference from student teaching to other positions, i.e., the degree to which the student teachers hold permanent those views and expectations developed during their student teaching term. The longitudinal follow-up study would either reinforce or deny certain assumptions regarding the merits of such experiences.

4. There is need to clarify the roles of other members in the student teaching social system. The focus of such a study could be the investigation of the differences in the incumbent's perceived role and the actual performance of that role.

APPENDICES

APPENDIX A

Results of the Four Factor Analysis and Selection of Items by "Experts."

TABLE A-1: Results of the Four Factor Analysis on the Responses to the 72 Items in the Modified Questionnaire and Selection of Items by Seven "Experts in the Division of Student Teaching and Professional Development at Michigan State University

Item No.	Items	Factor Loading of ±.35 and Above only				Items Selected by 7 "Experts" at MSU
		Factor 1	Factor 2	Factor 3	Factor 4	
	Factor 1: (Personality Characteristics)					
9.	show enthusiasm in working cooperatively as a team member with co-supervisors, supervising teachers, principals and student teachers in the student teaching program at the college/university	.351	.031	-.022	-.075	x x x x x x
10.	respect and recognize the worth and dignity of every individual regardless of race, language, religion, or social status	.466	-.035	-.042	.062	x x x x x x
11.	exert leadership in creating an environment of positive human relations (friendly, fair, dependable, appropriately firm, kind, warm, flexible, empathic, courteous)	.350	.119	.105	-.039	x x x x x
12.	demonstrate a positive attitude toward teaching as a profession	.477	.061	-.028	.056	x x x x x x
20.	visit schools to acquire essential information about the setting, policies, procedures, programs, climate and personnel to determine whether to place a student teacher.	.358	.192	-.074	-.057	
33.	communicate (when requested) his/her honest professional judgment about the student teacher to the hiring officials	.454	.092	.037	-.011	x
37.	provide orientation to the supervising teacher and the principal on the policies, procedures and guidelines of the student teaching program at the institution	.363	.026	.203	-.240	
51.	observe the student teacher's behavior a minimum of four times in a term (more times in a semester)	.432	.048	.282	.106	
52.	make at least one unannounced visit to the student teacher's classroom to observe his/her teaching behavior	.367	-.010	.104	-.008	
62.	hold evaluation conferences as needed with all personnel in the student teaching team (singly, in twos and threes) to determine the student teacher's total program of development	.386	-.001	.299	-.169	
63.	maintain and use adequate logs, diaries, and regular reports as some of the tools which promote ongoing supervision and continuing evaluation	.350	.120	.249	-.197	

TABLE A-1: (Continued)

Item No.	Items	Factor Loading of ±.35 and Above Only				Items Selected by 7 "Eperts" at MSU
		Factor 1	Factor 2	Factor 3	Factor 4	
	Factor 2: (Planning: Planning and Organization)					
13.	demonstrate commitment to the Seventh-day Adventist educational, doctrinal, and social principles	-.079	.445	-.118	-.106	x
19.	in cooperation with co-supervisors at the college/university formulate policies, procedures, and guidelines of the student teaching program	.216	.364	.023	-.035	x x x x
21.	select the cooperating school/s on the basis of the college/university philosophy, procedures, and guidelines for student teaching	-.009	.452	.068	-.058	x x x x x x x
22.	gather necessary personal and professional information on the potential supervising teacher for compatible matching with a student teacher	.105	.407	.080	-.070	x x x x
23.	assess the experience and preparedness of the potential supervising teacher, and the type of student teacher with whom he/she would like to work on the basis of interviews	.139	.356	.167	-.025	x x x x
25.	assess the assignment needs of the student teacher applicant (kind of supervising teacher, subject area and grade level, type of school and community desired) on the basis of interview/s	.130	.391	.065	.016	x x x x x
26.	work with the principal of the cooperating school in the assignment of a student teacher to a supervising teacher	.274	.423	-.051	-.391	x x x x x x x
29.	work with the personnel of the distant cooperating school or academy to help arrange housing (if housing is required) for the student teacher/s placed there	-.029	.497	.095	.008	x x x x x x x
30.	arrange with the personnel of the distant cooperating school or academy to provide necessary seminars and meetings for the student teacher/s placed there	.054	.381	.321	.066	x x x x x x
35.	solicit the cooperation of the principal and the supervising teacher to involve the student teacher in as many school-community and SDA church (where possible) related activities as possible	.014	.351	.165	-.046	x x

TABLE A-1: (Continued)

Item No.	Items	Factor Loading of ±.35 and Above Only				Items Selected by 7 "exprts" at MSU
		Factor 1	Factor 2	Factor 3	Factor 4	
	Factor 3: (Delivery: Instruction and Supervision)					
34.	provide to the student teacher and the supervising teacher a schedule of his/her planned visits explaining the purpose and importance of these visits to the classroom	-.327	.207	.463	.035	x x x x
40.	in cooperative planning with school and college/university personnel help to make the resources and personnel of the institution available to the cooperating school, and vice versa	.145	.024	.424	-.141	
41.	make him/herself readily available to the supervising teacher, principal and the student teacher (and/or visit the school when requested) to confer on personal and professional matters and exchange ideas to promote personal and professional growth	.114	.008	.448	-.156	x x x x
43.	consult with the supervising teacher and the student teacher early in the term/semester to plan a schedule of instructional program for the entire term/semester for gradual induction of the student teacher into full time student teaching	-.009	.110	.601	.057	x x x x x
44.	resolve difficulties that might arise in the student teacher-supervising teacher-principal relationship during the student teaching term/semester	.036	.045	.521	-.007	x x x x x
45.	teach the general methods course to teacher candidates in order to maintain continuity and familiarity with them during the student teaching term/semester	-.007	.118	.421	.078	x x x x x
46.	have at least one teaching assignment in teacher education courses every term/semester in addition to supervising student teachers	.026	.060	.399	.082	x x x x x
47.	be able to apply a variety of effective teaching skills in providing instruction to student teachers and supervising teachers during seminars and inservice workshops	.165	-.050	.452	-.312	x x x x x x x
48.	share with the supervising teacher and the principal during inservice workshops his/her expertise in curriculum, instruction, supervision, human relations, innovative teaching methods, self-assessment, and AV usage	-.207	.207	.527	-.185	x x x x x

TABLE A-1: (Continued)

Item No.	Items	Factor Loading of ±.35 and Above Only				Items Selected by 7 "Experts" at MSU
		Factor 1	Factor 2	Factor 3	Factor 4	
49.	accept when opportunity arises, short periods of teaching in an elementary or secondary school to maintain own teaching skills in his/her major and minor areas	-.058	-.147	.402	-.164	x x x x
53.	provide extensive written feedback accompanied with oral facilitation to the student teacher in his/her teaching behavior at each observation visit	.055	-.092	.434	-.185	x x x x x x
54.	conduct student teacher seminars and meetings on topics relevant to student teaching experiences	.162	-.076	.376	-.208	x x x x x
55.	cooperate with the supervising teacher in planning and instructing the student teacher in effective use of required teaching skills	.055	.017	.561	-.081	x x x x x x
56.	cooperate with the supervising teacher to assist the student teacher in applying theories on learning, and human growth and development in his/her teaching situations	-.001	.037	.610	-.135	x x x x x x x
57.	provide suggestions to the student teacher on the selection and location of additional materials for better planning and implementing of instruction	-.079	-.033	.541	-.337	x x x x x x x
60.	provide interpretation of specific criteria or guidelines to the personnel in the student teaching team for satisfactory completion of student teaching	.258	.063	.412	-.108	x x x x
61.	conduct early diagnosis of the student teacher's teaching behavior and provide for experiences based upon the identified strengths and weaknesses	.183	.059	.470	-.094	x x x x x
	Factor 4: (Program and Professional Improvement)					
65.	identify the nature and value of supervision the supervising teacher provides to the student teacher to determine whether to assign student teachers to him/her in future	.008	-.091	.318	-.430	x x x x x
66.	promote and experiment with alternative models of student teaching field experiences	-.067	-.050	.216	-.513	x x x x x
67.	interact with co-supervisors, supervising teachers, principals and student teachers for input to the development and implementation of effective student teaching program/s at the institution	.080	-.042	.085	-.671	x x x x x

TABLE A-1: (Continued)

Item No.	Items	Factor Loading of ±.35 and Above only				Items Selected by 7 "Experts" at MSU
		Factor 1	Factor 2	Factor 3	Factor 4	
68.	consistently strive to develop and use more effective observation instruments to objectively measure student teacher's teaching behavior	.098	-.091	.195	-.613	x x x x x
69.	actively participate in the evaluation of the current teacher education program/s at the institution through follow-up studies of graduates, and use the results to improve the program/s	-.016	.027	.203	-.482	x x x x x
71.	suggest ways to implement at the institution changes in the student teaching program/s adapted from institutional, state and national trends and research	.254	.120	-.020	-.468	x x x x x x x
72.	be a member and active participant in appropriate state and national teacher education associations	-.059	.103	-.143	-.381	x x x x x
73.	attend clinics, workshops and conferences designed to improve teacher education and student teacher supervisory techniques	-.015	.015	-.005	-.716	x x x x x x x
74.	read appropriate periodicals (and books) to keep current with changing trends in teacher education, student teaching, and supervisory techniques in the state and nation	.125	.180	-.083	-.491	x x x x x x
75.	set his/her own performance and self-improvement goals and objectives preferably every year, and work toward achieving them that year	.013	-.064	.173	-.548	x x x x x
76.	conduct pertinent research (library and field) in various aspects of learning, teaching and field experiences for the benefit of the teacher education program at the college	-.130	.230	.069	-.482	x x x x x
77.	publish pertinent articles in teacher education, student teaching, and supervisory techniques in professional journals	-.168	.241	-.085	-.567	x x x x x
78.	invite regular evaluation of his/her work from the personnel with whom s/he works in student teaching program	-.139	-.024	.039	-.623	x x x x x
79.	assess regularly his/her own performance in the student teaching program	.149	-.179	.108	-.681	x x x x x
80.	implement appropriate changes from the results of peer and self-evaluation into his/her performance	.129	.004	-.049	-.711	x x x x x x

APPENDIX B

Mean Ratings for Input Variables and Results of ANOVA Tests

TABLE B-1: Mean Ratings for Variables and Results of Three-Way ANOVA (6 x 2 x 2) Tests for the Personality Characteristics Subscale (n = 161)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.888	Standard Deviation = .255

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings
# 1 (n=42)	4.911	ST (n=77)	4.870	Public (n= 57)	4.895
# 4 (n=25)	4.890	CT (n=84)	4.905	SDA (n=105)	4.885
# 7 (n=31)	4.887				
# 8 (n= 8)	4.813				
# 9 (n=26)	4.865				
#10 (n=29)	4.897				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Institutions (I)	.084	5	.017	.264	N.S.
Groups (G)	.050	1	.050	.786	N.S.
Types of Schools (TS)	.006	1	.006	.092	N.S.
I x G	.422	5	.084	1.331	N.S
I x TS	.411	5	.082	1.296	N.S.
G x TS	.013	1	.013	.199	N.S.
I x G x TS	.741	5	.148	2.336	$p < .05$
Residual	8.688	137	.063		
Total	10.363	160	.065		

TABLE B-2: Mean Ratings for Variables and Results of Three-Way ANOVA (4 x 3 x 3) Tests for the Personality Characteristics Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.906	Standard Deviation = .231

Groups	Mean Ratings	Types of Schools		Mean Ratings	Levels of Schools	Mean Ratings
CS (n=29)	4.983	Public	(n= 81)	4.898	Elem (n=118)	4.896
ST (n=98)	4.867	SDA	(n=154)	4.908	Sec (n=118)	4.909
CT (n=94)	4.912	Both	(n= 28)	4.923	K-12 (n= 27)	4.935
SA (n=42)	4.929					

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Groups (G)	.464	3	.155	2.645	p = .05
Types of Schools (TS)	.153	2	.077	1.040	N.S.
Levels of Schools (LS)	.013	2	.007	.105	N.S.
G x TS	.104	4	.026	.358	N.S.
G x LS	.359	6	.060	1.043	N.S.
TS x LS	.464	3	.155	2.823	p < .05
G x TS x LS	.401	4	.100	1.757	N.S.
Residual	12.423	238	.052		
Total	13.983	262	.053		

TABLE 8-3: Mean Ratings for Variables and Results of One-Way ANOVA Tests for the Personality Characteristics Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.906	Standard Deviation = .231

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.911	CS (n=29)	4.983	Public (n= 81)	4.898	Elem (n=118)	4.896
# 2 (n=13)	4.981	ST (n=98)	4.867	SDA (n=154)	4.908	Sec (n=118)	4 909
# 3 (n=15)	4.933	CT (n=94)	4.912	Both (n= 28	4.923	K-12 (n= 27)	4.935
# 4 (n=34)	4.912	SA (n=42)	4.929				
# 5 (n=14)	4.875						
# 6 (n= 6)	4.792						
# 7 (n=38)	4.908						
# 8 (n=14)	4.857						
# 9 (n=32)	4.875						
#10 (n=41)	4.927						

Analysis of Variance

Source of Variation		SS	df	MS	F	Statistical Significance
Institutions:	Main Effect	.260	9	.029	.533	N.S.
	Residual	13.723	253	.054		
	Total	13.983	262	.053		
Groups:	Main Effect	.342	3	.114	2.167	N.S.
	Residual	13.641	259	.053		
	Total	13.981	262	.053		
Types of Schools:	Main Effect	.011	2	.005	.098	N.S.
	Residual	13.973	260	.054		
	Total	13.983	262	.053		
Levels of Schools:	Main Effect	.035	2	.018	.329	N.S.
	Residual	13.948	260	.054		
	Total	13.983	262	.053		

TABLE B-4: Mean Ratings for Variables and Results of Three-Way ANOVA (6 x 2 x 2) Tests for the Planning Subscale (n = 161)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.122	Standard Deviation = .611

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings
# 1 (n=42)	4.128	ST (n=77)	4.195	Public (n= 57)	3.952
# 4 (n=25	3.930	CT (n=84)	4.055	SDA (n=104)	4.215
# 7 (n=31)	4.360				
# 8 (n= 8)	3.984				
# 9 (n=26)	3.971				
#10 (n=29)	4.198				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Institutions (I)	2.675	5	.535	1.518	N.S.
Groups (G)	.537	1	.537	1.523	N.S.
Types of Schools (TS)	2.097	1	2.097	5.950	$p < .05$
I x G	1.608	5	.322	.912	N.S.
I x TS	.674	5	.135	.383	N.S.
G x TS	2.177	1	2.177	6.177	$p < .05$
I x G x TS	1.278	5	.256	.725	N.S.
Residual	48.283	137	.352		
Total	59.717	160	.373		

TABLE B-5: Mean Ratings for Variables and Results of Three-Way ANOVA (4 x 3 x 3) Tests for the Planning Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.161	Standard Deviation = .600

Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
CS (n=29)	4.360	Public (n= 81)	4.043	Elem (n=118)	4.244
ST (n=98)	4.156	SDA (n=154)	4.213	Sec (n=118)	4.091
CT (n=94)	4.063	Both (n= 28)	4.219	K-12 (n= 27)	4.107
SA (n=42)	4.253				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Groups (G)	3.648	3	1.216	3.906	p < .01
Types of Schools (TS)	2.375	2	1.188	3.815	p < .05
Levels of Schools (LS)	1.609	2	.804	2.583	N.S.
G x TS	4.208	4	1.052	3.379	p < .01
G x LS	5.542	6	.924	2.967	p < .01
TS x LS	4.112	3	1.371	4.403	p < .01
G x TS x LS	2.140	4	.535	1.718	N.S.
Residual	74.001	238	.311		
Total	94.219	262	.360		

TABLE B-6: Mean Ratings for Variables and Results of One-Way ANOVA Tests for the Planning Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.161	Standard Deviation = .360

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.179	CS (n=29)	4.360	Public (n= 81)	4.043	Elem (n=118)	4.244
# 2 (n=13)	4.221	ST (n=98)	4.156	SDA (n=154)	4.213	Sec (n=118)	4.091
# 3 (n=15)	4.083	CT (n=94)	4.063	Both (n= 28)	4.219	K-12 (n= 27)	4.107
# 4 (n=34)	4.022	SA (n=42)	4.253				
# 5 (n=14)	4.018						
# 6 (n= 6)	4.375						
# 7 (n=38)	4.415						
# 8 (n=14)	4.054						
# 9 (n=32)	3.973						
#10 (n=41)	4.229						

Analysis of Variance

Source of Variation		SS	df	MS	F	Statistical Significance
Institutions:	Main Effect	5.299	9	.589	1.675	N.S.
	Residual	88.921	253	.351		
	Total	94.219	262	.360		
Groups:	Main Effect	2.493	3	.831	2.347	N.S.
	Residual	91.726	259	.354		
	Total	94.219	262	.360		
Types of Schools:	Main Effect	1.628	2	.814	2.286	N.S.
	Residual	92.591	260	.356		
	Total	94.219	262	.360		
Levels of Schools:	Main Effect	1.463	2	.731	2.050	N.S.
	Residual	92.757	260	.357		
	Total	94.219	262	.360		

TABLE B-7: Mean Ratings for Variables and Results of Three-Way ANOVA (6 x 2 x 2) Tests for the Delivery Subscale (n = 161)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.166	Standard Deviation = .634

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings
# 1 (n=42)	4.130	ST (n=77)	4.155	Public (n= 57)	4.118
# 4 (n=25)	4.048	CT (n=84)	4.176	SDA (n=104)	4.192
# 7 (n=31)	4.276				
# 8 (n= 8)	4.281				
# 9 (n=26)	4.257				
#10 (n=29)	4.088				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Institutions (I)	1.213	5	.243	.621	N.S.
Groups (G)	.069	1	.069	.176	N.S.
Types of Schools (TS)	.066	1	.066	.169	N.S.
I x G	6.130	5	1.226	3.318	$p < .05$
I x TS	1.492	5	.298	.764	N.S.
G x TS	.249	1	.249	.638	N.S.
I x G x TS	1.498	5	.300	.767	N.S.
Residual	53.525	137	.391		
Total	64.400	160	.403		

TABLE B-8: Mean Ratings for Variables and Results of Three-Way ANOVA (4 x 3 x 3) Tests for the Delivery Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.166	Standard Deviation = .634

Groups	Mean Ratings	Types of Schools		Mean Ratings	Levels of Schools	Mean Ratings
CS (n=29)	4.390	Public	(n= 81)	4.142	Elem (n=118)	4.324
ST (n=98)	4.132	SDA	(n=154)	4.231	Sec (n=118)	4.094
CT (n=94)	4.206	Both	(n= 28)	4.306	K-12 (n= 27)	4.234
SA (n=42)	4.287					

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Groups (G)	1.799	3	.600	1.753	N.S.
Types of Schools (TS)	.410	2	.205	.600	N.S.
Levels of Schools (LS)	3.196	2	1.598	4.673	$p < .01$
G x TS	.470	4	.118	.344	N.S.
G x LS	1.814	6	.302	.884	N.S.
TS x LS	1.330	3	.443	1.297	N.S.
G x TS x LS	1.924	4	.481	1.406	N.S.
Residual	81.392	238	.342		
Total	91.618	262	.350		

TABLE B-9: Mean Ratings for Variables and Results of One-Way ANOVA Tests for the Delivery Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.212	Standard Deviation = .591

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.178	CS (n=29)	4.390	Public (n= 81)	4.142	Elem (n=118)	4.324
# 2 (n=13)	4.115	ST (n=98)	4.132	SDA (n=154)	4.231	Sec (n=118)	4.094
# 3 (n=15)	4.367	CT (n=94)	4.206	Both (n= 28)	4.306	K-12 (n= 27)	4.234
# 4 (n=34)	4.134	SA (n=42)	4.287				
# 5 (n=14)	4.179						
# 6 (n= 6)	4.073						
# 7 (n=38)	4.382						
# 8 (n=14)	4.179						
# 9 (n=32)	4.254						
#10 (n=41)	4.148						

Analysis of Variance

Source of Variation		SS	df	MS	F	Statistical Significance
Institutions:	Main Effect	2.218	9	.246	.697	N.S.
	Residual	89.400	253	.353		
	Total	91.618	262	.350		
Groups:	Main Effect	1.788	3	.596	1.719	N.S.
	Residual	89.830	259	.347		
	Total	91.618	262	.350		
Types of Schools:	Main Effect	.710	2	.355	1.015	N.S.
	Residual	90.908	260	.350		
	Total	91.618	262	.350		
Levels of Schools:	Main Effect	3.147	2	1.573	4.624	$p < .05$
	Residual	88.471	260	.340		
	Total	91.618	262	.350		

TABLE B-10: Mean Ratings for Variables and Results of Three-Way ANOVA (6 x 2 x 2) Tests for the Development Subscale (n = 161)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.318	Standard Deviation = .536

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings
# 1 (n=42)	4.313	ST (n=77)	4.317	Public (n= 57)	4.247
# 4 (n=25)	4.173	CT (n=84)	4.270	SDA (n=104)	4.317
# 7 (n=31)	4.443				
# 8 (n= 8)	4.450				
# 9 (n=26)	4.082				
#10 (n=29)	4.349				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Institutions (I)	2.435	5	.487	1.718	N.S.
Groups (G)	.027	1	.027	.097	N.S.
Types of Schools (TS)	.175	1	.175	.616	N.S.
I x G	3.465	5	.693	1.630	$p < .05$
I x TS	1.737	5	.347	1.226	N.S.
G x TS	.785	1	.785	2.769	N.S.
I x G x TS	1.008	5	.202	.711	N.S.
Residual	38.818	137	.283		
Total	47.618	160	.298		

TABLE B-11: Mean Ratings for Variables and Results of Three-Way ANOVA (4 x 3 x 3) Tests for the Development Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.318	Standard Deviation = .536

Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
CS (n=29)	4.526	Public (n= 81)	4.220	Elem (n=118)	4.360
ST (n=98)	4.261	SDA (n=154)	4.337	Sec (n=118)	4.275
CT (n=94)	4.300	Both (n= 28)	4.495	K-12 (n= 27)	4.321
SA (n=42)	4.346				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Groups (G)	.708	3	.236	.824	N.S.
Types of Schools (TS)	.633	2	.317	1.107	N.S.
Levels of Schools (LS)	.483	2	.241	.844	N.S.
G x TS	.979	4	.199	.696	N.S.
G x LS	1.748	6	.291	1.018	N.S.
TS x LS	.947	3	.316	1.103	N.S.
G x TS x LS	1.551	4	.388	1.355	N.S.
Residual	68.100	238	.286		
Total	75.295	262	.287		

TABLE B-12: Mean Ratings for Variables and Results of One-Way ANOVA Tests for the Development Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.318	Standard Deviation = .536

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.352	CS (n=29)	4.526	Public (n= 81)	4.220	Elem (n=118)	4.360
# 2 (n=13)	4.200	ST (n=98)	4.261	SDA (n=154)	4.337	Sec (n=118)	4.275
# 3 (n=15)	4.311	CT (n=94)	4.300	Both (n= 28)	4.495	K-12 (n= 27)	4.321
# 4 (n=34)	4.288	SA (n=42)	4.346				
# 5 (n=14)	4.505						
# 6 (n= 6)	3.644						
# 7 (n=38)	4.518						
# 8 (n=14)	4.367						
# 9 (n=32)	4.148						
#10 (n=41)	4.299						

Analysis of Variance

Source of Variation		SS	df	MS	F	Statistical Significance
Institutions:	Main Effect	5.975	9	.664	2.423	p < .05
	Residual	69.320	253	.274		
	Total	75.295	262	.287		
Groups:	Main Effect	1.647	3	.549	1.931	N.S.
	Residual	73.648	259	.284		
	Total	75.295	262	.287		
Types of Schools:	Main Effect	1.716	2	.858	3.031	p = .05
	Residual	73.579	260	.284		
	Total	75.295	262	.287		
Levels of Schools:	Main Effect	.418	2	.209	.726	N.S.
	Residual	74.877	260	.288		
	Total	75.295	262	.287		

APPENDIX C

Results of Item Analysis

TABLE C-1: Results of Item Analysis for the Five Subscales by the Four Independent Variables

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-square	df	Chi-Square	df	Chi-Square	df
Subscale 1: Personality Characteristics								
9. show enthusiasm in working cooperatively as a team member with co-supervisors, supervising teachers, principals and student teachers in the student teaching program at the college/university	18.96	27	9.90	9	2.36	6	9.27	6
10. respect and recognize the worth and dignity of every individual regardless of race, language, religion, or social status	35.20[b]	18	5.27	6	5.30	4	1.25	4
11. exert leadership in creating an environment of positive human relations (friendly, fair, dependable, appropriately firm, kind, warm, flexible, empathic, courteous)	12.15	18	6.18	6	4.49	4	1.80	4
12. demonstrate a positive attitude toward teaching as a profession	12.90	9	1.76	3	2.28	2	.19	2
Subscale 2: Planning								
19. in cooperation with co-supervisors at the college/university formulate policies, procedures, and guidelines of the student teaching program	32.82	45	15.28	15	3.89	10	7.96	10
21. select the cooperating school/s on the basis of the college/university philosophy, policies, procedures, and guidelines for student teaching	29.55	45	29.09[a]	9	22.40[a]	10	13.09	10
22. gather necessary personal and professional information on the potential supervising teacher for compatible matching with a student teacher	45.41	45	18.05	15	7.93	10	19.52[a]	10
23. assess the experience and preparedness of the potential supervising teacher, and the type of student teacher with whom he/she would like to work on the basis of interview/s	42.86	45	19.11	15	5.83	10	9.71	10
25. assess the assignment needs of the student teacher applicant(kind of supervising teacher, subject area and grade level, type of school and community desired) on the basis of interview/s	36.46	45	21.28	15	10.68	10	7.10	10

TABLE C-1: (Continued)

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-Square	df	Chi-Square	df	Chi-Square	df
26. work with the principal of the cooperating school in the assignment of a student teacher to a supervising teacher	38.34	45	21.16	15	10.20	10	6.64	10
29. work with the personnel of the distant cooperating school or academy to help arrange housing (if housing is required) for the student teacher placed there	50.27	45	11.33	15	16.05	10	15.15	10
30. arrange with the personnel of the distant cooperating school or academy to provide necessary seminars and meetings for the student teacher/s placed there	33.57	45	13.30	15	17.87	10	11.85	10
Subscale 3: Delivery								
34. provide to the student teacher and the supervising teacher a schedule of his/her planned visits explaining the purpose and importance of these visits to the classroom	58.56	45	13.97	15	13.86	10	10.75	10
41. make him/herself readily available to the supervising teacher, principal and the student teacher (and/or visit the school when requested) to confer on personal and professional matters and exchange ideas to promote personal and professional growth	49.19	36	17.36	12	4.81	8	11.21	8
43. consult with the supervising teacher and the student teacher early in the term/semester to plan a schedule of instructional program for the entire term/semester for gradual induction of the student teacher into full time student teaching	53.77	45	8.75	15	10.29	10	12.91	10
44. resolve difficulties that might arise in the student teacher-supervising teacher-principal relationship during the student teaching term/semester	59.34	45	16.60	15	5.39	10	9.84	10
45. teach the general methods course to teacher candidates in order to maintain continuity and familiarity with them during student teaching	36.66	45	17.78	15	10.86	10	17.24	10
46. have at least one teaching assignment in teacher education courses every term/semester in addition to supervising student teachers	55.88	45	18.68	15	17.06	10	9.11	10

TABLE C-1: (Continued)

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-Square	df	Chi-Square	df	Chi-Square	df
47. be able to apply a variety of effective teaching skills in providing instruction to student teachers and supervising teachers during seminars and inservice workshops	42.54	45	10.40	15	4.37	10	17.00	10
48. share with the supervising teacher and the principal during inservice workshops his/her expertise in curriculum, instruction, supervision, human relations, innovative teaching methods, self-assessment, and AV usage	54.97	45	20.47	15	20.98[a]	10	11.03	10
49. accept, when opportunity arises, short periods of teaching in an elementary or secondary school to maintain own teaching skills in his/her major/minor areas	59.14	45	14.35	15	10.96	10	20.45[a]	10
53. provide extensive written feedback accompanied with oral facilitation to the student teacher in his/her teaching behavior at each observation visit	58.94	45	23.00	15	10.25	10	9.82	10
54. conduct student teacher seminars and meetings on topics relevant to student teaching experiences	48.46	45	23.29	15	10.01	10	15.91	10
55. cooperate with the supervising teacher in planning and instructing the student teacher in effective use of required teaching skills	55.29	45	11.84	15	10.49	10	14.47	10
56. cooperate with the supervising teacher to assist the student teacher in applying theories on learning, and human growth and development in his/her teaching situations	48.06	45	9.60	15	5.38	10	12.66	10
57. provide suggestions to the student teacher on the selection and location of additional materials for better planning and implementing of instruction	35.31	45	12.45	15	8.16	10	14.69	10
60. provide interpretation of specific criteria or guidelines to the personnel in the student teaching team for satisfactory completion of student teaching	41.47	45	8.12	15	7.27	10	9.06	10
61. conduct early diagnosis of the student teacher's teaching behavior and provide for experiences based upon the identified strengths and weaknesses	30.62	27	6.29	9	2.41	6	5.73	6

TABLE C-1: (Continued)

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-Square	df	Chi-Square	df	Chi-Square	df
Subscale 4: Development								
65. identify the nature and value of supervision the supervising teacher provides to the student teacher to determine whether to assign student teachers to him/her in the future	33.16	27	3.10	9	5.16	6	9.27	6
66. promote and experiment with alternative models of student teaching field experiences	45.50	45	10.38	15	17.81	10	8.45	10
67. interact with co-supervisors, supervising teachers, principals and student teachers for input to the development and implementation of effective student teaching program/s at the institution	34.89	45	13.13	15	9.46	10	8.48	10
68. consistently strive to develop and use more effective observation instruments to objectively measure student teacher's teaching behavior	80.85[d]	45	17.58	15	14.53	10	7.12	10
69. actively participate in the evaluation of the current teacher education program/s at the institution through follow-up studies of graduates, and use the results to improve the program/s	63.73	45	10.74	15	7.02	10	13.87	10
71. suggest ways to implement at the institution changes in the student teaching program/s adapted from institutional, state and national trends and research	31.46	27	7.82	9	6.11	6	5.85	6
72. be a member and active participant in appropriate state and national teacher education associations	51.42	45	25.45[a]	15	9.91	10	12.15	10
73. attend clinics, workshops and conferences designed to improve teacher education and student teacher supervisory techniques	63.90[c]	36	8.70	12	4.18	8	19.62[a]	8
74. read appropriate periodicals (and books) to keep current with changing trends in teacher education, student teaching, and supervisory techniques in the state and nation	46.25[a]	27	14.03	9	5.59	6	7.18	6
75. set his/her own performance and self-improvement goals and objectives preferably every year, and work toward achieving them that year	35.54	36	15.26	12	4.75	8	7.06	8

TABLE C-1: (Continued)

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-Square	df	Chi-Square	df	Chi-Square	df
76. conduct pertinent research (library and field) in various aspects of learning, teaching and field experiences for the benefit of the teacher education program at the institution	53.84	45	11.98	15	14.74	10	7.96	10
77. publish pertinent articles on teacher education, student teaching, and supervisory teachniques in professional journals	76.94[b]	45	20.88	15	21.82[a]	10	7.04	10
78. invite regular evaluation of his/her work from the personnel with whom he/she works in the student teaching program	38.26	36	7.07	12	7.31	8	4.44	8
79. assess regularly his/her own performance in the student teaching program	123.04[a]	45	7.43	15	10.25	10	7.20	10
80. implement appropriate changes from the results of peer and self-evaluation into his/her performance	44.54	36	8.68	12	9.83	8	7.96	8
Subscale 5: General								
13. demonstrate commitment to the Seventh-day Adventist educational, ethical, doctrinal, and social principles	53.12	45	28.30	15	55.56[a]	10	11.24	10
14. possess an Ed.D., or Ph.D., in education	59.69	45	12.21	15	11.95	10	16.75	10
15. have a broad range of qualifications either through academic preparation and/or experience to provide high quality instructional program in student teaching	58.11[a]	36	7.92	12	3.51	8	4.72	8
16. be able (prepared) to teach appropriate undergraduate courses related to teacher education	44.10	36	11.43	12	8.65	8	9.45	8
17. be a generalist (could work with student teachers in all subject areas and all grade levels)	60.59	45	24.33	15	5.29	10	14.02	10
18. be a specialist (have taken enough graduate courses in one academic content area . . . to qualify as a recognized specialist in that field and therefore would work with student teachers in a single subject area or grade	42.02	45	27.73[a]	15	12.93	10	3.55	10

TABLE C-1: (Continued)

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-Square	df	Chi-Square	df	Chi-Square	df
20. visit schools to acquire essential information about the setting, policies, procedures, programs, climate and personnel to determine whether to place a student teacher there	33.90	27	4.98	9	2.98	6	4.27	6
24. be able to administer appropriate tests on personality and leadership styles to the student teacher and interpret the results to determine the student teacher's readiness to student teach	43.65	45	17.53	15	20.49[a]	10	14.37	10
27. provide knowledge of expectations of personnel involved in the student teaching team (i.e., assist in role clarification for each cooperating member of the student teaching team)	36.78	36	14.18	12	8.86	8	7.17	8
28. schedule and arrange for necessary orientations, seminars and inservice workshops for student teachers, supervising teachers and principals	43.37	45	14.92	15	3.82	10	10.86	10
31. assume major responsibility in withdrawing and reassigning the student teacher when serious conflict arises in the current assignment	38.56	45	8.27	15	9.04	10	7.10	10
32. work with the placement services at the institution to assist the student teacher in finding a teaching job	60.95	45	14.97	15	9.42	10	14.61	10
33. communicate (when requested) his/her honest professional judgment about the student teacher to the hiring officials	35.65	36	17.81	12	3.61	8	9.30	8
35. solicit the cooperation of the principal and the supervising teacher to involve the student teacher in as many school-community and SDA Church (where possible) related activities as possible	45.64	45	19.37	15	19.15	10	5.32	10
36. cooperate in establishing a committee comprising of representatives from the student teaching program at the institution and the teachers and principals in the cooperating schools to serve as an advisory body for cooperative endeavors to provide input into the improvement of communication and the student teaching program	45.33	45	15.51	15	10.15	10	10.64	10

TABLE C-1: (Continued)

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-Square	df	Chi-Square	df	Chi-Square	df
37. provide orientation to the supervising teacher and the principal on the policies, procedures and guidelines of the student teaching program at the institution	34.98	45	15.56	15	5.63	10	6.48	10
38. provide necessary personal and professional information on the student teacher, supervising teacher, principal, and him/herself to each other in each team	45.31	45	19.60	15	7.29	10	9.24	10
39. make provision for the student teacher to get information on organizations such as state department of education, local school systems, teacher education associations, SDA educational system, and State and Denominational certification requirements	35.37	36	9.61	12	8.01	8	4.17	8
40. in cooperative planning with school and college/university personnel help to make the resources and personnel of the institution available to the cooperating school, and vice versa	44.80	45	19.61	15	5.77	10	10.80	10
42. consult with the general methods instructor (if he/she is not the methods instructor) regarding the student teacher's strengths and weaknesses	64.23[a]	45	12.70	15	7.29	10	7.88	10
50. use, when appropriate, checklists, interaction analysis, audio or video taping, and other observation instruments to observe student teaching behavior (for both instructional analysis and evaluation purposes)	69.39[a]	45	17.72	15	10.92	10	4.38	10
51. observe the student teacher's behavior a minimum of four times in a term (more times in a semester)	45.02	36	22.97[a]	12	12.42	8	7.97	8
52. make at least one unannounced visit to the student teacher's classroom to observe his/her teaching behavior	45.64	45	19.38	15	22.66[a]	10	5.61	10
58. demonstrate, or arrange with someone else for demonstrating job seeking strategies to the student teachers	48.35	45	13.48	15	7.56	10	17.40	10
59. require the student teacher to maintain a portfolio of his/her teaching activities, instructional materials, written feedback and evaluation forms	52.01	45	7.09	15	9.89	10	10.16	10

TABLE C-1: (Continued)

Items	Institutions		Groups		Types of Sch'ls		Levels of Sch'ls	
	Chi-Square	df	Chi-Square	df	Chi-Square	df	Chi-Square	df
62. hold evaluation conferences as needed with all personnel in the student teaching team (singly, in twos and threes) to determine the student teacher's total program of development	44.59	45	13.11	15	8.47	10	19.80[a]	10
63. maintain and use adequate logs, diaries, and regular reports as some of the tools which promote ongoing supervision and continuing evaluation	73.73[c]	45	17.70	15	18.51[a]	10	9.36	10
64. in conferences with the supervising teacher determine the student teacher's letter grade (if letter grades are used) or Pass-Fail grade based on the performance criteria established by the student teaching department at the college/university	25.22	36	17.34	12	6.605	8	10.50	8
70. encourage student teachers to develop observation instruments to objectively measure their own teaching behavior	44.97	45	21.29	15	3.63	10	9.69	10

[a] $p < .05$

[b] $p < .01$

[c] $p < .005$

[d] $p < .001$

[e] $p < .0001$

APPENDIX D

Analysis of Data on the General Subscale

Subscale 5: General Activities

Altogether 29 of the 72 items in the modified questionnaire, which was sent out to collect data for this study, did not form a part of the revised questionnaire. In the four factor analysis, some of these items did not have a factor loading of ±.35 or above. Those that did were not selected at least by four of the seven "experts" to belong to any of the four subscales discussed in the body of this study. However, it was felt that these items may present some worthwhile information about the role of the college supervisor. The reason this subscale is called "General" is because the items did not lend themselves to a definite title. Some of the items could be clearly given the title "professional qualifications," some "administrative activities," others "liaison," and still others "evaluation." Due to this variability in the contents of these items, the title "General" was selected. To analyze the data in this subscale, the same procedures used to analyze the data in the four subscales were also used here.

Part I: Magnitude of Response Ratings

The results of the three-way ANOVA (6 x 2 x 2) tests with partial sample (n = 161), the three-way ANOVA (4 x 3 x 3) tests with total sample (N - 263) and the one-way ANOVA tests with total sample for the main effects are presented in Table D-1, D-2, and D-3. Table D-4 provides the summary of the most precise/powerful tests among them. These results support the following observations:

There were very slight differences in mean ratings for each of the four variables, and these observed differences fell far short

TABLE D-1: Mean Ratings for Variables and Results of Three-Way ANOVA (6 x 2 x 2) Tests for the General Subscale (n = 161)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.204	Standard Deviation = .423

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings
# 1 (n=42)	4.187	ST (n=77)	4.215	Public (n= 57)	4.202
# 4 (n=25)	4.101	CT (n=84)	4.195	SDA (n=104)	4.206
# 7 (n=31)	4.342				
# 8 (n= 8)	4.315				
# 9 (n=26)	4.074				
#10 (n=29)	4.258				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signifi.
Institutions (I)	1.475	5	.295	1.848	N.S.
Groups (G)	.001	1	.001	.007	N.S.
Types of Schools (TS)	.005	1	.005	.032	N.S.
I x G	1.644	5	.329	2.059	N.S.
I x TS	1.672	5	.334	2.095	N.S.
G x TS	1.362	1	1.362	8.531	$p < .01$
I x G x TS	1.363	5	.273	1.707	N.S.
Residual	21.874	157	.160		
Total	28.586	160	.179		

TABLE D-2: Mean Ratings for Variables and Results of Three-Way ANOVA (4 x 3 x 3) Tests for the General Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.222	Standard Deviation = .421

Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
CS (n=29)	4.395	Public (n= 81)	4.184	Elem (n=118)	4.261
ST (n=98)	4.181	SDA (n=154)	4.225	Sec (n=118)	4.190
CT (n=94)	4.208	Both (n= 28)	4.314	K-12 (n= 27)	4.188
SA (n=42)	4.230				

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
Groups (G)	1.035	3	.345	2.044	N.S.
Types of Schools (TS)	.187	2	.094	.555	N.S.
Levels of Schools (LS)	.504	2	.252	1.494	N.S.
G x TS	1.289	4	.322	1.909	N.S.
G x LS	.919	6	.153	.908	N.S.
TS x LS	.568	3	.189	1.121	N.S.
G x TS x LS	2.058	4	.515	3.049	$p < .05$
Residual	40.164	238	.169		
Total	46.462	262	.177		

TABLE D-3: Mean Ratings for Variables and Results of One-Way ANOVA Tests for the General Subscale (N = 263)

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.222	Standard Deviation = .421

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Mean Ratings
# 1 (n=56)	4.209	CS (n=29)	4.395	Public (n= 81)	4.184	Elem (n=118)	4.261
# 2 (n=13)	4.042	ST (n=98)	4.181	SDA (n=154)	4.225	Sec (n=118)	4.190
# 3 (n=15)	4.290	CT (n=94)	4.208	Both (n= 28)	4.313	K-12 (n= 27)	4.188
# 4 (n=34)	4.191	SA (n=42)	4.230				
# 5 (n=14)	4.185						
# 6 (n= 6)	4.190						
# 7 (n=38)	4.410						
# 8 (n=14)	4.246						
# 9 (n=32)	4.072						
#10 (n=41)	4.247						

Analysis of Variance

Source of Variation		SS	df	MS	F	Statistical Significance
Institutions:	Main Effect	2.654	9	.295	1.703	N.S.
	Residual	43.808	253	.173		
	Total	46.462	262	.177		
Groups:	Main Effect	1.056	3	.352	2.009	N.S.
	Residual	45.406	259	.175		
	Total	46.462	262	.177		
Types of Schools:	Main Effect	.353	2	.177	.996	N.S.
	Residual	46.109	260	.177		
	Total	46.462	262	.177		
Levels of Schools:	Main Effect	.335	2	.167	.943	N.S.
	Residual	46.127	260	.177		
	Total	46.462	262	.177		

TABLE D-4: Mean Ratings for Variables and Summary of Results of the most Precise/Powerful Tests for the General Subscale

Cell Means for Input Variables

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree
Grand Mean = 4.222	Standard Deviation = .421

Institutions	Mean Ratings	Groups	Mean Ratings	Types of Schools	Mean Ratings	Levels of Schools	Ratings
# 1 (n=56)	4.209	CS (n=29)	4.395	Public (n= 81)	4.184	Elem (n=118)	4.261
# 2 (n=13)	4.042	ST (n=98)	4.181	SDA (n=154)	4.225	Sec (n=118)	4.190
# 3 (n=15)	4.290	CT (n=94)	4.208	Both (n= 28)	4.313	K-12 (n= 27)	4.188
# 4 (n=34)	4.191	SA (n=42)	4.230				
# 5 (n=14)	4.185						
# 6 (n= 6)	4.190						
# 7 (n=38)	4.410						
# 8 (n=14)	4.246						
# 9 (n=32)	4.072						
#10 (n=41)	4.247						

Summary of ANOVA Tests Results

Effect	ANOVA Test Used	Sample Size	Corresp. Table in Appendix	F-Ratio	df	Statistical Significance
Institutions (I)	1-way	263	D-3	1.703	9/253	N.S.
Groups (G)	3-way	263	D-2	2.044	3/238	N.S.
Types of Schools (TS)	3-way	263	D-2	.555	2/238	N.S.
Levels of Schools (LS)	3-way	263	D-2	1.494	2/238	N.S.
I x G	3-way	161	D-1	2.059	5/157	N.S.
I x TS	3-way	161	D-1	2.095	5/157	N.S.
G x TS	3-way	263	D-2	1.909	4/238	N.S.
G x LS	3-way	263	D-2	.908	6/238	N.S.
TS x LS	3-way	263	D-2	1.121	3/238	N.S.
I x G x TS	3-way	161	D-1	1.707	5/157	N.S.
G x TS x LS	3-way	263	D-2	3.049	4/238	$p < .05$

of statistical significance for the four main effects, the two-way interactions, and one three-way interaction.

However, there was a significant G x TS x LS interaction ($F = 3.049$, $p < .05$). This means that there was a difference in mean ratings of the four groups of respondents according to the types and levels of schools in which they were involved. Thus, null Hypothesis VI was rejected for this interaction. A close investigation of the cell means and standard deviations in Table D-5 and the graphic representation in Figure 8 give a clear picture of this interaction. The table for the cell mean ratings shows several empty cells for college supervisors, cooperating teachers and school administrators thus indicating that none worked in these areas. There was one empty cell for student teachers too. The graph shows that both the direction and the magnitude of the differences in mean ratings among the respondents vary from one level of school to another. The mean ratings show that all respondents "mostly agreed" that the college supervisor should perform the tasks outlined in the 29 items. However, the mean ratings also show that the level of consensus varied from one situation to another.

Conclusion for Magnitude of Response Ratings

In general there was a high level of consensus among respondents for the specific functions of the role of the college supervisor identified in the 29 items. Where they differed, it was a function of the types and levels of schools in which they were involved.

An Analysis of Individual Items

In an attempt to determine if general attitudes toward the role of the college supervisor vary across the four variables, responses

TABLE D-5: Cell Means and Standard Deviations for the Significant G x TS x LS Interaction in the General Subscale (N = 263)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

Levels of Schools		College Supervisors			Student Teachers			Cooperating Teacners		School Administrators	
		Public	SDA	Both	Public	SDA	Both	Public	SDA	Public	SDA
Elementary	Mean	4.793	4.362	4.466	4.353	4.174	3.845	4.373	4.223	4.096	4.498
	n	1	2	6	13	30	4	11	31	9	11
	S.D.	.000	.171	.401	.378	.450	.153	.352	.422	.509	.309
Secondary	Mean		4.402	4.254	4.238	4.090	4.690	3.930	4.323	4.182	4.188
	n		3	8	19	23	1	16	30	7	11
	S.D.		.331	.520	.313	.501	.000	.481	.386	.488	.355
K-12	Mean			4.433	4.058	4.214		3.880	4.052		3.991
	n			9	3	5		2	4		4
	S.D.			.312	.535	.860		.268	.345		.350

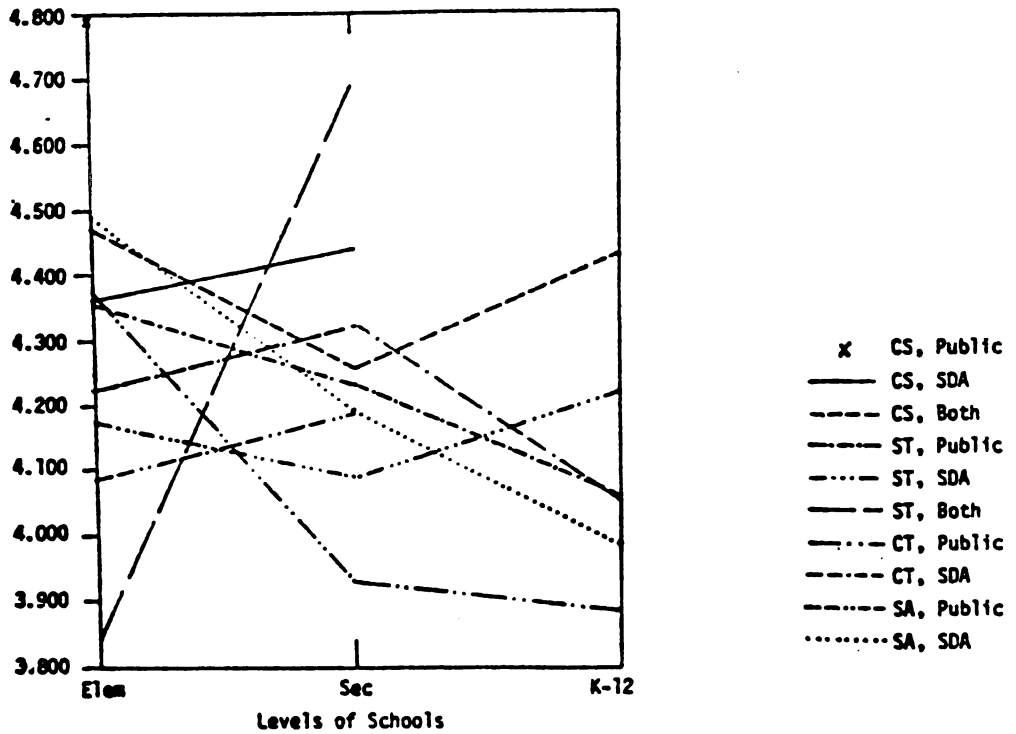


Figure 8: Graphic Representation of G x TS x LS Interaction in the General Subscale

to individual items in this subscale were analyzed in a series of Chi-Square tests. The results of this analyses are presented in Table C-1 in Appendix C. This table also included the results of the item analysis for the 43 items in the revised questionnaire. Only those items in subscale 5 that were statistically significant for each of the four variables are presented in Table D-6.

In the Institutions variable, although the mean ratings on four items were significant, the respondents "mostly agreed" on the specific expectations of the college supervisor's role identified in these items. However, the mean ratings indicate a large degree of variance in their level of consensus. Especially respondents at institution six tended to "slightly agree" on items 50 and 63 which state that the college supervisor should use various methods for student teacher observation and maintain adequate records of supervision and evaluation.

In the Groups variable, mean ratings on three items were significantly different. All four groups clearly indicated that they do not want a specialist college supervisor. On item 13 which states that the college supervisor should demonstrate commitment to SDA principles, the college supervisors and student teachers "completely agreed," and the cooperating teachers and school administrators "mostly agreed." The student teachers rated the lowest on item 51 which states that the college supervisor should observe the student teacher a minimum of four times in a term.

In the Types of Schools variable, respondents in public and SDA schools rated three of the five items consistently lower, and those

TABLE D-6: Significant Differences on Selected Items in the General Subscale for the Input Variables (N = 263)

Response Scale	
0 = Completely Disagree	3 = Slightly Agree
1 = Mostly Disagree	4 = Mostly Agree
2 = Slightly Disagree	5 = Completely Agree

		Institution Effect Mean Ratings											
	Sub-scale	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	#10	Chi-Square	df
The College Supervisor of student teachers employed in a Seventh-day Adventist College/ University should:													
15. have broad range of qualifications either through academic preparation and/or experience to provide high quality instructional program in student teaching	5	4.82	4.39	4.73	4.74	4.50	4.67	4.82	4.50	4.72	4.54	58.11[a]	36
42. consult with the general methods instructor (if he/she is not the methods instructor) regarding the student teacher's strengths and weaknesses	5	4.11	3.85	4.67	4.27	4.14	4.00	4.79	4.43	4.38	4.20	64.23[a]	45
50. use, when appropriate, checklists, interaction analysis, audio or video taping, and other observation instruments to observe student teaching behavior (for both instructional analysis and evaluation purposes)	5	4.52	3.62	4.67	4.21	4.21	3.50	4.26	4.29	4.00	4.22	69.38[a]	45
63. maintain and use adequate logs, diaries, and regular reports as some of the tools which promote ongoing supervision and continuing evaluation	5	4.18	4.31	4.00	4.00	4.14	3.17	4.53	4.14	3.81	4.42	73.73[c]	45

TABLE D-6: (Continued)

Item	Sub-scale	Groups Effect Mean Ratings CS	ST	CT	SA	Chi-Square	df
13. demonstrate commitment to the Seventh-day Adventist educational, ethical, doctrinal, and social principles	5	4.97	4.77	4.38	4.31	28.30 [e]	15
18. be a specialist (have taken enough graduate courses in <u>one</u> academic content area such as English, History, Elementary Education, Botany, to qualify as a recognized specialist in that field and therefore would work exclusively with student teachers in a single area or grade level)	5	2.10	2.99	2.82	2.41	27.73 [a]	15
51. observe the student teacher's behavior a minimum of four times in a term (more times in a semester)	5	4.86	4.37	4.63	4.62	22.97 [a]	12
		Types of Schools Effect					
		Public	SDA	Both			
13. (as above)	5	3.94	4.31	4.36		55.56 [e]	10
24. be able to administer appropriate tests on personality and leadership styles to the student teacher and interpret the results to determine the student teacher's readiness to student teach	5	3.51	3.32	2.82		20.49 [a]	10
52. make at least one announced visit to the student teacher's classroom to observe his/her teaching behavior	5	4.58	3.95	4.50		19.15 [a]	10
63. (as above)	5	4.09	4.55	4.46		18.51 [c]	10
		Levels of Schools Effect					
		Elem	Sec	K-12			
62. hold evaluation conferences as needed with all personnel in the student teaching team (singly, in twos and threes) to determine the student teacher's total program of development	5	4.38	4.24	3.82		19.80 [a]	10

[a] $p < .05$ [c] $p < .005$ [e] $p < .0001$

[b] $p < .01$ [d] $p < .001$

in Both schools rated item 24 the lowest. The respondents in SDA and Both schools "completely agreed" on item 13 which states that the college supervisor should show commitment to SDA principles and those in public schools "mostly agreed." All respondents only "slightly agreed" on item 24 which states that the college supervisor should be able to administer and interpret tests on personality and leadership styles to student teachers. On the other three items (items 35, 52 and 63) all the respondents "mostly agreed" that the college supervisor should do those things identified therein, but the mean ratings reflected varying degrees of consensus.

In the Levels of Schools variable, mean ratings on item 62 were significantly different. However, all respondents "mostly agreed" that the college supervisor should hold two and three way evaluation conferences to determine the student teacher's total program of development.

Conclusion for Item Analysis

The analysis of responses to individual items shows that all four groups tended to disagree that a college supervisor should be a specialist. Likewise, respondents in Both schools only "slightly agreed" that the college supervisor should be able to administer and interpret personality and leadership styles tests to student teachers to determine their readiness to student teach. Although the differences in mean ratings for responses on the other nine items were significant when alpha equals .05, there was a high level of agreement among the respondents that the college supervisor should do those things mentioned in the items, but this level of agreement varied from a low magnitude of "mostly agree" interval to a high level of

"completely agree" interval.

Part II: Pattern of Response Ratings

The differences in the pattern of response ratings on the 29 items were tested for significance through application of two-way ANOVA (13 x 2) tests and t-tests do determine the degree of role relationship between college supervisors and their student teachers and cooperating teachers and among the college supervisors themselves. Role relationship among college supervisors was also analyzed.

Table D-7 shows the correlation matrix for the paired response ratings of the 13 college supervisors to the 29 items. Most of the correlation coefficients were moderately high. To be significantly different from zero when alpha equals .05, the correlation coefficient must be .37 or above. Altogether 56 (72 percent) of the 78 correlation coefficients in the matrix satisfied this standard. The mean of these correlation coefficients was .50. This indicates a moderate role relationship among the 13 college supervisors.

Table D-8 shows the correlation coefficients between the paired response ratings of the college supervisors and their student teachers and between the paired response ratings of the college supervisors and their cooperating teachers on the 29 items. Most of the correlation coefficients were comparatively low. The correlation coefficient ranged from .83 to -.23, and the grand mean of the correlation coefficients was .28. Of the 116 correlation coefficients, only 45 (39 percent) were significantly different from zero. These correlation coefficients indicate a low role relationship between the college supervisors and their student teachers, and between the college supervisors and their cooperating teachers.

TABLE D-7: Correlation-matrix for the Paired Response Ratings of the 13 College Supervisors on the 29 Items in the General Subscale

CS	1	2	10	11	12	15	20	21	23	24	26	29	30
1	1.00	.75	.60	.87	.80	.47	.74	.54	.57	.53	.50	.45	.44
2		1.00	.69	.82	.80	.64	.93	.61	.34	.19	.61	.47	.40
10			1.00	.70	.64	.51	.91	.52	.14	.28	.76	.36	.27
11				1.00	.85	.65	.83	.58	.29	.42	.53	.49	.71
12					1.00	.66	.78	.70	.18	.56	.62	.47	.49
15						1.00	.63	.61	.07	.35	.47	.24	.44
20							1.00	.62	.29	.25	.74	.45	.37
21								1.00	.14	.46	.59	.45	.45
23									1.00	.26	.24	.13	.23
24										1.00	.28	.14	.09
26											1.00	.52	.25
29												1.00	.38
30													1.00

With the means of the correlation coefficients as dependent variables, F value were computed using a two-way ANOVA (13 x 2) tests. The results are presented in Table D-9. Although there were sizeable differences in means of the correlation coefficients, these differences were not statistically significant for the two main effects or the interaction. Thus, Hypotheses VII and X were not rejected. These results indicate that the role relationships between college supervisors and their student teachers and cooperating teachers together, between college supervisors and student teachers, and between college supervisors and cooperating teachers were not significantly different. Also, the relationships across these variables were not significantly different. However, the low correlation coefficients reflect low role relationships among these respondents.

TABLE D-8: Correlations Between Paired Response Ratings of Each CS and Each of his ST and CT on the 29 Items in the General Subscale

College Supervisors																									
#1		#2		#10		#11		#12		#15		#20		#21		#23		#24		#26		#29		#30	
ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT
-.04	-.05	.10	.07	.32	.34	.32	.57	.18	.38	.33	.22	.76	.67	.44	.65	.12	-.10	.17	.30	.15	.61	.40	.41	-.03	.19
.12	-.05	.55	.35	-.13	.41	-.05	-.02	.20	.45	-.27	.06	.34	.35	.52	-.23	.29	.34	.43	.26	.30	.60	.57	.54	.44	.18
.83	.26	-.02	.19	.10	.38	.14	.28	-.19	.23	.42	.10	.55	.51	-.07	.02	.21	.12	-.09	.23	.60	.32	.10	.26	.49	.50
.67	-.10	.15	.19					.06	.35	.08	.07			.29	.48			.17	.26	.40	.58	.37	.47	.51	.12
.34	.27	-.07	.07							.14	.11			.06	.72					.32	.53	.56	.57	.26	.05
.36	.29	-.18	.44											.25	.33							.40	.45	.52	.10
.38	.63	.09	.22																					.69	-.06
.14	-.08																							.30	.49
.39	.15																							.40	.20
-.01	.54																								
.38	.59																								
.40	.66																								
.33	.26																								

*Mean of the correlation coefficients for each column is at the end of that column. The means are rounded to a whole number in the hundredths place.

Mean of the Correlation Coefficients for CS and ST = .27

Mean of the Correlation Coefficients for CS and CT = .30

Grand Mean of the Correlation Coefficients = .28

TABLE D-9: Means of the Correlation Coefficients and the Results of Two-Way ANOVA Tests for Role Relationship Between CS and ST and CT

Means of the Correlation Coefficients for Input Variables

College Supervisors	Means of Corr. Coeff.
# 1 (n=24)*	.29
# 2 (n=12)	.15
#10 (n= 4)	.23
#11 (n= 4)	.20
#12 (n= 6)	.21
#15 (n= 8)	.13
#20 (n= 4)	.53
#21 (n=10)	.29
#23 (n= 4)	.16
#24 (n= 6)	.22
#26 (n= 8)	.42
#29 (n=10)	.42
#30 (n=16)	.25

Groups**	Means of Corr. Coeff.
ST (n=58)	.27
CT (n=58)	.30

Grand Mean of the Correlation Coefficients = .28

Analysis of Variance

Source of Variation	SS	df	MS	F	Statis. Signif.
College Supervisors (CS)	1.174	12	.098	1.693	N.S.
Groups (G)	.026	1	.026	.447	N.S.
CS x G	.518	12	.043	.747	N.S.
Residual	5.200	90	.058		
Total	6.918	115	.060		

* Numbers in parentheses represent the number of ST and CT working together with the CS. The means of the correlation coefficients reflect the degree of role relationship between each CS and his ST and CT.

** The means of the correlation coefficients reflect the degree of role relationship between the CS and their ST, and between the CS and their CT.

The t value in Table D-10 shows that the means of the correlation coefficients reflecting the role relationship between the college supervisors and their student teachers and cooperating teachers in public schools was not significantly different from the corresponding role relationship between the college supervisors and their student teachers and cooperating teachers in SDA schools. However, the low means of the correlation coefficients reflect a very low role relationship among all of the respondents.

TABLE D-10: Results of the t Test Involving Means of the Correlation Coefficients Showing the Relationship Between Participants in Public and SDA Schools for the Role of the College Supervisor

Variable	n	Mean Corr.	S.D.	Corres. t Value	df	Statis. Signif.
Public Schools	30	.224	.236	-1.48	114	N.S.
SDA Schools	86	.301	.247			

The t value in Table D-11 shows that the means of the correlation coefficients reflecting the role relationship between the college supervisors and their student teachers and cooperating teachers at elementary levels was not significantly different from the corresponding role relationship between the college supervisors and their student teachers and cooperating teachers at secondary levels. However, the low means of the correlation coefficients reflect a very low role relationship among all of the respondents.

Summary of Results for Part II

The results of this part of the study show that there was a role relationship between the college supervisors and their student

TABLE D-11: Results of the t Test Involving Means of the Correlation Coefficients Showing the Relationship Between Participants in Elementary and Secondary Levels for the Role of the College Supervisor

Variable	n	Mean Corr.	S.D.	Corres. t Value	df	Statis. Signif.
Elementary	62	.263	.241	-0.82	114	N.S.
Secondary	54	.301	.251			

teachers and cooperating teachers regardless of the types and levels of schools in which they were involved. However, the low correlation coefficients reflect a very low role relationship among all of the respondents.

Summary of Results for Subscale 5

In general there was a high level of consensus among the four groups of respondents in their expectations on 27 of the 29 items in this subscale. The grand mean was 4.222. All four groups tended to disagree on the item which states that the college supervisor should be a specialist. They only "slightly agreed" on the item which states that the college supervisor should be able to administer and interpret tests on personality and leadership styles to determine the student teacher's readiness to student teach. The means of the correlation coefficients reflecting the role relationship among the college supervisors themselves, between college supervisors and student teachers, and between college supervisors and cooperating teachers were .50, .27 and .30, respectively. These figures denote low role relationships among and between the groups mentioned above.

APPENDIX E

Seventh-day Adventist Philosophy of Education

SDA PHILOSOPHY OF EDUCATION*

All philosophies of education tend ultimately to rest on the concept of the nature of man that is held by the makers of that particular educational system. It has been truly said that until you know what man is born as and what he is born for, you cannot plan a system of education that will meet his needs and help him achieve the purpose for which he is destined, or of which he is capable. Many education philosophies are based on the assumption that man is born good, and that the purpose of education is to develop the good latent in children. This premise naturally leads to a child-centered or subject-centered philosophy of education. Certain other educational systems are built on the premise that children are born to serve the state, and that therefore the educational program is designed to shape the product entirely for the ends of the government.

SDA's base their philosophy of education on the belief that the ultimate purpose of man is to love and serve God and his fellow men, and that all instruction and learning must be directed toward helping him achieve that end.

The Bible clearly teaches that since the fall of Adam all men are born with a tendency toward evil; this tendency has strengthened with the passing centuries. Because SDA's hold this religious concept, they have no faith in the perfectibility of man through

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natural means of instruction. Fallen men cannot achieve the purpose for which they were created without a God-centered education that teaches them to open their minds to the unseen but all-powerful Spirit of God, the only agency that can bring a rebirth of the original nature and an enduring reformation of life habits and mental outlook. Ellen G. White, who was the denomination's first and major writer on educational theory, states this viewpoint:

> To bring man back into harmony with God, so as to elevate and ennoble his moral nature that he may again reflect the image of the Creator, is the great purpose of all the education and discipline of life (CT 49).

The same writer has set forth the basic educational philosophy of SDA's thus:

> True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come (ED 13).

Accordingly, one of the major objectives of the SDA's school system is to bring about the salvation of young people through acceptance of and faith in Jesus Christ as their personal Saviour, and following that to help them achieve growth in character so that they will become God-fearing, honest, stable, and productive members of society. The curricula in SDA schools are designed to instruct the students in a Biblical view of the origin of life, of man's duty, and of man's destiny; and to safeguard them from errors arising from humanistic and materialistic world views.

In order that young people may attend school in an atmosphere conducive to spiritual development, contemplation, and study undisturbed by the distractions of cities, efforts have been made to locate SDA schools, and particularly the boarding schools, in rural areas where the students may have numerous opportunities for the study of nature. It is hoped that they will recognize early that the physical world around man, with its orderly laws and processes, is the handiwork of the divine Creator and Sustainer of all life. Wherever possible, agricultural enterprises are carried on in connection with SDA schools, and students are encouraged to work in these. The philosophy behind this is the value in learning the secrets of growing things, and becoming aware of the fact that the earth is the source whence comes all man's food, as well as the storehouse of all raw materials from which he fashions his implements and machines, builds his homes and factories, and obtains sources of power.

In order to allow adequate physical development before children undertake the duties of the schoolroom, which tax the eyes and the emotions, the church urges parents to provide a good home environment for growing children and not to send them to school until they reach a minimum age of seven years.

SDA's hold that it is a right of all children of SDA parents to receive a Christian education, and that, although a major share of the responsibility for providing it rests upon the parents, the local church too bears a responsibility to see that all children of the church are provided as much education in SDA schools as the young person desires or as can benefit him.

Generally speaking, SDA elementary schools are operated by the local churches in cooperation with the local conferences, the secondary schools by the local (State) conferences, the colleges by the union conferences, and graduate schools by the General Conference.

SDA's recognize the right of the government to require that children be educated to an extent that will enable them to fulfill their duties as citizens. However, since God has given children to parents, and not to the state, the parents have the right to determine where and how their children are to be educated. SDA's appreciate and financially support the public schools of the countries in which they reside. They believe these schools are doing an excellent work, but hold that religious instruction should not be a part of the public school curriculum. Hence, even though the worldwide system of SDA schools is costly, SDA's finance it gladly, believing that the results justify whatever the cost may be. SDA parents are urged to send their children to denominational schools wherever they can be operated, but no religious sanctions are used to force them to do so.

In order to implement this over-all philosophy, Adventists endeavor to operate their schools in such a way that the curriculum, the extracurricular activities, and every school experience contribute to reaching the following objectives:

1. To maintain in each school a spiritual atmosphere in which prayer, worship, and doing the will of God will be, in the eyes of the majority of the students, the ideal and accepted pattern of living.

2. To make the Bible and the Biblical world-view the center of all study and teaching.

3. To enable each student to achieve a Christian philosophy of life and to have opportunities to acquire the attitudes, knowledge, and skills necessary to express his philosophy in Christian character.

4. To promote a high level of scholarship, with emphasis on independent thinking and the highest achievement possible for each individual, and with reference to its practical application to the needs of the world.

5. To give students the opportunity to learn habits of healthful living, so that their physical development may be enhanced, not so much by a program of games and competitive sports as by employment in school-related industries or agricultural enterprises in which they may learn a useful trade or skill, gain a sense of achievement, find in physical activity release from the tensions resulting from a heavy study program, learn a respect for the dignity and worth of physical labor, obtain a balanced view that will prevent the development of intellectual snobbery, and, at the same time, continue the educational process by developing habits of industry, promptness, reliability, accuracy, thoroughness, and self-reliance.

6. To promote social, cultural, and emotional growth, resulting in stable, balanced citizens who are a credit to their community, who are fitted to bear life's responsibilities, and who have developed insights and outlooks that make life worth living.

7. To give instruction in homemaking and in skills necessary to make and maintain happy marriages.

8. To encourage the students to make a personal commitment of their capacities and strength to the service of God, mankind, and their church, choosing professions that enable them to serve others and to participate in the promulgation of the Christian faith.

APPENDIX F

Preliminary Questionnaires

To Directors of Student Teaching . . . . . p. 223

To the General Conference. . . . . p. 228

Preliminary Questionnaire

To Directors of Student Teaching

Information provided in this questionnaire will be kept strictly confidential. It will not be used to identify an individual or the institution.

Please provide the information for both elementary and secondary level student teaching programs.

Please check or fill in as appropriate:

College or University_____Tel:_____

Name of Person Responding_____ Position_____

1. The year the institution started teaching education program

   _____

2. Number of college supervisors under you whose responsibility is to supervise student teachers in:

Public Schools only		SDA schools		Public & SDA Schools	
Elem. only	_____	Elem. only	_____	Elem. only	_____
Sec. only	_____	Sec. only	_____	Sec. only	_____
Both	_____	Both	_____	Both	_____

3. Approximate number of schools to which you assign student teachers per term:

Public schools:	Elem.	_____	Sec.	_____
SDA schools:	Elem.	_____	Sec.	_____

4. Average number of student teachers per term doing student teaching_____

5. How many of the student teachers for No. 4 are placed in:

Public schools:	Elem.	_____	Sec.	_____
SDA schools:	Elem.	_____	Sec.	_____

6. If you place student teachers in the public schools, why do you do that?

   _____

   _____

7. Do you place any student teachers in the off-campus distant SDA church schools and academies?

   Yes _____ No _____

8. If Yes, for No. 7, how is college supervision provided to these students?

   _____ The college supervisor travels to each of these schools _____ times per term to supervise student teachers.

   _____ There is a teacher in the school to supplement the college supervisor as coordinating teacher and assumes responsibilities sufficiently similar to those of a college supervisor.

   _____ Other. Please explain _____

9. Would you regard the coordinating teacher/s (if there are some) at the schools as performing duties sufficiently similar to a college supervisor for me to include him/her in the category of college supervisors for the purposes of the study?

   Yes _____ No _____

10. How long has the current teacher education program at the institution been in operation?

    _____years.

11. What changes do you foresee taking place in the current program within the next five years?

    _____

    _____

    _____

    _____

12. Did the college/university provide you and the other college supervisors under you with a job description?

    Yes _____ No _____

    (If Yes, please enclose a copy of the job description along with this questionnaire.)

13. Did the college/university define your role as a college supervisor, and also for the other college supervisors under you?

    Yes _____ No _____

(If Yes, please enclose a copy of the role definition along with this questionnaire.)

14. If you place student teachers in the SDA schools, what is the distance in miles to that:

Nearest SDA school _____ (miles)

Is it a church school? Yes _____ No _____
Is it a day academy? Yes _____ No _____
Is it a boarding school? Yes _____ No _____

Farthest SDA school _____ (miles)

Is it a church school? Yes _____ No _____
Is it a day academy? Yes _____ No _____
Is it a boarding school? Yes _____ No _____

15. Are the student teachers relocated in or close to the farthest SDA school

Yes _____ No _____

16. What is the maximum distance a student teacher travels daily from the campus to do student teaching in an SDA school without having to relocate? _____ (miles)

17. What is the distance do you consider sufficient for a student teacher to need relocation in or close to the SDA school?

_____ (miles)

18. Does the local State government require student teaching in <u>public schools</u> to be eligible for a state teaching certificate?

Yes _____ No _____

19. Has student teaching got to be done in an SDA school for the student to be eligible for a denominational teaching certificate?

Yes _____ No _____

20. How many of the following will be involved with the Division of Student Teaching in your institution for the Fall 1978 or Winter 1979 term? I need this information to send the required number of questionnaires to your institution.

	Fall 1978	Winter 1979
College supervisors (including you)	_____	_____
Student teachers	_____	_____
Supervising teachers	_____	_____
Principals	_____	_____

21. Are student teachers from other public or Seventh-day Adventist colleges or universities placed where you place your student teachers:

_____ in the same school building

_____ with the same supervising teacher/s: ____same term
____different term

22. As indicated in the cover letter, I solicit your full cooperation to distribute the survey questionnaire to the respective groups involved in the study. Then, collect the completed questionnaires (sealed in envelopes) from these people and mail them back to me. Kindly respond to the suggestions below:

_____ I am willing to distribute and collect the completed ones and bulk mail them back to you.

_____ I am willing to distribute but not collect them to mail back.

_____ I am willing to distribute, but prefer you send postpaid return envelopes so that each respondent can directly mail it back to you.

_____ I am not interested in helping you in any way.

23. Indicate the approximate date you like to receive the questionnaires for easy distribution.

Fall 1978: _____ Winter 1979: _____

24. If you have any special concern/s that you like to see this study give attention to, please write them on the back of this page.

The additional information you provide here will help me to adequately describe the teacher education program/s at your institution.

1. Type of teacher education program currently in practice at the institution:
   _____ conventional/traditional
   _____ P/CBTE
   _____ other (please explain) _____

2. Number of hours of pre-student teaching observation and participation a potential student teacher is required:

Elementary	Secondary
_____ Freshman year	_____ Freshman year
_____ Sophomore year	_____ Sophomore year
_____ Junior year	_____ Junior year
_____ Senior year	_____ Senior year

   _____ Other arrangements (please explain) _____
   _____
   _____

3. Pre-student teaching observation takes place in:
   _____ one classroom with one teacher at one school
   _____ several classrooms with several teachers at one school
   _____ several classrooms at more than one school
   _____ other (please explain) _____
   _____
   _____

4. _____ Duration of student teaching term/semester in weeks.

5. A student teacher student teaches in:
   _____ public school only for _____ weeks.
   _____ SDA school only for _____ weeks.
   _____ both types of schools for _____ weeks in each.

6. Is a student teacher allowed to register for any other course work during the student teaching term/semester?
   _____ Yes
   _____ No

   If Yes, what type of courses:

   _____ Methods courses
   _____ other education courses
   _____ non-education courses
   _____ varies from student to student

7. Do all the student teachers for the term/semester begin student teaching the same week?
   _____ Yes
   _____ No

   If No, please explain the type of arrangement practiced at the institution: _____

Preliminary Questionnaire

To the General Conference

1. Does GC maintain a collection of these written by SDAs or others on topics related to SDA churches, educational and medical institutions?

Yes_____
No_____

2. Does GC provide the college supervisors in student teaching programs in the SDA colleges and universities with a job description?

(If Yes, please enclose a copy for my reference.)Yes_____
No_____

3. Does GC provide the college supervisors in student teaching programs in the SDA colleges and universities with a role definition?

(If Yes, please enclose a copy for my reference.)Yes_____
No_____

4. Does GC expect the SDA college or university to provide the college supervisor in student teaching programs with a:

Job description? Yes_____ No_____
Role definition? Yes_____ No_____

5. Number of SDA educational institutions in the world field:

Elementary schools _____ Senior colleges _____
Secondary schools _____ Universities _____
Junior colleges _____ Other (specify) _____

6. Number of SDA educational institutions in North America:

Elementary schools _____ Junior colleges: _____
(indicate grade level) Senior colleges:
Junior high schools_____ B.A. only _____
Day academies _____ B.A. & M.A. _____
Boarding academies _____ Universities _____

7. Number of colleges and universities offering Teacher Education programs in

U.S.A. _____

8. Beginning what year has the emphasis of placing most, if not all, of the student teachers in our SDA institutions for student teaching experience been implemented? Year _____

APPENDIX G

Role Expectation Questionnaire

1442-L Spartan Village
East Lansing, Michigan 48823

September 10, 1978

Dear College Supervisor:

For my doctoral dissertation at Michigan State University, I am undertaking a survey entitled: Perceived Role of the College Supervisor of Student Teaching in the Ten American Seventh-day Adventist Colleges and Universities.

The general purpose of this study is to examine the ideal role expectations of the college supervisors in the student teaching program/s in each of the ten institutions separately as perceived by the incumbent members of the four key positions in the student teaching team: college supervisors, student teachers, supervising teachers, and principals.

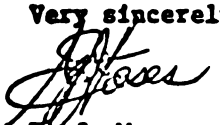
According to the information I received from the Department of Education in the General Conference, this would be the first study of its kind undertaken in the Seventh-day Adventist denomination. Dr. _____ at your institution is giving me full support in this study. Now, I sincerely solicit your full support, and am confident I can count on you. Also, because of the unusually small sample involved in each of the four key positions at each institution, your input into this study is very essential. I cannot overemphasize the need for your cooperation. I will greatly appreciate all your help.

Kindly respond to the attached College Supervisor Role Survey Questionnaire using the enclosed Answer Sheet. Also, complete the information requested on the back of the sheet. After completing both sides, please enclose it in the envelope. Please collect the envelopes from the student teachers, supervising teachers, and principals with whom you are working this term/semester. Hand all these envelopes, including yours, to Dr. _____ who will then bulk mail them to me. Thank you.

Let me also emphasize that the data obtained for this study from you will be strictly confidential. Data received will not be used in any way to identify individual respondents.

Thank you very much in advance for taking time out of your busy schedule of work to help me with the distribution of questionnaires and collection of the Answer Sheet envelopes.

Very sincerely,



Y. J. Moses

P.S. Prompt reply is important for this study. So, please respond to the questionnaire within one week upon receiving it. Thank you.

1442-L Spartan Village
East Lansing, Michigan 48823

September 10, 1978

Dear Sir/Madam:

From Michigan State University I am undertaking a field survey intended to further improve the interaction processes in the student teaching teams in the ten Seventh-day Adventist colleges and universities.

This is the first survey of its kind undertaken in the Seventh-day Adventist denomination. The Director of Student Teaching at each institution is giving me his/her full support in this study. Now, I sincerely solicit your full support, and am confident I can count on you.

The study is entitled: Perceived Role of the College Supervisor of Student Teaching in the Ten American Seventh-day Adventist Colleges and Universities.

The general purpose of this study is to examine the role expectations of the college supervisors in the student teaching program/s in each of the ten institutions separately as perceived by the incumbent members of the four key positions in the student teaching team: college supervisors and student teachers from the college/university, and the principals and supervising teachers from the cooperating schools.

To make this study a worthwhile undertaking and of optimum benefit for its intended purpose stated above, I need your cooperation. Also, because of the unusually small sample involved in each of the four key positions at each institution, your input into this study is very essential. I cannot overemphasize the need for your cooperation. I will greatly appreciate your help.

Kindly respond to the enclosed College Supervisor Role Survey Questionnaire using the enclosed Answer Sheet. Also, please complete the Career Line Data on the back of the Answer Sheet. After completing <u>both</u> sides of the Answer Sheet, enclose it in the envelope, and hand it to your college supervisor who will then bulk mail all of them from the college to me.

Let me also emphasize that the data obtained for this study from you will be <u>strictly confidential</u>. Data received will <u>not</u> be used in any way to identify individual respondents.

Thank you very much in advance for taking time out of your busy schedule to respond to the questionnaire.

Very sincerely,

Y. J. Moses

P.S. Prompt reply is important for this study. So, please respond to the questionnaire within one week upon receiving, and <u>hand it to your college supervisor</u>.

THE COLLEGE SUPERVISOR ROLE SURVEY QUESTIONNAIRE

The data obtained from this questionnaire will be strictly confidential. Data received will not be used in any way to identify individual respondents.

On the separate answer sheet provided, using a No. 2 pencil shade heavily the appropriate response number you have selected.

After you have completed, return the Answer Sheet and the Career Line Data Sheet in the enclosed [redacted] envelope at your earliest convenience.

SECTION I

Career Line Data

1. Sex:
   0. Male
   1. Female

2. Age:
   0. 19 - 24
   1. 25 - 34
   2. 35 - 44
   3. 45 - 54
   4. 55 - 64
   5. 65 and above

3. Marital Status:
   0. Single
   1. Married
   2. Separated
   3. Divorced
   4. Widowed

4. The Seventh-day Adventist institution you are affiliated with for student teaching program:

   0. Andrews University
   1. Atlantic Union College
   2. Columbia Union College
   3. Loma Linda University/La Sierra
   4. Oakwood College
   5. Pacific Union College
   6. Southwestern Adventist College
   7. Southern Missionary College
   8. Union College
   9. Walla Walla College

5. Position:
   0. College Supervisor/Coordinating Teacher
   1. Student Teacher
   2. Supervising Teacher
   3. Principal/Assistant Principal

6. Location: College Supervisor/Coordinating teacher supervising student teachers in:
   Student teacher student teaching in:
   Supervising teacher employed in:
   Principal of:

   0. Public school/s only
   1. Seventh-day Adventist school/s only
   2. Both (public school/s and Seventh-day Adventist school/s)

(over)

7. Level: College supervisor/coordinating teacher supervising student teacher in:
Student teacher student teaching in:
Supervising teacher employed in:
Principal of:

0. Elementary school/s only
1. Secondary school/s only
2. Both (elementary and secondary schools)

8. Religion: 0. Seventh-day Adventist
1. Other

SECTION II

Beginning now are listed a number of expectations which you may or may not expect a college supervisor to perform. These expectations are categorized under seven major headings.

Read each item carefully and determine the extent to which you expect a college supervisor to perform the functions represented by the item.

On the Answer Sheet shade the right answer for one of the six numbers following each item to indicate the response you have chosen.

Completely Disagree..... 0
Mostly Disagree 1
Slightly Disagree 2
Slightly Agree 3
Mostly Agree 4
Completely Agree 5

Attempt every item. Please do not leave any item blank.

PERSONAL AND PROFESSIONAL CHARACTERISTICS

The College Supervisor of student teachers employed in a Seventh-day Adventist College/University should:

9. show enthusiasm in working cooperatively as a team member with co-supervisors, supervising teachers, principals and student teachers in the student teaching program at the college/university 0 1 2 3 4 5

10. respect and recognize the worth and dignity of every individual regardless of race, language, religion, or social status 0 1 2 3 4 5

11. exert leadership in creating an environment of positive human relations (friendly, fair, dependable, appropriately firm, kind, warm, flexible, empathic, courteous) 0 1 2 3 4 5

12. demonstrate a positive attitude toward teaching as a profession 0 1 2 3 4 5

0 = Strongly Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

13.	demonstrate commitment to the Seventh-day Adventist educational, ethical, doctrinal, and social principles	0	1	2	3	4	5
14.	possess an Ed.D., or Ph.D., in education	0	1	2	3	4	5
15.	have a broad range of qualifications either through academic preparation and/or experience to provide high quality instructional program in student teaching	0	1	2	3	4	5
16.	be able (prepared) to teach appropriate undergraduate courses related to teacher education	0	1	2	3	4	5
17.	be a <u>generalist</u> (could work with student teachers in all subject areas and all grade levels)	0	1	2	3	4	5
18.	be a <u>specialist</u> (have taken enough graduate courses in <u>one</u> academic content area such as English, History, Elementary Education, Botany, to qualify as a recognized specialist in that field and therefore would work exclusively with student teachers in a single subject area or grade level)	0	1	2	3	4	5

ADMINISTRATION

19.	in cooperation with co-supervisors at the college/university formulate policies, procedures, and guidelines of the student teaching program.	0	1	2	3	4	5
20.	visit schools to acquire essential information about the setting, policies, procedures, programs, climate and personnel to determine whether to place a student teacher there	0	1	2	3	4	5
21.	select the cooperating school/s on the basis of the college/university philosophy, policies, procedures, and guidelines for student teaching	0	1	2	3	4	5
22.	gather necessary personal and professional information on the potential supervising teacher for compatible matching with a student teacher	0	1	2	3	4	5
23.	assess the experience and preparedness of the potential supervising teacher, and the type of student teacher with whom he/she would like to work on the basis of interview/s	0	1	2	3	4	5
24.	be able to administer appropriate tests on personality and leadership styles to the student teacher and interpret the results to determine the student teacher's readiness to student teach	0	1	2	3	4	5
25.	assess the assignment needs of the student teacher applicant (kind of supervising teacher, subject area and grade level, type of school and community desired) on the basis of interview/s	0	1	2	3	4	5

(over)

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

26.	work with the principal of the cooperating school in the assignment of a student teacher to a supervising teacher	0	1	2	3	4	5
27.	provide knowledge of expectations of personnel involved in the student teaching team (i.e., assist in role clarification for each cooperating member of the student teaching team).	0	1	2	3	4	5
28.	Schedule and arrange for necessary orientations, seminars and inservice workshops for student teachers, supervising teachers and principals	0	1	2	3	4	5
29.	work with the personnel of the distant cooperating school or academy to help arrange housing (if housing is required) for the student teacher placed there	0	1	2	3	4	5
30.	arrange with the personnel of the distant cooperating school or academy to provide necessary seminars and meetings for the sutdent teacher/s placed there	0	1	2	3	4	5
31.	assume major responsibility in withdrawing and reassigning the student teacher when serious conflict arises in the current assignment	0	1	2	3	4	5
32.	work with the placement services at the institution to assist the student teacher in finding a teaching job	0	1	2	3	4	5
33.	communicate (when requested) his/her honest professional judgment about the student teacher to the hiring officials	0	1	2	3	4	5
34.	provide to the student teacher and the supervising teacher a schedule of his/her planned visits explaining the purpose and importance of these visits to the classroom	0	1	2	3	4	5
35.	solicit the cooperation of the principal and the supervising teacher to involve the student teacher in as many school-community and Seventh-day Adventist church (where possible) related activities as possible	0	1	2	3	4	5
36.	cooperate in establishing a committee comprising of representatives from the student teaching program at the institution and the teachers and principals in the cooperating schools to serve as an advisory body for cooperative endeavors to provide input into the improvement of communication and the student teaching program	0	1	2	3	4	5

LIAISON

37.	provide orientation to the supervising teacher and the principal on the policies, procedures and guidelines of the student teaching program at the institution	0	1	2	3	4	5

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

38. provide necessary personal and professional information on the student teacher, supervising teacher, principal, and him/herself to each other in each team 0 1 2 3 4 5

39. make provision for the student teacher to get information on organizations such as state department of education, local schools systems, teacher associations, Seventh-day Adventist educational system, and State and Denominational certification requirements 0 1 2 3 4 5

40. in cooperative planning with school and college/university personnel help to make the resources and personnel of the institution available to the cooperating school, and vice versa 0 1 2 3 4 5

41. make him/herself readily available to the supervising teacher, principal and the student teacher (and/or visit the school when requested) to confer on personal and professional matters and exchange ideas to promote personal and professional growth 0 1 2 3 4 5

42. consult with the general methods instructor (if he/she is not the methods instructor) regarding the student teacher's strengths and weaknesses 0 1 2 3 4 5

43. consult with the supervising teacher and the student teacher early in the term/semester to plan a schedule of instructional program for the entire term/semester for gradual induction of the student teacher into full time student teaching 0 1 2 3 4 5

44. resolve difficulties that might arise in the student teacher-supervising teacher-principal relationship during the student teaching term/semester 0 1 2 3 4 5

INSTRUCTION

45. teach the general methods course to teacher candidates in order to maintain continuity and familiarity with them during student teaching 0 1 2 3 4 5

46. have at least one teaching assignment in teacher education courses every term/semester in addition to supervising student teachers 0 1 2 3 4 5

47. be able to apply a variety of effective teaching skills in providing instruction to student teachers and supervising teachers during seminars and inservice workshops respectively 0 1 2 3 4 5

(over)

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

48. share with the supervising teacher and the principal during inservice workshops his/her expertise in curriculum, instruction, supervision, human relations, innovative teaching methods, self-assessment, and A-V usage 0 1 2 3 4 5

49. accept, when opportunity arises, short periods of teaching in an elementary or secondary school maintain own teaching skills in his/her major and minor areas 0 1 2 3 4 5

50. use, when appropriate, checklists, interaction analysis, audio or video taping, and other observation instruments to observe student teaching behavior (for both instructional analysis and evaluation purposes) 0 1 2 3 4 5

51. observe the student teacher's behavior a minimum of four times in a term (more times in a semester) 0 1 2 3 4 5

52. make at least one unannounced visit to the student teacher's classroom to observe his/her teaching behavior 0 1 2 3 4 5

53. provide extensive written feedback accompanied with oral facilitation to the student teacher in his/her teaching behavior at each observation visit 0 1 2 3 4 5

54. conduct student teacher seminars and meetings on topics relevant to student teaching experiences 0 1 2 3 4 5

55. cooperate with the supervising teacher in planning and instructing the student teacher in effective use of required teaching skills 0 1 2 3 4 5

56. cooperate with the supervising teacher to assist the student teacher in applying theories on learning, and human growth and development in his/her teaching situations 0 1 2 3 4 5

57. provide suggestions to the student teacher on the selection and location of additional materials for better planning and implementing of instruction 0 1 2 3 4 5

58. demonstrate, or arrange with someone else for demonstrating job seeking strategies to the student teachers 0 1 2 3 4 5

59. require the student teacher to maintain a portfolio of his/her teaching activities, instructional materials, written feedback and evaluation forms 0 1 2 3 4 5

EVALUATION

60. provide interpretation of specific criteria or guidelines to the personnel in the student teaching team for satisfactory completion of student teaching 0 1 2 3 4 5

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

61. conduct early diagnosis of the student teacher's teaching behavior and provide for experiences based upon the identified strengths and weaknesses 0 1 2 3 4 5

62. hold evalution conferences as needed with all personnel in the student teaching team (singly, in twos and threes) to determine the student teacher's total program of development 0 1 2 3 4 5

63. maintain and use adequate logs, diaries, and regular reports as some of the tools which promote ongoing supervision and continuing evalution 0 1 2 3 4 5

64. in conferences with the supervising teacher determine the student teacher's letter grade (if letter grades are used) or Pass-Fail grade based on the performance criteria established by the student teaching department at the college/university 0 1 2 3 4 5

65. identify the nature and value of supervision the supervising teacher provides to the student teacher to determine whether to assign student teachers to him/her in the future 0 1 2 3 4 5

PROGRAM DEVELOPMENT

66. promote and experiment with alternative models for student teaching field experiences 0 1 2 3 4 5

67. interact with co-supervisors, supervising teachers, principals and student teachers for input to the development and implementation of effective student teaching program/s at the institution 0 1 2 3 4 5

68. consistently strive to develop and use more effective observation instruments to objectively measure student teacher's teaching behavior 0 1 2 3 4 5

69. actively participate in the evaluation of the current teacher education program/s at the institution through follow-up studies of graduates, and use the results to improve the program/s 0 1 2 3 4 5

70. encourage student teachers to develop observation instruments to objectively measure their own teaching behavior 0 1 2 3 4 5

71. suggest ways to implement at the institution changes in the student teaching program/s adapted from institutional, state and national trends and research 0 1 2 3 4 5

(over)

0 = Completely Disagree
1 = Mostly Disagree
2 = Slightly Disagree
3 = Slightly Agree
4 = Mostly Agree
5 = Completely Agree

PROFESSIONAL DEVELOPMENT

72.	be a member and active participant in appropriate state and national teacher education associations	0	1	2	3	4	5
73.	attend clinics, workshops and conferences designed to improve teacher education and student teacher supervisory techniques	0	1	2	3	4	5
74.	read appropriate periodicals (and books) to keep current with changing trends in teacher education, student teaching, and supervisory techniques in the state and nation	0	1	2	3	4	5
75.	set his/her own performance and self-improvement goals and objectives preferably every year, and work toward achieving them that year	0	1	2	3	4	5
76.	conduct pertinent research (library and field) in various aspects of learning, teaching and field experiences for the benefit of the teacher education program at the institution	0	1	2	3	4	5
77.	publish pertinent articles on teacher education, student teaching, and supervisory techniques in professional journals	0	1	2	3	4	5
78.	invite regular evaluation of his/her work from the personnel with whom he/she works in the student teaching program	0	1	2	3	4	5
79.	assess regularly his/her own performance in the student teaching program	0	1	2	3	4	5
80.	implement appropriate changes from the results of peer and self-evaluation into his/her performance	0	1	2	3	4	5

NOTE:

1. If you have any questions or comments on any item or category, please write them on a separate sheet of paper.

2. Please complete the Career Line Data requested on the back of this answer sheet. Write lightly.

3. When you fold this answer sheet, please do not crease the fold.

4. Thank you very much for your help in this study.

CAREER LINE DATA (COLLEGE SUPERVISOR)

The data obtained from this questionnaire will be strictly confidential. Data received will not be in any way used to identify individual respondents.

Please fill in or check the blanks as indicated:

1. Name _____
   (This information will be used for record keeping purposes only)
2. Degree/s you earned in the respective institutions:
   Public college/university _____
   Seventh-day Adventist college/university _____
3. Please write the number of years of experience you have had as a:
   (i) teacher
   (ii) principal/assistant principal
   (iii) supervising (cooperating) teacher working with student teachers.

Record the information in the appropriate spaces below:

Public schools				Seventh-day Adventist schools			
(i) Tchr.	(ii) Prin.	(iii) Supr. Tchr		(i) Tchr.	(ii) Prin.	(iii) Supr. Tchr.	
___	___	___	elementary schools	___	___	___	self-contained elem. classroom
___	___	___	middle schools	___	___	___	multigrade elem. classroom
___	___	___	junior high schools	___	___	___	junior academy
___	___	___	senior high schools	___	___	___	senior academy (boarding)
___	___	___	other _____	___	___	___	senior academy (non-boarding)

4. Number of years you have supervised student teachers as a college supervisor employed in:

   _____ public college/university
   _____ Seventh-day Adventist college/university

5. _____Total number of student teachers you have supervised in your role as a college coordinator.

6. How many student teachers do you supervise this term/semester in the following:

Public schools	Seventh-day Adventist schools
_____ elementary schools	_____ self-contained elem. classrooms
_____ middle schools	_____ multigrade elem. classrooms
_____ junior high schools	_____ junior academies
_____ senior high schools	_____ senior academies (boarding)
_____ other _____	_____ senior academies (non-boarding)

CAREER LINE DATA (STUDENT TEACHER)

The data obtained from this questionnaire will be strictly confidential. Data received will not be in any way used to identify individual respondents.

Please check or fill in the blanks as indicated:

1. Name _____
   (This information will be used for record keeping purposes only)

2. Name of the college supervisor who supervises your student teaching:

   Mr./Mrs. _____
   (This information will be used for data analysis only)

3. Degree you are currently working toward _____

4. If you are a graduate student working toward teacher certification, the degree/s you have already earned in the respective institutions:

   Public college/university _____
   Seventh-day Adventist college/university _____

5. Type of school in which you are student teaching:

Public schools	Seventh-day Adventist schools
_____ elementary school	_____ self-contained grade room
_____ middle school	_____ multigrade classroom
_____ junior high school	_____ junior academy
_____ senior high school	_____ senior academy (boarding)
_____ other _____	_____ senior academy (non-boarding)

6. Your undergraduate Major _____, Minor _____

7. Grade/s you are student teaching in _____

8. Subject/s you are student teaching _____

9. How long does student teaching last? _____weeks

10. Do you take any courses at college/university while student teaching?

    _____ Yes
    _____ No

11. Grade Point Average (GPA) at entrance to student teaching:

    _____ 2.00 - 2.45
    _____ 2.46 - 2.99
    _____ 3.00 - 3.45
    _____ 3.46 - 4.00

12. Location of school in which you are student teaching

    _____ urban
    _____ suburban
    _____ rural

THE ANSWER SHEET IS ON THE REVERSE SIDE

CAREER LINE DATA (SUPERVISING TEACHER)

The data obtained from this questionnaire will be strictly confidential. Data received will not be in any way used to identify individual respondents.

Please check or fill in the blanks as indicated:

1. Name _____
   (This information will be used for record keeping purposes only)

2. Name of the college supervisor from the Seventh-day Adventist college or university providing supervision to the student teacher in your classroom:

   Mr./Mrs. _____
   (This information will be used for data analysis only)

3. Degree/s you earned in the respective institutions:

   Public college/university _____

   Seventh-day Adventist college/university _____

4. Please write the number of years of experience you have had as a:

   (i) teacher
   (ii) supervising (cooperating teacher

Record the information in the appropriate spaces below:

Public schools			Seventh-day Adventist schools		
(i) Tchr.	(ii) Supr. Tchr.		(i) Tchr.	(ii) Supr. Tchr.	
____	____	elementary schools	____	____	self-contained elem. classroom
____	____	middle schools	____	____	multigrade elem. classroom
____	____	junior high schools	____	____	junior academy
____	____	senior high schools	____	____	senior academy (boarding)
____	____	other _____	____	____	senior academy (non-boarding)

5. Grade/s level you are teaching this term/semester _____

6. Subject/s you are teaching this term/semester _____

7. Location of school in which you are teaching:

   _____ urban
   _____ suburban
   _____ rural

8. Total number of student teachers you have supervised in:

Public schools	Seventh-day Adventist schools
_____ elementary schools	_____ elementary schools
_____ secondary schools	_____ secondary schools

THE ANSWER SHEET IS ON THE REVERSE SIDE

CAREER LINE DATA (PRINCIPAL)

The data obtained from this questionnaire will be strictly confidential. Data received will not be in any way used to identify individual respondents.

Please check or fill in the blanks as indicated:

1. Name _____
   (This information will be used for record keeping purposes only)

2. Name of the college supervisor from the Seventh-day Adventist college or university who placed and supervises the student teacher/s in your school this term/semester:

   Mr./Mrs. _____
   (This information will be used for data analysis only)

3. Degree/s you earned in the respective institutions:

   Public college/university _____

   Seventh-day Adventist college/university _____

4. Please write the number of years of experience you have had as a:

   (i) teacher
   (ii) principal/assistant principal

Record the information in the appropriate spaces below:

Public schools			Seventh-day Adventist schools		
(i) Tchr.	(ii) Prin.		(i) Tchr.	(ii) Prin.	
____	____	elementary schools	____	____	self-contained elem. classroom
____	____	middle schools	____	____	multigrade elem. classroom
____	____	junior high schools	____	____	junior academy
____	____	senior high scools	____	____	senior academy (boarding)
____	____	other _____	____	____	senior academy (non-boarding)

5. Number of years you have worked with student teachers as a:

   _____ supervising (cooperating) teacher
   _____ principal/assistant principal
   _____ principal-teacher combination

6. Number of the following in your school:

   _____ teachers
   _____ students
   _____ student teachers in a year from public colleges/universities
   _____ student teachers in a year from Seventh-day Adventist college/university
   _____ duration of student teaching term/semester in weeks

7. Location of your school:

   _____ urban
   _____ suburban
   _____ rural

THE ANSWER SHEET IS ON THE REVERSE SIDE

APPENDIX H

Correspondence

1442-L Spartan Village
East Lansing, Michigan 48823
July 7, 1977

Dr. G. J. Millet
General Conference of the Seventh-day Adventists
6840 Eatern Avenue, N.W.
Washington, D.C.: 20012

Dear Dr. Millet:

I am a doctoral student at Michigan State University in the Division of Student Teaching and Professional Development in the College of Education. I am also a member of the University SDA Church.

On Tuesday, June 14, 1977 I was in Dr. Hirsch's office to gather some preliminary information regarding the topic I am proposing for the dissertation. He advised me to contact you regarding that. I am proposing the title:

> ROLE EXPECTATIONS OF A COLLEGE SUPERVISOR IN THE STUDENT TEACHING PROGRAM AS PERCEIVED BY COLLEGE SUPERVISORS, PRINCIPALS, TEACHERS AND STUDENT TEACHERS IN THE SEVENTH-DAY ADVENTIST INSTITUTIONS IN NORTH AMERICA

Dr. Hirsch told me that you have to verify if this topic has been studied previously. If it wasn't, then, you would counsel me regarding the guidelines the denomination has about undertaking such studies, and would assist me in getting the cooperation of the persons who need to be involved from the Adventist institutions.

I shall now give a short sketch of my background. I am an Indian, born and brought up in Malaysia, educated in the SDA school and Southeast Asia Union College in Singapore, undergraduate at Spicer Memorial College, India; and graduate at Andrews University. I received M.A. in Education from AU last Summer. This is my first year at MSU. I have thus far 13 years of denominational service as a teacher in SDA schools in Sarawak and Singapore.

I shall now await your reply before embarking on beginning to write the dissertation proposal. Thank you very much for the help you will render me in this endeavor.

Very sincerely,

Y. J. Moses

DEPARTMENT OF EDUCATION

General Conference of
Seventh-day Adventists

CHURCH WORLD HEADQUARTERS: 6840 EASTERN AVENUE, NW, WASHINGTON, D.C. 20012
TELEPHONE: (202) 723-0800 • CABLE: ADVENTIST, WASHINGTON • TELEX: 89-680

July 12, 1977

Mr. Y. J. Moses
1442 L Spartan Village
East Lansing, MI 48823

Dear Mr. Moses:

Thank you for your letter of July 7 regarding a dissertation proposal on role expectations for college supervisors of student teaching.

I know of no other study made in Seventh-day Adventist institutions. You will probably wish to check the major reference list of dissertations, which is produced at the Ann Arbor source, for materials which may provide helpful related reading.

After you shall have gained approval of your subject and problem, we will be happy to write officials of the institutions concerned endorsing your study and seeking their cooperation in your information gathering.

In passing, I would like to suggest that while stating obtained information your study seek to present a creative solution to a problem touching supervision of student teachers. This, as you know, will lift your study beyond the information level to dynamic and creative level, producing new knowledge about supervision of student teaching.

Best wishes! We hope to hear from you again.

Cordially,

Garland J. Millet
Associate Director

GJM:erw

DEPARTMENT OF EDUCATION

General Conference of
Seventh-day Adventists
CHURCH WORLD HEADQUARTERS: 6840 EASTERN AVENUE, NW, WASHINGTON, D.C. 20012
TELEPHONE: (202) 723-0800 • CABLE: ADVENTIST, WASHINGTON • TELEX: 89-580

June 20, 1978

Mr. Y. J. Moses
1442-L Spartan Village
East Lansing, Michigan 48823

Dear Brother Moses:

Greetings!

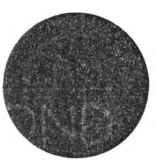
After some delay due to travel and delayed communication, I am enclosing a letter of recommendation.

Best wishes in your study project!

Cordially,

Garland J. Millet
Associate Director

GJM:erw
Enc.



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June 20, 1978

COPY

Directors of Student Teaching
Departments of Education
Colleges and Universities
NORTH AMERICAN DIVISION

Dear Friends:

This letter concerns Mr. Y. J. Moses, a doctoral student at Michigan State University, who has been authorized to study the perceived role of college supervisors of student teaching in the North American Division.

We commend Mr. Moses on undertaking his study project, which promises to yield valuable results helpful to Seventh-day Adventist education, and we will appreciate your cooperation and permission for him to collect data pertaining to it.

Kindest Christian greetings!

Cordially,

Garland J. Millet

Garland J. Millet
Associate Director

GJM:erw

1442-L Spartan Village
East Lansing, Michigan 48823
June 29, 1978

The Director of Student Teaching

Dear Sir:

I am a doctoral student in the Division of Student Teaching and Professional Development in the College of Education at Michigan State University. I am also a member of the University SDA Church.

I would like to make a study contribution to the college supervisors of student teachers in the SDA colleges and universities in the U.S., which I am confident will add to further improve the interaction processes in the student teaching programs.

In spite of long years of existence of student teaching programs, there is a lack of a role definition or job description for the college supervisors in the denomination. Therefore, for my doctoral dissertation I am undertaking a study entitled:

PERCEIVED ROLE OF THE COLLEGE SUPERVISOR OF STUDENT TEACHERS IN THE SEVENTH-DAY ADVENTIST INSTITUTIONS IN THE U.S.

The general purpose of this study is to examine the role expectations of the college supervisor in the student teaching programs in the ten SDA institutions as perceived by college supervisors, student teachers, cooperating teachers and principals.

According to the information I received from the Office of Education in General Conference, no previous study of this kind has been undertaken in the denomination. Dr. G. J. Millet, the Associate Director of Education in the GC strongly encouraged me to go ahead with the study. I am sure by now you would have received a copy of his letter endorsing this study.

I realize that I cannot conduct this study and make a substantial contribution to the college supervisors without full cooperation from the college supervisors and the Department of Education in the GC. Dr. Millet has already provided me with important information I needed from the GC. I need your help and cooperation in three ways:

1. To complete the attached preliminary questionnaire and thus provide me with information: (i) to write certain portions of Chapters 1 and 2 of the dissertation, (ii) to construct the survey instrument, and (iii) as to how many survey instruments to send to your institution.

2. To distribute the survey instrument, which will be bulk-mailed to you, to the college supervisors, student teachers, cooperating teachers and principals involved with the Division of Student Teaching for Fall 1978.

3. To gather the completed survey instruments from these respective groups and bulk-mail them back to me by the end of the term. (I am asking this special favor of you because I am fully convinced that this is the only way I can expect to get a good measure of returns to be able to make this study a worthwhile project.)

I am confident that you will give me all the help and assistance. Thank you very much in advance for all the help and cooperation you will provide me in spite of your busy schedule.

Very sincerely,

Y. J. Moses

1442-L Spartan Village
East Lansing, Michigan 48823
September 10, 1978

The Director of Student Teaching

Dear Sir:

Thank you very much for the support and cooperation you assured me in distributing the College Supervisor Role Expectation Questionnaire to the incumbent college supervisors, student teachers, supervising teachers and principals, and in collecting the Answer Sheets from these respondents to mail them back to me.

Enclosed in the parcel are ___ questionnaires, Answer Sheets, and envelopes: ___ for college supervisors, ___ for student teachers ___ for supervising teachers and ___ for principals. The figures are based on the information you provided in the preliminary questionnaire.

There are a few directions I would like you to follow in distributing the questionnaires, and in collecting the Answer Sheets:

1. Please distribute the questionnaire three weeks after student teaching term begins so that the resulting interaction will help the incumbents to respond to the items on the questionnaire more intelligently.

2. Please encourage every incumbent to respond. High percentage of returns will result in a strong study.

3. Please allow one week for the incumbents to respond, and then collect the Answer Sheets.

4. Mail all Answer Sheets in a bulk at your earliest convenience.

5. Please indicate the exact number of questionnaires distributed to each group, and how many you were finally able to collect.

I will appreciate your help very much. Thank you in advance for all your help.

Very sincerely,

Y. J. Moses

1442-L Spartan Village
East Lansing, Michigan 48823
September 28, 1978

The Editor
Review & Herald Publishing Association
6856 Eastern Avenue, N.W.
Takoma Park, Washington, D.C.: 20012

Dear Sir:

I am a Seventh-day Adventist foreign doctoral student in the Division of Student Teaching and Professional Development in the College of Education at Michigan State University, East Lansing, Michigan.

In my doctoral dissertation entitled "Perceived Role of the College Supervisor of Student Teaching in the Ten SDA Institutions," I would like to give a statement of the SDA Philosophy of Education in the second chapter.

In the 1976 revised edition of Volume 10 of the SDA Encyclopedia, pages 416-418, there is a very clear statement of the SDA Philosophy of Education. It is expressed so clearly and emphatically, paraphrasing it further will do it no justice.

I would like to include that philosophy word for word in the chapter.

I am writing this letter to you to obtain official written permission from the publishers to include the statement in its entirety in my study.

Thank you very much in advance, and I hope to hear from you at your earliest convenience.

Very sincerely,

Y. J. Moses

Review and Herald Publishing Association
Washington, D.C. 20012, (202) 723-3700

October 3, 1978

Mr. Y J Moses
1442-L Spartan Village
East Lansing, MI 48823

Dear Mr. Moses:

Your request is granted to quote the SDA Philosophy of Education from the SDA ENCYCLOPEDIA, as you requested. Please give credit to publication and publisher. Thank you.

Sincerely,

Raymond H. Woolsey
Book Editor

RHW/ljs

1442-L Spartan Village
East Lansing, Michigan 48823
September 28, 1978

The Director of Student Teaching

Dear Sir:

On September 13, or thereabouts, I sent to you a parcel of my doctoral study survey questionnaires on the role of the college supervisor of student teaching in the SDA institutions. I sincerely hope you received them. If you did not, please let me know immediately.

In the letter to you with the questionnaires, I indicated that you allow one week for the incumbent members to respond to the questionnaire. But according to a letter I received just now from one of the colleges, I understand that the cooperating members would like more time to respond to the questionnaire.

So, I am proposing the following changes to make things easier for them. However, if they are willing to abide by the earlier directions, I will appreciate it very much.

1. Please tell the cooperating members to circle the appropriate response on the questionnaire itself for all the 80 items, and write their name on it for record keeping purposes.

2. Complete the requested Career Line Data on the reverse side of the computerized Answer Sheet.

3. Give the cooperating members sufficient time to respond to the questionnaire. If I get the completed questionnaire and the Career Line Data sheets toward the end of October 1978 or early November, that would be fine.

I am extremely sorry for putting this extra responsibility on you. I am depending on you very much to help me collect the data. Without your continued help this study will not materialize. So, please help me. Thank you very much.

Very sincerely,

Y. J. Moses

1442-L Spartan Village
East Lansing, Michigan 48823

October 27, 1978

The Director of Student Teaching

Dear Sir:

This is to remind you that the questionnaires and the answer sheets on the perceived role of the college supervisor are due sometime early November. Kindly collect them from your fellow college supervisors, student teachers, supervising teachers and principals and mail them to me at your earliest convenience. Without your continued cooperation this study will not become a reality. So, please help.

When you return the collected data, please indicate the number of questionnaires you distributed and the number you were able to collect from each of the four groups.

Thank you very much for all the information you provided me from time to time, and for the continued support.

Very sincerely,

Y. J. Moses

1442-L Spartan Village
East Lansing, Michigan 48823
November 22, 1978

The Director of Student Teaching

Dear Sir:

I am sure you and the college supervisors at the institution are doing your best to collect the answer sheets for my questionnaire on the role of the college supervisor from the student teachers, supervising teachers and principals as you make your regular classroom visits.

I would like very much to receive all the answer sheets from the institution, but at the same time I am little concerned about it because I just now received news from the scoring center at Michigan State University that the machine that reads and punches out cards from the type of answer sheets I am using for my study will be put out of use after December 15. This means that I need to receive all the answer sheets from the colleges before that date.

Please encourage the college supervisors to collect the answer sheets soon from the student teachers, supervising teachers and principals and return them to me at your earliest convenience. I am awfully sorry for causing this inconvenience to you.

If you have already sent the data at the time you receive this letter, please accept my sincere thanks and disregard this letter.

Thank you very much.

Very sincerely,

Y. J. Moses

1442-L Spartan Village
East Lansing, Michigan 48823
January 2, 1979

The Director of Student Teaching

Dear Sir:

As the Scriptures say, "Go the second mile," you and the college supervisors at _____ have indeed gone out of your way to make things possible for me to go ahead with the study of the role of the college supervisor.

In spite of your busy schedule of administrative responsibilities and teaching assignments, you took time out of your busy schedule to respond to the preliminary questionnaires, verified two articles on the background informatin to the study and the description of the teacher education programs in the SDA institutions. Also you distributed the study questionnaires to the respective college supervisors, student teachers, supervising teachers and principals; collected the answer sheets from the same; and returned them to me.

In addition to all these, very graciously you assured me of your continued support, and wished me success with the study.

Very sincerely I want to express my heartfelt gratitude to you for all the help you rendered. Please share this letter with the other college supervisors who helped you collect the data.

May the Lord continue to bless you in His service throughout this new year.

Thank you very much.

Very sincerely,

Y. J. Moses

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