

ROLE EXPECTATIONS AND PERCEPTIONS OF THE
HOME ECONOMICS SUPERVISING TEACHER

By

THELMA HAMILTON LEONARD

Bachelor of Science in Home Economics Education
Oklahoma State University
Stillwater, Oklahoma
1940

Master of Science in Home Economics Education
Oklahoma State University
Stillwater, Oklahoma
1948

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ROLE EXPECTATIONS AND PERCEPTIONS
FOR THE HOME ECONOMICS
SUPERVISING TEACHER

Thesis Approved:

Jane Cozine

Thesis Adviser

Millie V. Pearson

J. Richard Lyman

Dean of the Graduate School

593514

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CHAPTER I

DESCRIPTION OF THE STUDY

Educational leaders are challenged to respond with conviction to the changes brought about by the rapid technological, social and economic developments in contemporary American society. These changes have direct implications for education and require that educators take a look at their roles as leaders.

Educators are searching for a clearer delineation of their responsibilities and roles in educational programs. Increased use of public schools for the training of prospective teachers has focused attention on the roles of educators, particularly the role of the supervising teacher, because of her direct responsibility for guiding the learning of student teachers in off-campus student teaching programs.

The role of the home economics' supervising teacher in an off-campus teacher education program is a complicated one.¹ This role involves working with administrators, other teachers, college supervisors, student teachers, pupils, parents and community members and is dependent upon an understanding of all the intra-relationships involved. Supervision in such a program involves dealing with the differences in understanding among the educational leaders about guiding principles of supervision, and the expectations and perceptions held regarding role behaviors of different personnel. For each position within a school, whether it is supervisor, administrator, or teacher, there are certain expectations as to

what the holder of the position should do and the role perceptions viewed by others as to what he actually does.

Statement of Problem

The study reported here is exploratory in nature, and is limited to an inquiry into the relationships of responses made by supervising teachers, principals and college supervisors to selected statements concerning guiding principles of supervision based on democratic beliefs and role behaviors of the off-campus home economics supervising teacher. It is concerned with: (1) identifying the opinions that supervising teachers, principals and college supervisors hold regarding guiding principles of supervision based upon democratic beliefs; (2) determining the differences in role expectations and in role perceptions among supervising teachers, principals and college supervisors of behaviors for the supervising teacher and (3) determining the differences within these groups between role expectations and perceptions of behaviors for the home economics supervising teacher.

Reasons for Selecting the Problem

It is common practice today among educators in both public schools and universities to share joint responsibility for teacher education programs. Emphasis is being put on human relationships and cooperativeness between these educators so that they may more fully perform their roles as responsible partners in the training of prospective teachers.

Little research has been done on any of the roles of the three educational participants who are most directly concerned with the operational phase of student-teaching--the supervising teacher, the principal and the college supervisor. Of the research that has been done on roles of

educators that the writer was able to locate, a large majority have concentrated on the role of the principal and only a few studies have been concerned with the role of the supervising teacher.¹ Only one study dealing with the home economics supervising teacher in an off-campus student teaching program was located.²

The off-campus home economics supervising teacher was chosen as the subject of inquiry in this study because of the scarcity of research done on her role and because of the increasing importance of her position in the teacher education program. Today more and more public schools are serving as laboratories for student teaching. The direction of students in these schools rests squarely upon the supervising teacher. Even though the supervising teacher is given some assistance by personnel from the college, it is the close guidance by the supervising teacher that determines student growth toward competences in teaching.³ She is the one person most responsible for providing a professional environment, for inducting the prospective teacher into her initial teaching experiences and for guiding her total professional growth during the period of student teaching.

Administrators and faculty members of home economics education departments in teacher education institutions have expressed concern with role expectations and perceptions that professional people hold regarding

¹Frank L. Steeves, "Summary of the Literature on the Off-Campus Cooperating Teacher," Educational Administration and Supervision, XXXVIII (March, 1952), p. 129.

²Hilma R. Davis, "Organization and Supervision of Student Teaching in Home Economics Education in Off-Campus Centers," Journal of Education Research, LV (August, 1962), pp. 578-580.

³Association for Supervision and Curriculum Development, 1960 Yearbook, Leadership for Improving Instruction (Washington, D.C., 1960), pp. 25-28.

behaviors of supervising teachers. They seem to believe that their views might have some influence on what the teacher expects of herself and what she actually does. If there are significant differences among educators on role expectations and perceptions, they should be known by home economics faculties so that role clarifications can be made as a means of preventing role conflicts.

Other groups who are undoubtedly interested in the role of the supervising teacher are the college supervisor, the principal and the supervising teacher herself because clarification of this role might help each to function more efficiently and thus improve the total program.

Findings from the study could have important implications for supervising teachers, for educators engaged in the preparation of supervising teachers and for administrators in teacher education programs.

Definition of Terms

Eminent psychologists and educators have devoted much time and effort to defining the concepts of role expectations and role perceptions as they relate to individuals and to groups who participate in educational experiences. Some of the concepts and definitions given have been adapted and will be used in this study with the following meanings:

Role refers to a set of related cognitions maintained for a particular supervising teacher by herself, by her principal and by her college supervisor.⁴

Cognition refers to the mental process or the thinking presumed to be maintained by supervising teachers, principals and college supervisors

⁴Robert E. Sweitzer, et. al., Role Expectations and Perceptions of School Principals, Cooperative Research Project Number 1329, Research Foundation (Stillwater, Oklahoma State University, January, 1963), p. 32.

about certain described supervisory teacher role behaviors.^{5,6}

Role expectations refer to cognitions held by supervising teachers, principals and college supervisors concerning the appropriate and desirable behaviors that should be exhibited by a particular supervising teacher.⁷

Role perceptions refer to sensual awareness that implies selective observation and discrimination and to cognitions held by supervising teachers, principals and college supervisors concerning the actually exhibited behaviors of a particular supervising teacher.⁸

Supervision refers to a directed enterprise by an educational leader whose attention is focused upon participation and interaction among individuals in order to promote the improvement of the teaching-learning situation.

Democratic supervision refers to the guidance of student teaching activities through cooperative efforts of student teachers and supervisors in which planning, participation and evaluation are encouraged.⁹

Autocratic supervision refers to the dictatorial direction of the learning experiences of student teachers.¹⁰

⁵Benjamin S. Bloom, Taxonomy of Educational Objectives (New York, 1956), pp. 201-207.

⁶Issac K. Funk, et. al., New Standard Dictionary of the English Language (New York, 1963), pp. 517-518.

⁷Sweitzer, et. al., p. 32.

⁸Ibid.

⁹Carter V. Good, Dictionary of Education (New York, 1959), p. 539.

¹⁰William H. Burton and Leo J. Brueckner, Supervision, A Social Process (New York, 1955), p. 13.

Guiding principles of supervision refer to generalized statements that serve as guides to supervisors in directing student teachers toward the attainment of educational goals.¹¹

Functions of supervision refer to purposes of the activities of supervisors which are related to the improvement of the quality of the teaching-learning situation.¹²

Supervising teacher behaviors refer to statements used to describe the ways in which an individual supervising teacher interacts in the presence of others and the manner in which she carries out certain responsibilities relating to her position.^{13,14,15}

Principal refers to an administrative officer in charge of the high school where the off-campus home economics student teaching program is located.^{16,17}

Supervising teacher refers to a vocational homemaking teacher employed in the local school system to work with high school students and to supervise college students during their student teaching experience.¹⁸

¹¹Fred C. Ayer, Fundamentals of Instructional Supervision (New York, 1954), p. 32.

¹²Hanne J. Hicks, Educational Supervision in Principle and Practice (New York, 1960), pp. 10, 25-49.

¹³Gardner Lindzey, ed., Handbook of Social Psychology, Vol. I (Cambridge, 1954), p. 191.

¹⁴Good, p. 55.

¹⁵Muzafer Sherif and Carolyn Sherif, An Outline of Social Psychology (New York, 1956), p. 5.

¹⁶Sweitzer, et. al., p. 33.

¹⁷Good, pp. 411-412.

¹⁸Association for Student Teaching, Thirty-eighth Yearbook, The Supervising Teacher (Dubuque, 1959), p. x.

College supervisor refers to a staff member of the college or university who regularly visits, observes and confers with the student teachers and the supervising teacher and who usually has additional responsibilities for teaching on-campus college courses.¹⁹

Off-campus home economics student teaching program refers to a program of student teaching activities carried on in a cooperating public school that is not located on the campus of an institution engaged in preparing teachers.²⁰

Student teaching refers to the observation, participation and actual teaching done by a student preparing for teaching under the direction of a supervising teacher; a part of the pre-service program offered by a teacher education institution.²¹

Basic Assumptions

The study was developed with the following underlying assumptions accepted as basic to the hypotheses.

The first assumption made is that specific opinions regarding guiding principles of supervision based upon certain beliefs are held by supervising teachers, principals and college supervisors and can be identified from the responses made to the statements.

The second assumption is that expectations and perceptions are basic components of the role of a supervising teacher in an off-campus home economics student teaching program.

A third assumption made is that clarification of role behaviors

¹⁹Good, p. 540.

²⁰Ibid., p. 530.

²¹Ibid.

expected and perceived by the supervising teacher, principal and college supervisor about the off-campus supervising teacher could reduce role confusions, prevent role conflicts before they arise and thereby improve the functioning of the home economics supervising teacher.

Hypotheses of the Study

As indicated earlier the major purpose of the investigations is to provide information relative to the following basic questions: What are the opinions that home economics supervising teachers, principals and college supervisors have regarding guiding principles of supervision based upon democratic beliefs? What are the differences among these three groups in role expectations and in role perceptions of behaviors for the home economics supervising teacher in selected off-campus student teaching programs? What are the differences within each group between role expectations and role perceptions?

More specifically the following null hypotheses will be tested:

1. There are no significant differences among the groups in opinions regarding guiding principles of supervision which are based upon democratic beliefs.
2. There are no significant differences among the groups in role expectations of behaviors for the home economics supervising teacher.
3. There are no significant differences among the groups in role perceptions of behaviors for the home economics supervising teacher.
4. There are no significant differences within each group between role expectations and perceptions of behaviors for the home economics supervising teacher.

Delimitation of the Study

It was recognized early in the study that not all of the roles of the educational leaders in supervisory positions in an off-campus student teaching program, nor all of the groups who actively participate in the program could be included in such a study, therefore, the following limitations appeared to be necessary.

First, the study is primarily concerned with:

- a. The opinions held regarding guiding principles of supervision and role expectations and perceptions of behaviors for the home economics supervising teacher by only three groups, i.e., home economics supervising teachers, principals and college supervisors.
- b. Responses to only selected guiding principles of supervision and behavioral statements will be elicited. These items were chosen to represent democratic orientation.

Second, the three groups included in the sample were supervising teachers, principals and college supervisors participating in selected off-campus home economics student teaching programs used by home economics teacher education departments in state approved and federal reimbursed institutions in a six state area. The six states included Arkansas, Kansas, Missouri, New Mexico, Oklahoma and Texas. Schools were selected on a random basis for each college supervisor so as to be representative of the centers supervised by the college supervisor and the different types of institutions involved.

General Procedures

The general methodology used for the completion of the present study

included a series of steps.

First, a survey of literature was made in the areas of education and home economics to find studies which had been conducted on supervision and on role expectations and role perceptions for teacher behaviors. Next, a list of statements made by educational leaders who are considered authorities in the two areas of study was found that described beliefs regarding major guiding principles and general functions of supervision which were representative of democratic orientation. A further search of the literature was made for descriptions of supervising teacher behaviors which were based upon both the selected guiding principles of supervision and the general functions of supervision.

From the previously identified lists and descriptions, statements were then developed which most nearly represented democratic beliefs regarding guiding principles of supervision and role behaviors for the home economics supervising teacher. The developed statements were submitted to a panel of selected faculty members for selection of representative statements.

Using the evaluated belief and behavioral statements, an instrument was constructed for eliciting responses of opinions held by the three selected supervisory groups regarding guiding principles of supervision and cognitions for supervisory teacher role behaviors.

The instrument was tested in a pilot study by supervisory personnel in selected off-campus home economics student teaching centers in Oklahoma during the fall semester of 1964. Results of the pilot study pointed out some minor revisions needed in the instrument. These revisions were made during the semester before the instrument was used to collect data for the present study.

The selection of the population was the next step undertaken in the

study. Administrators of home economics teacher education departments were contacted in all state approved and federal reimbursed institutions in a six state area located in South Central United States. These administrators responded by returning the names of supervisory personnel and locations of their off-campus student teaching centers.

In order to select a sample representative of the population, several general and specific requirements were made regarding the selection of centers and respondents. The general requirements decided upon included the selection of: (1) only those centers in the six state area where all three of the respondents agreed to participate in the study and (2) only one center for each college supervisor. The specific requirements used in the selection of centers and respondents were made to assure some homogeneity of the sample and included only those centers which were: (1) a part of the teacher education program in one of the selected institutions; (2) presently being used by a department; (3) located in senior high schools; (4) where all three leadership positions were represented and (5) the three respondents were to be selected from the same center.

Upon assigning numbers to the centers for each of the 31 college supervisors in the population, a random sample was drawn which included a college supervisor, a principal and a supervising teacher from each of the centers.

After contacting the respondents and requesting their cooperation in the study, the Opinionnaire was mailed to the 93 respondents who had agreed to participate in the study. Using the instrument, data were then collected during the spring semester of 1965.

The collected data were analyzed for both inter-group and intra-group differences in terms of opinions held about beliefs and role expectations and perceptions held for teacher behaviors on the basis of the individual

responses as three different groups.

The statistic used to determine differences among and within groups was the Mann-Whitney z_U test. Findings were summarized primarily according to the four null hypotheses which were tested in the study.

Finally, implications were drawn based upon the results of the findings of the study for educational supervision, role theory and in-service education of home economics supervising teachers. Recommendations were made concerning the use of results of the study and future related research.

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

The results from a review of related literature based upon the theoretical framework in the present study are presented in this chapter.

One of the segments of the theoretical framework used in the study has been guiding principles and functions of supervision. Guiding principles of supervision properly fall within the field of educational supervision and are based upon certain beliefs which govern the behavior of a supervisor. Functions of supervision provide a sense of direction and purpose to activities carried on by the supervising teacher.

Role theory as it relates to expectations and perceptions of behaviors for the home economics supervising teacher has been used as another segment in the present study. Role theory is a central focus of the field of social psychology and provides a framework for studying certain aspects of social behavior within stable social systems. According to Twyman, role theory deals with both the patterns of behaviors which are common to persons or to groups of persons who hold positions and with a variety of cognitions held about these patterns by observers.¹ Twyman stated that the terminology of role theory generally centers around the description of the patterns of behaviors or of the cognitions.² He further reported that the

¹J. Paschal Twyman, "Role Conflict Incidence in the Teaching Profession," (unpublished Ph.D. dissertation, University of Kansas City, 1961), p. 4.

²Ibid.

premises of role theory are concerned with the effects of the cognitions upon the patterns of behaviors or of the patterns upon the cognitions.

This chapter presents a review of related literature of the evolving concept and nature of supervision, the nature of role expectations and perceptions of behaviors for the home economics supervising teacher and prior research as used in the present study.

The Evolving Concept of Supervision and the Role of the Supervising Teacher

A study of the historical changes in American education reveals a dramatic shift in the conception and practice of supervision. The overall aim of supervision, however, has remained consistent from the first crude beginnings during the colonial days to the more complicated and sophisticated programs of today. Through the years, efforts have been directed toward the general aim of improving the quality of instruction in the teaching-learning situation.

Very different approaches to supervision have developed as improved educational theory and practices evolved. Increased knowledge regarding the nature of the growth and development of individuals, the essential conditions of learning and teaching and ways of working in groups have emerged and received consideration. Factors which contributed to this development were the changing nature and conditions of American society, shifting expectations of the proper role of education in the culture and increasingly complex organizational and personnel patterns found in the public schools.

Historical Development of Supervision in the United States

Early in the history of education in the United States the public

signified concern for the nature and quality of instruction in the schools. Initial attempts at supervision were marked by an emphasis on autocratic inspection.

The first provision for supervision appeared early in some of the colonies in the United States. In 1654 the General Court of Massachusetts Bay Colony directed selectmen of the town to obtain teachers of sound faith and morality to work in the schools.³ This was not supervision specifically, but the enactment did imply a felt need for establishing some kind of community responsibility for the success of the school. The years of 1709-1800 marked the period of development for supervision when committees of laymen were appointed to visit the schools, to scrutinize the teachers' conduct, to inquire into the methods of teaching, to observe the pupils' behavior and achievement and to formulate means for the advancement of learning. During this hundred year period there was apparently little change in supervision as committees of this general type continued to function largely to inspect the teacher and the schools.

Dickey summarized the early period of supervision as being characterized by three fundamental approaches: (1) authority and autocratic rule; (2) emphasis upon the inspection and weeding out of weak teachers and (3) conformity to standards prescribed by committees of laymen.⁴

The years of 1850-1860 were characterized by an increasing recognition on the part of school boards of the necessity to provide supervisory services through professional groups, the head teachers and principals

³Mildred E. Swearingen, Supervision of Instruction (Boston, 1962), p. 17.

⁴Frank G. Dickey, "Developing Supervision in Kentucky," Bulletin of the Bureau of School Service, XX, Number 3 (Lexington, University of Kentucky, 1948), p. 8.

employed by the school system, rather than the laymen. Factors that confirmed this trend included rapid growth of villages and cities and increased school enrollment which necessitated employing more than one teacher in a school.

During the years from 1860-1875 the chief emphasis of supervision was placed on cooperation as superintendents had begun to delegate some of their increased duties to assistants. This was the beginning of the division of administrative and supervisory functions in the public schools.

The years from 1875 to 1890 constituted a period when new subjects such as music, art and home economics were added to the school curriculum. Special subject matter supervisors were appointed in many school systems to help teachers give instruction in these new subjects as few teachers at this time were qualified to teach them. Many of these supervisors had the responsibility for working with teachers in several schools in a particular area and actually traveled from school to school, often teaching the subjects as well as helping the regular teacher gain some competency in the subject matter.

The introduction of new subjects into the school curriculum and the advent of the normal school movement, which began about 1800 in the United States, marked the beginning of supervisory teacher services in the education of prospective teachers.

Role of the Supervising Teacher

Teacher education emerged also as a curriculum in its own right about 1800. The establishment of normal schools came about as the result of the belief that teachers required a different type of preparation from that provided students in other professions and that special educational institutions were needed to furnish this preparation. This belief also led to

the strong emphasis given student teaching in the early teacher education curriculum. The prospective teacher obtained her practice in teaching her own classmates and in teaching in the "model school" or experimental school.⁵ This practice teaching by the students necessitated the position of the supervising teacher.

By the year 1863 the professional character of the work of Sheldon in the Oswego Training School was attracting nation-wide attention. Sheldon had developed certain principles and views regarding the "Practice School" and its relationship to professional preparation of teachers.⁶ He advocated that the role of the critic teacher was to supervise and direct, to give illustrative lessons when necessary and to give all possible encouragement to the student teacher. These beliefs are prevalent in the concept of supervision today. Many prospective teachers from many states enrolled in classes under the guidance of Sheldon. By 1887 there were 55 institutions out of 74 in the United States providing for "practice teaching."⁷

As early as 1900 American educators recognized the need for "practice teaching," as it was then called, and the importance of the supervising teacher as a key person in a program of teacher education. In 1930 Mead stated that supervised practice teaching prevented haphazard "trial and error" acquisition of skill in teaching.⁸

⁵The First State Normal School in America, The Journal of Cyrus Peirce and Mary Swift, XLIII (Cambridge, 1926).

⁶Ned H. Dearborn, The Oswego Movement in American Education (New York, 1925), pp. 30-40.

⁷Association for Student Teaching, Thirty-eighth Yearbook, The Supervising Teacher, p. 15.

⁸Arthur R. Mead, Supervised Student Teaching (New York, 1930), pp. 16-17.

During the early part of the 20th century (1900) educators such as Felmley recommended a close relationship between "heads of departments" and the "practice schools" and that college instructors should visit practice teachers.⁹ Other educators including John Dewey were concerned about the bringing together of theory and practice for student teachers.¹⁰ However, during this period the practice of supervision was scarcely touched by the emerging concept of supervision as a cooperative, democratic enterprise. This is understandable since many of the factors leading to authoritarian supervision in the 1800's continued to be present in the 1900's. These factors were: (1) an expanding curriculum; (2) the introduction of new teaching methods; (3) inadequate professional preparation on the part of many teachers; (4) the rapid rise and acceptance of standardized testing in the 1920's which led to a brief period of "scientific" supervision, uniformity and standardization; (5) the introduction of the behavioristic psychology of the early 1900's sanctioning ready-made solutions to problems and (6) the small amount of special training received by supervisors.¹¹ A research project conducted by the United States Office of Education in 1937 revealed that few universities offered courses in supervision at that time.¹²

⁹David Felmley, "The Relationship of the Heads of Departments to the Training School," Addresses and Proceedings, National Education Association (Washington, D.C., 1902), pp. 530-534.

¹⁰John Dewey, The Relation of Theory to Practice in Education (Chicago, 1904), p. 9.

¹¹Swearingen, p. 20.

¹²U. S. Office of Education, Preparation for Elementary School Supervision, Bulletin Number 18 (Washington, D.C., 1937), pp. 12, 44-45.

The years of 1920-1930 showed a shift in emphasis away from the authoritarian concept of supervision toward the idea of cooperative effort and guidance. During the depression years of 1930-1940, supervision apparently was not curtailed as the concept of democratic, cooperative and creative supervision was beginning to emerge. Emphasis previous to this time has been on techniques of supervision rather than upon student growth. Since the 1930's much of the concern has been with goals, values, nature of individuals, human relations and the development of democratic processes. The role of the supervisor attempting to operate as a leader rather than as a director was emerging.

Factors that converged to place emphases upon supervision in the manner described above were: (1) teaching was beginning to be recognized as more of a profession than formerly; and (2) two world-wide wars and conflicting ideologies had made citizens in the United States examine the form of democratic government intellectually and try to analyze the components of a democracy. In 1948 Dickey described the democratic concept of supervision in this manner:

The democratic concept of supervision has inherent in it the idea of cooperation of teachers and supervisors upon the problems of improving instruction. The emphasis is placed upon teacher growth; upon teacher participation in the discussion of and determination of aims, plans, methods and procedures for the improvement of teaching; and upon the development by the supervisor of the teacher's powers of self-direction.¹³

After studying changes in different aspects of teacher education programs from the years of 1948-1953, Lindsey concluded that there was a significant increase in provision for laboratory experiences throughout

¹³Dickey, p. 10.

the four years of the college programs.¹⁴ Sharpe, writing in 1956, emphasized increasing value of direct experience in the future in this statement: "As effective behavior becomes the goal of all education, including the education of teachers, the recognition of direct experiences as one of the essential phases of the educational process will be more widespread."¹⁵

In 1964 McKean and Mills summarized the following significant characteristics of the transition from early efforts at supervision to the present day practices:

1. Supervision by religious and civil lay bodies was gradually replaced by professional personnel.
2. A growing concern developed over the difficulty in separating administrative functions from supervisory functions.
3. Two approaches in supervision appeared: general supervision and special supervision.
4. Supervisory activity was initiated and carried out at several levels - for example, within the school building unit, throughout the school district and at the county and state level.¹⁶

During the twentieth century the concept of supervision has centered more upon democratic leadership and better human relations. This latter

¹⁴Margaret Lindsey, Standard VI - Five Years After: Seventy Year-book. American Association of Colleges for Teacher Education (Oneonta, New York, 1954).

¹⁵Donald M. Sharpe, Professional Laboratory Experiences. American Association of Colleges for Teacher Education (Oneonta, New York, 1956), p. 229.

¹⁶Robert C. McKean and Hubert H. Mills, The Supervisor (Washington, D.C., 1964), pp. 4-5.

concept stresses the importance of developing an emotional climate in which staff members can work together happily and effectively. This modern concept has been shaped by successive emphasis on the application of the method and contributions of science in education, a preoccupation with the ideals of democracy and the recognition that the elements of improved teaching lie within the teacher himself. The modern supervisor incorporates much of the newer viewpoints although the traditional inspectional and autocratic aspects of supervision have not completely disappeared.

The scientific movement in education has influenced supervisory practices. Teacher qualifications have been specified; scientific measurements utilized; data secured and statistically analyzed; scientific methods of teaching sought and encouraged; and research and experimentation promoted. This approach has given supervision a more objective, experimental flavor. Judgments regarding the improvement of learning and teaching now depend more upon factual data which can be secured and less upon sheer opinion.

The modern supervisor is thought of as a democratic leader, as a coordinator, as a resource person and as one in a strategic position to pull together the threads of evaluation. Titles such as "helping teacher," "resource teacher," "consultant" and "coordinator" reflect some of the changes in her role.

The Nature of Supervision

The Meaning of Supervision

A survey of the current literature in the field of supervision shows a change in the concept of supervision from a purely inspectional type generally practiced in the early part of the twentieth century and before,

to one that some 60 years later discusses supervision as a helping or leadership kind of activity. Wiles stated, "Supervision is assistance in the development of a better teaching-learning situation."¹⁷

It is a current belief of many educators, no matter who does supervision, that it is a cooperative, helping kind of activity. Many educators have found that a process of telling or manipulating people tends to foster mediocrity and conformity and that it does not foster action based on thinking. These educators believe that the success of democracy is dependent on the development of all people as intelligent and cooperative participants in the world's work. Burton and Brueckner provide support for this point of view in this statement, "Supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which effect child growth and development."¹⁸

The general aim of education in the United States is the development of intelligent responsible citizens who are concerned with the welfare of all people. Good supervision should further progress toward this goal. Definitions of supervision presented in recent years emphasize aspects such as leadership, creativity and the releasing of energies of people. Franseth, reporting a study she conducted in 1955 for the United States Office of Education to determine the extent to which supervisors throughout the country agree with and practice certain beliefs about supervision, stated that the several hundred selected educators in that study expressed many differences of opinions but most of them agreed that good supervision is a resource, consultant and leadership service which contributes

¹⁷Kimball Wiles, Supervision for Better Schools (New York, 1955), pp. 6-8.

¹⁸Burton and Brueckner, p. 11

significantly to the solution of problems and the realization of goals that teachers as well as supervisors consider important.¹⁹

A group of experienced supervisors and teachers were asked in a study conducted by Swearingen to record the first four or five words that came to mind when they heard the word supervision. The term "helper" appeared more often than any other word and was followed in frequency by "advisor" and "coordinator."²⁰ Swearingen summarizes by giving six significant points that describe supervision: (1) the focus of attention is upon service toward the improvement of teaching-learning conditions; (2) stimulation of creativity and the initiating of new steps are recognized as responsibilities of supervision; (3) remnants of the prescriptive, coercive supervision of an earlier day are still visible; (4) the power of personal relationships and the force of feelings are stated or implied in many of the terms; (5) aiding in establishing an awareness of purpose or over-arching sense of direction is recognized as a function of supervision and (6) a reply to the basic question as to what constitutes supervision is shaped in part by the particular experiences and purposes of the individual involved and by the role he holds in the situation.²¹

Although these definitions of supervision are expressed in different ways, they contain common elements which are based upon democratic beliefs. Not only is there considerable agreement among these educators that supervision today is a cooperative, creative and democratic process directed toward the improvement of the quality of teaching and learning, but they

¹⁹Jane Franseth, Supervision in Rural Schools: A Report on Beliefs and Practices, Office of Education, Bulletin 1955, Number 11 (Washington, D.C., 1955), pp. 1-9.

²⁰Swearingen, p. 5.

²¹Ibid.

are supported by others in their viewpoints.

The General Functions of Supervision

The functions of supervision have emerged from out of needs arising from the nature of man, the nature of learning and the nature of the democratic ideals in American culture. These functions give organization, structure and meaning to supervision as well as provide a sense of direction to the many activities performed by the supervisor in the modern educational system.

Eight major continuing functions of supervision based on the educational needs of today summarized by Swearingen are: (1) coordination of efforts; (2) provision of leadership; (3) extension of experience; (4) stimulation of creative effort; (5) facilitation and evolution of change; (6) analysis of learning situations; (7) contribution to a body of professional knowledge and (8) integration of goals.²²

Several professional writers in supervision take different viewpoints regarding the functions of supervision. Hicks lists the functions as three fold: diagnostic, evolutive and improvement of instruction.²³ A frequently cited function of supervision offered in 1955 by Burton and Brueckner is: "The improvement of the factors within the total learning situation is the overall aim of supervision."²⁴

The following six functions of supervision are suggested by Adams and Dickey:

1. Aiding teachers to become self-directive.

²²Swearingen, p. 42.

²³Hicks, pp. 97, 123.

²⁴Burton and Brueckner, p. 9.

2. Helping teachers to isolate and analyze their problems.
3. Giving teachers security and confidence in ability to solve problems.
4. Acquainting teachers with sources of aid to use in solving problems.
5. Helping interpret the school program to the community.
6. Developing with teachers a sound educational philosophy which serves as a foundation for supervision.²⁵

Similar purposes of supervision are elaborated upon by Briggs and Justman.²⁶ The work of supervision is regarded by McKean and Mills as being divided into four general functions: leadership, coordination, resource and service and evaluation.²⁷ There appear to be some common elements in the functions given by the writers cited in the foregoing statements.

The Guiding Principles of Supervision

A principle of supervision may be considered a law, a policy or a deep-seated belief which governs the conduct of various types of behavior of the supervisor. When an individual understands and accepts a principle, the principle serves to guide the individual in his reflective thinking and in his choice of activities. In the field of educational supervision, an accepted principle becomes part of an individual's general philosophy which serves to determine and evaluate his educational

²⁵Harold P. Adams and Frank G. Dickey, Basic Principles of Supervision (New York, 1953), pp. 21-38.

²⁶Thomas H. Briggs and Joseph Justman, Improving Instruction Through Supervision (New York, 1952), pp. 4-12.

²⁷McKean and Mills, p. 8.

objectives, attitudes, practices and outcomes. A set of guiding principles taken together make up the basic philosophy of supervision which governs the choice of goals and the techniques which lead to the achievement of the goals.

The specific opinions that a supervising teacher holds about guiding principles of supervision based upon certain beliefs and the ways in which she carries out these principles may depend upon her past experiences, the way she perceives her role, what she and others expect her to do, the needs of the situation, her particular skills and competencies and the individual differences of the people with whom she works.

An examination of the opinions about principles of supervision advocated by writers in the field show considerable agreement even though they may be stated differently. Franseth states that supervision is most effective in helping to provide better learning situations for pupils:

1. When it contributes significantly to the solution of problems considered important by the teachers as well as the supervisors.
2. When the teachers help decide what the supervisory services should be.
3. When the supervision provides an atmosphere of acceptance, support and understanding.
4. When supervision fosters a scientific approach to problems.²⁸

Ten principles of supervision are mentioned by Ayer.²⁹ Adams and

²⁸Jane Franseth, Supervision as Leadership (Evanston, 1961), p. 23.

²⁹Ayer, p. 30.

Dickey,³⁰ Burton and Brueckner,³¹ Swearingen³² and McKean and Mills³³ seem to have derived their principles from a framework of basic beliefs about democratic living and from scientific knowledge about learning and human behavior.

The Organization of Supervision in Home Economics Education

The total effort of supervision in home economics education is shared by many different persons operating at various organizational levels. Contributions to the improvement of instruction and the teaching-learning situation are made at the national, state, district and the local off-campus student teaching center level.

The federal and state governments cooperate in the administration and supervision of vocational home economics teacher education programs. Under authorization of the Smith-Hughes Act of 1917 and supplementary legislation enacted since 1917, federal funds have been made available for allotment to institutions in the different states that meet the specified qualifications for teacher education programs in home economics and other vocational fields.³⁴ Most states have utilized land-grant colleges and universities that have had the resources to conduct such programs, as well as, state departments of education and state boards for vocational education. Each state staff of home economics education considers its own problems

³⁰Adams and Dickey, pp. ix-xiv.

³¹Burton and Brueckner, pp. 74-80.

³²Swearingen, p. 42.

³³McKean and Mills, pp. 10-11.

³⁴U. S. Department of Health, Education and Welfare, Division of Vocational Education, Digest of Annual Reports, Bulletin OE-80008-60 (Washington, D.C., 1960), pp. 1-5.

and resources as a basis for organizing vocational and supervisory programs in teacher education.

Teacher education programs in different institutions are also planned to meet the purposes of the particular state, the institution, the conditions of the time and in accordance with the state and national specifications for receiving federal funds for such programs. Many of these teacher-preparation programs place emphasis on professional participation experience. In order to provide better teaching-learning situations for the student teacher, the training centers are located throughout the state, rather than being limited to the institution area.

Off-campus student teaching centers are used by a high proportion of institutions that are approved for training teachers of vocational home economics within the United States. A research report issued in 1958 stated that 86% or 77 out of the total 90 institutions participating in the study on supervisory practices reported that they used off-campus teaching centers.³⁵

In local off-campus home economics student teaching centers supervision is provided mainly by the local home economics supervising teacher, the college supervisor and some supervision is given by the high school principal or the superintendent - principal. A large city school system may have a city supervisor of home economics who coordinates local programs and assists teachers in improving instruction. Usually there are no home economics supervisors employed in small high schools. In this latter case the principal is directly responsible for instruction in his

³⁵U. S. Office of Education, Division of Vocational Education, Home Economics Education Branch, "Practices in Administering the Student Teaching Program in Institutions Approved for Training Teachers of Home Economics for Vocational School and Classes," Final Report (Washington, D.C., July, 1958), pp. 3-4.

school.

The school building principal plays a critical role as a member of the supervisory team according to Perrodin.³⁶ He sets the over-all tone of the school and the method of controlling and working with the pupils. His efforts are of primary importance in building a favorable atmosphere for the student teacher when he interprets to his teachers what the colleges expect in experiences for the student teacher. His role is important in setting the tone of the school so that it is respectful to student teachers.

The findings of Kennedy's study in California on the role of the high school principal in the administration of a teacher education program concluded that the most important organizational role of principals is that of chief liaison officer between their own schools and teacher education institutions.³⁷

Other school administrators may supplement the work of the principal as they provide for student teachers. These roles vary with the school systems involved.

College supervisors in off-campus student teaching programs not only observe, visit and confer with student teachers but sometimes visit and give assistance to beginning teachers who are graduates from the college where they are employed. One of the most important roles played by the college supervisor is that of providing support for both the student teacher and the supervising teacher. She provides support by helping the

³⁶Alex F. Perrodin, "The Principal and the Student Teacher," Educational Administration and Supervision, XLII (March, 1956), pp. 149-152.

³⁷Robert B. Kennedy, "The Role of the High School Principal in the Administration of a Teacher Education Program," (unpublished Ed.D. dissertation, Stanford University, 1953).

supervising teacher understand the purposes of student teaching and the kind of expectancies the college has for her responsibilities as well as for the experiences expected for the student teacher. The college supervisor serves as the link between the college and the school in which the student teacher works according to Inlow.³⁸ The college supervisor may serve as a consultant to the student teacher; may aid in evaluating the growth of the student teacher or may help assign scores for student teaching. There appears to be broad variations found in actual practice of her tasks.

Cooperative relationships are sought among the educational personnel involved in the off-campus student teaching program. If supervision is viewed as a cooperative enterprise, then no one person can be designated as the one who prepares a teacher. Working cooperatively with the supervising teacher are a host of other people, each playing an important role. Wiggins refers to this staff of different kinds of instructors as a team.³⁹ This instructional group consists not only of the high school and college supervisors, the principal, but also the personnel of the school - the teachers, maintenance and other workers and the pupils. Parents and community members fill in the gaps of the student teacher's preparation through their efforts. Chase stresses that the many difficulties encountered in the student teaching phase of teacher preparation could be prevented by a program cooperatively planned and systematically put into action by the secondary school principal, the supervising teacher and the

³⁸Gail M. Inlow, "The Complex Role of the College Supervisor," Educational Research Bulletin, XXXV (January 11, 1956), pp. 10-17.

³⁹Sam P. Wiggins, The Student Teacher in Action (Boston, 1957).

college supervisor.⁴⁰

The organization of supervision naturally takes on different patterns according to the situation, the special strengths and weaknesses of the personnel involved and the philosophy of supervision which is held by the personnel working in the student teaching center.

The Supervising Teacher in Home Economics Education

A survey of educational literature shows that the focus of attention is on the supervising teacher as the key person in the teacher education program. However, the total success of the program depends largely upon four persons who hold joint responsibility for it. They are the high school principal and the home economics supervising teacher who are representatives of the teaching center; and the student teacher and the college home economics supervisor who are representatives of the teacher education institution. Although their responsibilities differ, they are so interrelated that no one person or agency can, in reality, be said to be more important or to take precedence over the others. This fact in itself emphasizes that supervision is a joint enterprise.

The role of the supervising teacher as seen by Elliott, a supervising teacher, involves these five facets: (1) accepting the supervisory task; (2) adjusting to a professional partnership; (3) guiding a prospective teacher's efforts; (4) helping a colleague evaluate his growth and (5) deriving professional advantage from the presence of a student

⁴⁰Donell C. Chase, "Student Teaching Programs Require Effective Cooperation," California Journal of Secondary Education, (April, 1956), pp. 31, 200-201.

teacher.⁴¹

The supervising teacher is responsible for the home economics program of work as carried on in her school. This includes the curriculum, the records, the money management, the class and extra-class activities and the maintenance of school policies and regulations. This means that the supervising teacher prepares the classes for the coming of the student teacher. Several educators believe that she should provide the student teacher with considerable information, with appropriate teaching materials and with needed counsel on personal and professional matters.⁴² In this capacity she serves the role of a friend and counselor. She demonstrates good teaching and guides the student teacher in developing the techniques involved in the teaching-learning process.

The supervising teacher helps the student teacher to develop a professional attitude as shown in her belief in the teacher education program and in her emphasis upon cooperative teaching. In this capacity she plays the role of a "teammate." Curtis and Andrews state that when the team relationship is skillfully promoted, the distance between supervising teacher and student will narrow rapidly and emotional tensions will evaporate.⁴³ The team relationship, however, should never be allowed to prevent the student teacher from having sufficient opportunity to work independently and to become a teacher in her own right. This viewpoint is supported by

⁴¹David L. Elliott, "A Role Perception: The Supervising Teacher," Teacher Education and The Public Schools, Association for Student Teaching, Fortieth Yearbook (Dubuque, 1961), p. 39.

⁴²Association for Student Teaching, Thirty-eighth Yearbook, pp. 24-40.

⁴³Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teacher (New York, 1954), pp. 7-8.

Milner.⁴⁴

According to Schorling, the supervising teacher is the crux of a program in directed teaching. He predicts that her interest in the student teacher will to a considerable extent determine the nature and character of the first school in which the student teacher teaches.⁴⁵ The supervising teacher consults with the college supervisor on the development of the student teacher and they together with the student teacher appraise the quality of the work which she is doing.

A person who is selected as a supervising teacher should possess a combination of personal and professional qualities in addition to those required for effective teaching. According to McKean and Mills the following personal characteristics seem to be essential:

Ability to earn respect and confidence of co-workers; empathy and sensitivity to the feelings and reactions of others; enthusiasm; a positive view of his own abilities and limitations; a capacity for creativity and originality and ability to develop and release this potential in others; a sense of humor; a sense of proportion and prospective; sincerity toward the task of instructional improvement; and resourcefulness based on intelligence, training and experience.⁴⁶

A survey reported in May, 1964 presents a similar list given by three cooperating schools in the states of Oregon, Washington and Georgia.⁴⁷ Numerous handbooks for student teachers and supervisors reviewed by the writer are in agreement on similar personal characteristics needed by the

⁴⁴Ernest J. Milner, You and Your Student Teacher (New York, 1954), pp. 26-32.

⁴⁵Raleigh Schorling, "Directed Student Teaching," The Education of Teachers, National Society of College Teachers of Education, Twenty-third Yearbook (Chicago, 1935), p. 171.

⁴⁶McKean and Mills, pp. 42-44.

⁴⁷Educational Research Service, Circular Number (Washington, D.C., May, 1964), pp. 42, 43, 46, 48-49.

supervising teacher.

The home economics supervising teacher working within an off-campus student teaching center would seem to need the following professional training, experiences and attributes if she would develop the varied competencies demanded by such a position:

1. A broad general education including an understanding of the humanities, the sciences, the social sciences, an appreciation of the fine and practical arts and ability in communication skills.
2. Professional education to include a Master's Degree in home economics, preferably with a major in home economics education, or is working toward that degree, from an institution approved for training vocational homemaking teachers. Professional training should include work in supervision, curriculum development and evaluation.⁴⁸
3. Experience should include a minimum of two years and preferably three years in a vocational homemaking program including all-day and part-time, or adult classes during which skill in teaching has been exemplified.⁴⁹
4. Clear perception of the roles of various persons who cooperatively work together for instructional improvement in the program.
5. Willingness and ability to continue personal and

⁴⁸U. S. Office of Education, Division of Vocational Education, Home Economics Education Branch, Final Report, p. 5.

⁴⁹Oklahoma State Plan for Home Economics Education, "Qualifications of Supervising Teachers and Procedure for Selecting Cooperating Centers," (Oklahoma City, August, 1964).

professional growth.

6. Understanding of concepts and generalizations basic to home economics and supervision.⁵⁰

The foregoing personal and professional qualifications cannot adequately describe the successful supervising teacher. They can only point to significant qualities which seem to apply. There are no fixed personal characteristics and professional qualities which guarantee success in supervision.

Current factors that bring the supervising teacher into greater focus in the program of teacher education include stress on the fifth-year internship program, increasing enrollments in teacher-education institutions and emphasis on the use of off-campus centers for purposes of experimentation.

The Nature of Role Expectations and Role Perceptions

Role Expectations

The achievement of a leadership role by the home economics supervising teacher in an off-campus student teaching center may be markedly influenced by the role expectations which administrators and other educators have regarding her supervisory behaviors. The importance of role expectancies in relation to effective programs of supervision suggests the need to explore their nature in the interest of helping supervisors meet the leadership challenges of today. This study undertakes such an exploration. A somewhat similar study of role expectations in cooperative

⁵⁰"Home Economics in Secondary Schools," Bulletin of National Association of Secondary School Principals, XLVIII, Number 296 (Washington, D.C., December, 1964), p. 95.

research has been made by Miles.⁵¹

An individual off-campus student teaching center may be thought of as a network of forces. Some of these forces stem from the local school organization and its purposes, others come from the teacher education program and its objectives. Still others originate with the personal and professional needs of the people involved. For each position in the center there are specific behaviors expected as to what the holder of this position should do or the role he should fulfill.

The home economics supervising teacher may encounter role expectations from several sources. Among these are the following: (1) the stated job description which defines her roles in terms of functions, if not in terms of specific behaviors; (2) her own expectations of what she thinks her role should be; (3) administrators in the local system who have expectations relative to her role; (4) peers or holders of related positions; (5) students in the high school; (6) student teachers from the college (7) and teacher educators from the college or university and the state office of home economics education.

The formal expectations in a job description may be clear and precise as written into law or into a contract. While these may be somewhat standard from state to state, there may be considerable variation in the formal expectations for the home economics supervising teacher position from community to community. However, the detailed role expectancies relative to this position may not be uniform and precise. There may be only a general consensus as to role expectancies among the various individuals who may be concerned in the program.

⁵¹Mathew B. Miles, "Human Relations in Cooperative Research," Research for Curriculum Improvement, Association for Supervision and Curriculum Development, 1957 Yearbook (Washington, D.C., 1957), Chapter 8.

The home economics supervising teacher may have expectancies for herself which are not in harmony with those held by others. Her actions and expectations for her own role may have much to do with the behaviors that come to be identified with her particular position. The type of assistance she gives, the kinds of questions she asks, the manner of her responses to requests for help from student teachers and others could help shape what others expect of her.

Individuals in the same school system may find themselves holding quite contradictory role expectations regarding the behaviors of the home economics supervising teacher. These ideas may be held at the level of expectation and not verbalized until some misunderstanding forces the discovery of differences. Conflict in expectations could have a detrimental effect on morale and on the general effectiveness of the off-campus student teaching program.

Research studies by Burchard,⁵² Getzels and Guba,⁵³ Gross, et. al.,⁵⁴ Sachs⁵⁵ and Seeman⁵⁶ indicate that in many groups numerous conflicts exist as to the role expectancies that group members have for one another. Evidences from these studies show that a considerable measure of agreement

⁵²Waldo W. Burchard, "Role Conflicts in Military Chaplains," American Sociological Review, XXIX (October, 1954), pp. 528-535.

⁵³Jacob W. Getzels and Egon G. Guba, "Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, XXIX (September, 1955), pp. 30-40.

⁵⁴Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York, 1958), pp. 207-208.

⁵⁵Benjamin M. Sachs, "Flexibility and Rigidity in the Role Perception of Selected Administrators with Regard to Vocation," Educational Administration and Supervision, XLII (January, 1956), pp. 46-53.

⁵⁶Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, XVIII (August, 1953), pp. 373-380.

regarding role expectations is important to group morale, productivity and the total success of any group operation. Expectations for the role of the supervisor undoubtedly vary greatly among educators. If these differences in expectations could be recognized and role responsibilities clarified, confusion might be reduced or eliminated.

The major consideration is not that one set of role expectations is totally right and another set is totally wrong in a specific situation, but that confusion and conflicts are almost sure to arise and multiply when people act on the basis of certain expectations which remain unexamined and of which they are legally unaware. To prevent this confusion and conflict educators concerned may find it necessary to talk through the purposes of supervision in the teacher education program thus helping to recognize differences held about role expectations, clarifying points that are causing the difficulty and arriving at approaches to use in solving these problems. Chase, after analyzing teachers' expectations with respect to the roles of leaders, emphasizes the need to understand the expectations of teachers in order to bring about group action:

Since basic and cherished values are involved and the persons concerned may feel their security threatened, attempts to change expectations are likely to arouse resistance and some hostility. The administrator must be reconciled, therefore, to a process of re-education requiring a long period of time.⁵⁷

Chase has proposed several procedures for discovering role expectations as well as methods for modifying them. He suggests (1) group definition of aims; (2) cooperative planning and solution of problems and (3) group discussion of how principals and supervisors can be most helpful.

The way in which a local home economics supervising teacher deals

⁵⁷Francis S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, I, Number 9 (April, 1953).

with the many and varied expectations to which she is subjected is probably influenced by a host of factors. Prominent among these may be the way in which she perceives what she actually does, her own personality, her professional preparation and experience and the provision made by the local school system and the teacher education institution in clarifying the role expectations for her position in the program.

Role Perceptions

The home economics supervising teacher's perception of her own role of supervisory activities and functions as well as the perceptions that other staff members in the teacher education program hold about her role may influence her practices and her effectiveness as a leader.

Psychological research and theory have indicated that an individual's behavior is determined largely by the individual's perception of himself and his role and that the perceptions of others create, in part, the self-image which directs behavior. The perceptual theory holds that individuals behave as they do because of the way things seem to them. This cognitive theory sees learning as a problem of individual exploration and personal discovery of meaning. Combs and Snygg, from this perceptual point of view, say that behavior is only indirectly a function of the actual forces exerted upon people. More important, it is a function of the way those forces seem to them. Combs and Snygg explain:

This new conception of human behavior substitutes for the idea of behavior as a function of the stimulus, the idea that behavior is the result of how things seem to the behavior. That is to say, behavior is seen, not as a question of the stimuli or the forces to which the person is exposed, but rather, as the product of the perceptions existing for the individual at

the moment of his behaving.⁵⁸

Increased knowledge and more widespread understanding of the role of perceptions in learning and human behavior could make an important contribution to the improvement of leadership in education. An individual who learns how a situation looks to the other person is not as likely to place blame or to block opportunities for understanding. A statement by Mooney clarifies further the concepts involved in a perceptual approach to human behavior:

We need to understand that other people can honestly see the world as composed differently than do we. Each man's idea comes from the ground of his own experiences. Instead of clashing head on, we can usually get further by listening attentively to the one who differs from us, trying, as we listen, to reconstruct, inside ourselves, how it might look from inside the other person, given his experience, motives, etc. Then, maybe, looking again, we may be able to see the world enough like he sees it to understand and appreciate the particular form of his integrity. This is what it means to try to understand another person.⁵⁹

Effective leadership in education depends upon the willingness and the ability to find out how a situation looks to others. Corey, Foshay and Mackenzie, as a result of studying relations between principals, curriculum co-ordination and teachers support this view in the statement:

We believe that any instructional leader's behavior will be more effective when he realizes that he would do the same thing a particular teacher does if he perceived the situation as the teacher does.⁶⁰

⁵⁸Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (New York, 1959), pp. 1-80.

⁵⁹Ross Mooney, "Creativity in Perception," Art Education (Journal of the National Art Education Association), XII (January, 1959), p. 12.

⁶⁰Stephen M. Corey, Arthur W. Foshay, and Gordon N. Mackenzie, "Instructional Leadership and the Perceptions of the Individuals Involved," Bulletin of the National Association of Secondary School Principals, XXXV (November, 1951), pp. 90-91.

Each person's perception of his role governs his own actions and his perception of the roles of others determines his behavior toward them. The Sherifs state that ... "beliefs are inferred from an individual's perception and his behavior."⁶¹ They state that the reactions of an individual are related to his beliefs and perceptions and that this relatedness makes it possible to study each in terms of the other. Burton and Brueckner support this point of view when they state that those leaders who believe in democratic supervision may perceive and may even expect other leaders to demonstrate democratic behavior.⁶² Members of the 1960 Yearbook Committee of the Association for Supervision and Curriculum Development state that leaders who believe in autocracy and those who believe in democracy require two different kinds of behavior.⁶³

Therefore, what an individual sees in a situation may influence what he does. If his perception of a situation can be enlarged or changed, he then becomes better able to alter his behavior. Tyler says:

How one reacts to a given situation is largely determined by what he sees in that situation. Furthermore, one's attitudes are in considerable measure shaped by his perception. How we feel about persons, objects, or events is greatly influenced by what we see in them. Several persons looking at the same phenomenon will often see different things...⁶⁴

Perception gives the basis for believing, and believing is the basis for taking action. Hence behavior follows as naturally as day follows night or as water runs downhill. "Seeing is believing," as Combs and

⁶¹Sherif and Sherif, pp. 38-80.

⁶²Burton and Brueckner, pp. 1-12.

⁶³Association for Supervision and Curriculum Development, 1960 Yearbook, Leadership for Improving Instruction, pp. 52-53.

⁶⁴Ralph Tyler, "Human Behavior," National Education Association Journal, XLIV (October, 1955), pp. 426-429.

Snygg have observed, and the believing that follows the seeing-believing of a situation is extremely rational and logical in the eyes of the behaver.⁶⁵ All of the conditions being what they are at the time of perception - such as physical status, prior experiences, value system, purposes and emotional involvement - the individual is convinced of the reality of his seeing and therefore acts with conviction.

Thus if a home economics supervising teacher believes in democratic leadership she may be translating her democratic beliefs into action. If she believes in autocratic supervision, then her beliefs may be reflected in her practices.

Of major importance to the home economics supervising teacher then is the varying role perceptions held by others as to her supervisory task. Each perception of the supervisor's role could have unique implications for the task of supervision. If supervision is seen as a cooperative, democratic enterprise requiring shared decisions in content, methodology and organization of learning experiences, certain kinds of supervisory behavior appear to be required; for example, the maintenance of a conducive and supportive environment or the provision of opportunities for participation and acceptance of responsibility by the student teacher.

However, if supervision is viewed as an authoritarian concept where the supervising program is a clear-cut design planned by a few people and the flow of authority is one-directional and resides in a few persons, then a different kind of behavior is demanded. Wilcox has presented provocative findings on the relation of authoritarianism among elementary and secondary school teachers and their expectancy of leadership of

⁶⁵Combs and Snygg, pp. 1-80.

supervisors and principals.⁶⁶

Therefore if the home economics supervising teacher, the principal or the college supervisor sees supervision as a democratic process, they may be expecting democratic behavior to be practiced or autocratic behavior if they see supervision from an authoritarian viewpoint. If the staff in an off-campus student teaching center could become aware of the role perceptions and expectations that each member holds for the home economics supervising teacher, then the supervisory leadership of the staff might be helped to function more efficiently.

Prior Research on Related Literature

The author, in attempting to develop an instrument for measuring cognitions held by three groups of respondents, has examined dissertations, books and journal articles appearing prior to 1965 which dealt with cognitions and role behavior of the off-campus home economics supervising teacher as a major focus.^{67,68} After this survey it was concluded that few research studies have been made on cognitions held by related groups on role behavior for the off-campus home economics supervising teacher. Steeves, after conducting research in 1952 on the supervising teacher in general, made a similar conclusion.⁶⁹

⁶⁶Ray T. Wilcox, "Authoritarianism and Educators' Expectations of Leadership," Educational Administration and Supervision, XLIII (November, 1957), pp. 418-428.

⁶⁷Microfilm Abstracts, Vol. 1, Number 1, 1938 through Dissertation Abstracts, Vol. 24, Part 4, 1964 (Ann Arbor, Michigan, 1938 through February, 1964).

⁶⁸U. S. Department of Agriculture in Cooperation with Department of Health, Education and Welfare, Titles of Completed Theses in Home Economics and Related Fields in Colleges and Universities of the U. S. (Washington, D.C., 1942 through 1964).

⁶⁹Steeves, p. 129.

Only one study was found concerning the home economics supervising teacher in off-campus student teaching centers. This study, conducted by Davis, was concerned with organizational procedures of the teacher and not the role behavior.⁷⁰ A study, conducted by Ziegler in 1963, was found that described and analyzed the roles of supervising teachers in college-controlled laboratory schools as given by three professional groups. Ziegler pointed up one great need, namely, an understanding and respect for the activities performed by supervising teachers.⁷¹

However, over the past 50 years there have been a number of empirical studies relevant to the role of the public school teacher in general. Twyman reported in his review of literature that most of these studies have had as their concern the cognitions held about teachers by members of certain groups or positions.⁷² The writer respects his efforts and has drawn heavily on his review in describing these studies.

A few studies have been concerned with role expectations for teachers in general based on data collected from one group or position. Biber and Lewis,⁷³ Corey⁷⁴ and Johnson⁷⁵ studied expectations for public school

⁷⁰Davis, p. 578.

⁷¹Lorene E. Ziegler, "Roles of the Supervising Teacher in the College-Controlled Laboratory School," (unpublished Ed.D. dissertation, Columbia University, 1963).

⁷²Twyman, pp. 5-19.

⁷³Barbara Biber and Claudia Lewis, An Experimental Study of What Young Children Expect of Their Teachers, XL, Number 1 (Provincetown, Massachusetts), p. 3.

⁷⁴Stephen M. Corey, "Attitudes Toward Teaching and Professional Training," Educational Administration and Supervision, XXIII (October, 1937), p. 521.

⁷⁵Alfred H. Johnson, "The Responses of High School Seniors to a Set of Structured Situations Concerning Teaching as a Career," Journal of Experimental Education, XXVI (June, 1958), p. 263.

teacher behaviors as held by different pupils. Biber and Lewis studied the expectations of elementary school pupils using open-ended questions to elicit content areas while respondents in Corey's study were college students and those in the study by Johnson were high school students. Content areas were secured by means of open-ended questions in the study by Johnson, whereas the methods of choosing content areas was not specified in the study by Corey.

A few studies have been concerned with cognitions held for teachers by more than one group. Role perceptions for the behavior of teachers in general have been studied by Cook and Almack,⁷⁶ Fishburn⁷⁷ and Jenkins and Lippitt.⁷⁸ Cook and Almack investigated perceptions for the behavior of public school teachers in community participation as held by school board members, teachers and pupils. The content areas for teacher behaviors in this study were selected upon the basis of an estimate of behaviors which were the objects of community taboos. The study by Fishburn was concerned with perceptions held for the role behavior of secondary public school teachers by teachers and administrators and was based on behavior content areas selected from previous literature. Jenkins and Lippitt studied perceptions for the behavior of teachers as held by parents and public school pupils. Content areas were secured by means of open-ended questions.

⁷⁶Lloyd A. Cook and Roy B. Almack, "The Community Participation of Two Thousand, Eight Hundred Seventy Ohio Teachers," Educational Administration and Supervision, XXV (February, 1939), p. 107.

⁷⁷Clarence E. Fishburn, "Teacher Role Perception in the Secondary Schools of One Community," (unpublished Ed.D. dissertation, Stanford University, 1955).

⁷⁸David H. Jenkins and Ronald Lippitt, Inter-personal Perceptions of Teachers, Students and Parents, Division of Adult Education Service (Washington, D.C., 1951).

A study conducted in Florida in 1962 by Merry was concerned with role perceptions for the visiting teacher as held by visiting teachers and three other professional groups closely related to visiting teacher services.⁷⁹ Content area items used for this study included broad operational concepts and functions, attitudes and responsibilities of visiting teacher service. The design of the study and content area of behavior were particularly helpful in the present study.

Other studies on teacher role have been based on role perceptions held for teachers by members of only one group. These studies dealt with perceptions for the behavior of teachers in general and include studies by Cowan,⁸⁰ Bird,⁸¹ Haer⁸² and Smith.⁸³ The study by Cowan was based on content areas selected from previous literature in the field and the respondents were college instructors. The study by Bird was based on data collected from high school pupils while that of Haer was based on data from community members, and the study of Smith was based on cognitions collected from both parents and teachers.

Several studies were found which dealt with both role expectations

⁷⁹Dorothea A. Merry, "The Perceived Role of the Visiting Teacher as Revealed by Sampling Opinion of Visiting Teachers and of Other Personnel Directly Concerned with Visiting Teacher Service in Elementary Schools," (unpublished Ph.D. dissertation, Florida State University, 1962).

⁸⁰Persis H. Cowan, "Teacher Role Perception in College and Universities," (unpublished Ed.D. dissertation, Stanford University, 1956).

⁸¹Grace E. Bird, "Pupils' Estimates of Teachers," Journal of Educational Psychology, VIII (January, 1917), p. 35.

⁸²John L. Haer, "The Public Views the Teacher," Journal of Teacher Education, IV (September, 1953), pp. 202-204.

⁸³Victoria F. Smith, "What Kind of Teachers do Parents Like? What Kind of Parents do Teachers Like?" Understanding the Child, XXII (October, 1953), pp. 99-103.

and perceptions for teachers or administrators in general. A pilot investigation conducted in Oklahoma in 1963 by Sweitzer and others⁸⁴ dealt with role expectations and perceptions for the behavior of school principals as held by superintendents, principals and teachers. Certain facets of the role of the principal and differences of opinions found among the groups were analyzed. The design of the study used features selected from several current role theories of organizational operations and behavior. The definition of terms and methods used by Sweitzer proved helpful in the present study.

In 1961 Twyman⁸⁵ studied role expectations and norms for both teacher behaviors and traits as held by teachers themselves, parents, pupils and school officials in Missouri. The extent of cognitive disagreement among and within these four social positions of what teachers do, should and should not do was analyzed by Twyman. The methodology used by Twyman proved helpful in the present study as it has some similarity, but the analysis is concerned with role conflicts rather than the common areas of interest sought in this study.

Beale studied role perceptions and expectations held for the behavior of teachers by other teachers.⁸⁶ Content areas for behavior were selected from pilot study interviews with teachers. Terrien studied role expectations and perceptions for both teacher behavior and traits as held by members of the lay public.⁸⁷ The basis for the selection of content areas

⁸⁴Sweitzer, et. al., pp. 32-46.

⁸⁵Twyman, pp. 1-38.

⁸⁶Howard K. Beale, Are American Teachers Free? (New York, 1936).

⁸⁷Frederic W. Terrien, "Who Thinks What About Educators?" American Journal of Sociology, LIX (September, 1953), pp. 150-158.

was not specified.

General findings from this review of literature include the fact that no investigators or writers have studied cognitions held by groups about role behavior for the off-campus home economics supervising teacher. It is also noteworthy that few investigators have studied cognitive differences between expectations and perceptions within groups. It is reasonable to assume that there may, in some cases, exist cognitive differences within groups as well as between groups.

In 1959, Troisi, after tracing the historical development of the role of the supervising teacher, concludes that one of the real needs is more research related to the supervising teacher to help clarify the functions that a supervising teacher can most effectively fulfill.⁸⁸ The writer reached the same conclusion after reviewing the historical development of supervision and related literature pertaining to the role of the teacher. Therefore, it was decided to concentrate the present study at the cognitive-behavioral level, to analyze the cognitive differences held among three professional groups and within these groups and to base content areas on findings from a review of related literature.

Beliefs of the Writer

The review of related literature helped the writer to express the following beliefs. Supervision, along with all other areas of the educational system, seems to have as its ultimate goal the improvement of learning for all people who are active in educational programs. Supervision should be concerned with the continuous redefinition of goals, with

⁸⁸Nicholas Troisi, "Development of the Supervising Teacher's Role," The Supervising Teacher, Association for Student Teaching, Thirty-eighth Yearbook (Dubuque, 1959), p. 23.

cooperative effort, with the wider realization of the human dynamic for learning and with the nurturing of a creative approach to the problems of teaching and learning.

The writer believes that supervision is not a single, unitary function, nor is it accomplished solely by a person or persons who bear the title "supervisor." Supervision, instead, is multiple, complex and often intangible. It is the responsibility and product of many educational personnel.

Staff members of an off-campus home economics student teaching program appear to function in a variety of ways in many activities to provide instruction and leadership in the program. The writer, after surveying relevant literature on functions of supervision, selected the four general functions of supervision given by McKean and Mills⁸⁹ as basic functions of supervision for the home economics supervising teacher in the present study.

These four functions of supervision are leadership, coordination, resource and service, and evaluation. First, the supervising teacher herself exerts leadership and fosters the emergence of leadership in others. Second, she acts as a coordinator in synchronizing human and material resources and efforts of the personnel in the center toward the improvement of the quality of learning and teaching. Third, she serves as a resource herself when she makes available her professional experiences, training and knowledge and when she offers her supervisory service as aids to the student teacher in solving problems. Fourth, she provides evaluation when she appraises the progress of the student teacher and her own supervisory efforts in the teaching-learning situation.

⁸⁹McKean and Mills, p. 8.

Apparently there are a number of guiding principles of supervision that are important in the modern concept of the democratic supervisory process which serve as a basis for determining the home economics supervising teacher's behavior when she carries out her professional role. Guiding principles seem to be subject to change although based on enduring concepts and values. They change with the discovery of new facts, with changes in social and moral values and with continued refinement in terms of evaluated application.

The writer proposes to consider the role of the home economics supervising teacher in the light of opinions held by three groups about guiding principles of supervision based upon democratic beliefs from which effective teaching practices and techniques are derived. Traditional supervision of student teaching centered around the classroom activities only, and the supervising teacher was concerned only with how well the student teacher knew the subject matter. The more basic understandings involved in teaching were neglected in the teaching-learning process. The writer is supported by educators in the belief that the modern approach to supervision involves attention to guiding principles underlying effective supervision and teaching rather than upon techniques alone.

The home economics supervising teacher who is well-grounded in guiding principles of supervision that are based upon democratic beliefs appears to stress student teacher growth and participation in the improvement of the teaching-learning process. She is not content to give directions on how to teach but rather tries to aid the student teacher in developing basic understandings underlying phases of the teacher education program.

On the basis of a survey of relevant literature and educational beliefs of the researcher, a set of 14 statements regarding guiding principles of supervision was developed, representative of democratic

orientation and has been used as a part of the theoretical framework for the present study.

A high degree of awareness by a supervising teacher could enable her to notice the significant elements in situations, in the behavior of others and even in her own actions. The sensitivity of the home economics supervising teacher to other people, their needs and purposes, could enable her to respect others, to find something worthy in their work, to anticipate responses and to have foresight of how events and actions may look to others. Sensitivity could help her to identify with the student teachers who may have been rejected for one reason or another and to be truly concerned in helping them. Sensitivity to the intentions of others and to the way the situation looks to them could also keep the home economics supervisor from any tendency to belittle the efforts or purposes of others.

It is the belief of the writer that if prospective home economics teachers are to learn how to teach, then the various people involved in the operation of the off-campus teaching center will of necessity work together in many ways. Each person will accept certain responsibilities which in many cases will be shared with others. It will be essential that there be much exchange of information and sharing of concerns and mutual support.

The success or failure of the student teacher in developing into an effective home economics teacher appears to rest largely with the supervising teacher. The supervising teacher helps the beginner in developing a professional feeling for teaching. Her skill in providing an environment in which the student teacher can work successfully with students and adults is demonstrated through the various roles she plays as she guides the student teacher in the solution of problems which otherwise might result in mediocrity in her teaching.

The role expectations and perceptions held by co-workers may possibly influence the practices followed by the home economics supervising teacher and consequently effect the quality of supervision provided in the off-campus center. The writer believes that an identification of role expectations and perceptions could prove helpful and attempts such a study.

CHAPTER III

METHODOLOGY AND DESIGN OF THE STUDY

In the present study of role expectations and perceptions for the home economics supervising teacher, opinions regarding guiding principles of supervision and role expectations and perceptions for teacher behaviors were obtained and measured. A random sample was drawn which consisted of members of three leadership positions: home economics supervising teachers, high school principals and college supervisors in selected off-campus home economics student teaching centers in a six state area located in South Central United States. The personnel from these centers agreed to participate in the study by responding to an Opinionnaire. The data collected were analyzed for similarities and differences of opinions, role expectations and role perceptions. This chapter describes the methodology used in selecting the sample and population and presents the design of the study.

Sample and Population

A sample of respondents and centers was required for the present study which would be representative of the three leadership positions in the population of off-campus student teaching centers used by home economics teacher education departments in 30 institutions in a six state area located in South Central United States. These institutions were approved by state boards for vocational education and reimbursed from federal vocational education funds for the training of vocational home

economics teachers. States included in the six state area were Arkansas, Kansas, Missouri, New Mexico, Oklahoma and Texas. The teacher education departments were located in seven different types of institutions: state teachers' colleges, land-grant institutions, state universities, combined land-grant and state universities, women's colleges, state colleges and technological colleges.

The selection of a sample representative of the population was necessary if research findings in the present study were to provide inferences regarding role expectations and perceptions of the home economics supervising teacher in off-campus centers used by teacher education departments in the six states participating in the study.

The Sample of Centers

The nature of the study imposed several requirements on the selection of the sample. The primary unit of analysis was the home economics supervising teacher. However, the opinions held about guiding principles of supervision, the role expectations and perceptions held by the three groups of respondents regarding behaviors for the home economics supervising teacher and the relationships between these cognitions made the off-campus center the most suitable sampling unit.

The first general requirement established was that the off-campus centers selected would be limited to the six state area and to those centers where all three of the respondents agreed to participate in the study. This arbitrary boundary and number appeared justifiable in terms of a realistic appraisal of resources available, location of the researcher, proximity of the five states to Oklahoma, and the fact that the six states serve as a market area of employment for vocational home economics teachers who are graduates of Oklahoma State University.

As a second requirement it was decided that only one center would be selected for each college supervisor existing in the population. This technique would allow sampling on a basis proportionate to the number of college supervisors in each of the teacher education programs in the different types of institutions. In consideration for the college supervisors and to obtain an equal number of responses from each of the three positions in a center, the sample size was limited to one center for each college supervisor. This technique would also assure that the home economics supervising teacher who was checking the Opinionnaire would be the same one who was being considered by the high school principal and the college supervisor.

The third requirement included the following specific criteria used in the selection of the centers and the respondents:

1. The center was a part of the teacher education program in one of the 30 selected institutions.
2. The center was presently being used by the teacher education department.
3. The center was located in a senior high school.
4. Each of the three leadership positions was represented in the center.
5. Respondents in the three leadership positions were selected from the same center.

The foregoing criteria were selected to assure some homogeneity of the sample.

The names and locations of heads of home economics teacher education departments in the 30 institutions included in the study were obtained from the United States Office of Education. These administrators were contacted, the research study explained and their cooperation elicited

for participation in the study. Replies were received from 23 or 76% of the 30 administrators contacted. However, two of the 23 administrators replied negatively to the request. The remaining 21 administrators who responded agreed to participate in the study and returned the requested information regarding the location of their off-campus centers, and the names of the high school principals, home economics supervising teachers and college supervisors in each center. A copy of the form used to request information from the participating administrators will be found in Appendix A.

Six of the seven types of institutions represented in the population were included in the final sample. Distribution of institutions in this sample of 21 was as follows: 5 state teacher's colleges; 6 land-grant institutions; 3 state universities; 1 combined land-grant and state university; 1 technological college and 5 state colleges.

A compilation of the data received from the administrators indicated there was a total of 31 college supervisors in the 21 different institutions and 174 off-campus centers that met the criteria for the initial sample. A further examination showed a variation of from one to four college supervisors in the different institutions with some college supervisors supervising as few as one center while one supervisor had as many as 15 centers. Table I shows the type of institutions and the off-campus centers in the population that met the requirements.

Using the list of centers supervised by each college supervisor and a table of random numbers, the writer drew a center by random technique for each college supervisor. This selection of a center for each college supervisor simultaneously designated the other two respondents in the center; i.e., the high school principal and the home economics supervising teacher. In cases where there were two home economics supervising teachers

TABLE I
 INSTITUTIONS AND OFF-CAMPUS CENTERS IN THE POPULATION

State	Type of Institution	Number of Off-Campus Centers
A	State Teacher's College	2
	Land-Grant College	15
	State Teacher's College	4
	Combined Land-Grant and State University	5
B	State Teacher's College	4
	Land-Grant University	20
	State University	3
	State College	11
C	State College	7
	State College	7
	State Teacher's College	6
	State College	7
	*State College	-
	**State University	-
D	Land-Grant University	8
E	State University	9
	Land-Grant University	23
	Land-Grant University	4
	*Women's College	-
F	Technological College	14
	State University	2
	State Teacher's College	8
	State College	6
	Land-Grant College	9
	**State College	-
	*Southern State University	-
	*Women's University	-
	*Northern State University	-
	*Arts and Industries College	-
*State College	-	
Total 6	30	174

*No response

**Response but did not wish to participate in study.

located in the same center, the respondent was chosen by random technique.

The final sample included 93 potential respondents selected for the study. It was assumed that the center selected for each college supervisor was representative of the centers she supervised, and that the final sample of respondents selected for each position in each center was representative and adequate. Table II shows the number of respondents chosen in the final sample from the population by state, type of institution and position.

The Sample of Respondents

Having selected the number of off-campus centers and respondents in these centers, letters were mailed to the supervisory personnel in each center explaining the study and eliciting their cooperation to participate in the study. Favorable responses were received from all 93 respondents in the selected centers.

Opinionnaires were then mailed to the 93 respondents in the 31 centers in the six states. It is assumed that the final sample is representative of the population of positions sampled, all of which are oriented in a particular way toward the off-campus student teaching program.

Construction of Instrument

An Opinionnaire containing 112 items was constructed by the researcher regarding three content areas: (1) guiding principles of supervision based upon democratic beliefs; (2) role expectations and perceptions of behaviors for the home economics supervising teacher and (3) personal background information of the respondents.

The Opinionnaire was an instrument composed of three divisions. An example of the Opinionnaire is included in Appendix B. The three divisions

TABLE II

RESPONDENTS CHOSEN FOR THE FINAL SAMPLE FROM THE POPULATION

State	Type of Institution	Number of H.Ec. Supv. Teachers	Number of College Supv's.	Number of H.S. Prin- cipals
A	State Teacher's College	1	1	1
	Land-Grant College	1	1	1
	State Teacher's College	1	1	1
	Combined Land-Grant and State University	2	2	2
B	State Teacher's College	1	1	1
	Land-Grant University	2	2	2
	State University	2	2	2
	State College	1	1	1
C	State College	2	2	2
	State College	1	1	1
	State Teacher's College	1	1	1
	State College	1	1	1
D	Land-Grant University	1	1	1
E	State University	1	1	1
	Land-Grant University	4	4	4
	Land-Grant University	1	1	1
F	Technological College	3	3	3
	State University	2	2	2
	State Teacher's College	1	1	1
	State College	1	1	1
	Land-Grant University	1	1	1
Totals 6	21	31	31	31 = 93

included: Section I entitled Statements of Beliefs Regarding Guiding Principles of Supervision; Section II entitled Statements Regarding Role Behaviors of the Home Economics Supervising Teacher When Carrying Out the General Functions of Supervision; and Section III entitled Background Information Sheet.

Section I of the Opinionnaire, designed to measure opinions held about guiding principles of supervision based upon democratic beliefs, included statements 1-46 dealing with the 14 selected principles. Sub-statements, varying from one to six statements for each of the 14 principles, were developed. An answer sheet was constructed for Section I that could be used by each group of respondents. Respondents were asked to indicate their reactions to each statement by circling one response on a five-point continuum scale ranging from (1) strong disagreement, (2) moderate disagreement, (3) neither agree nor disagree, (4) moderate agreement to (5) strong agreement.

Each statement in Section I concerned a guiding principle of supervision based upon a democratic belief which related to behavior of the home economics supervising teacher when she carried out her professional role. Thus by checking one of the five levels of agreement-disagreement, each respondent revealed his agreement or disagreement with the democratic belief incorporated into the guiding principle of supervision statement.

Section II of the Opinionnaire, designed to measure cognitions held for supervising teacher behaviors, contained Statements 47-102 covering representative role behavior of the supervising teacher as she carried out the four general functions of supervision, suggested by McKean and Mills,¹ while working with student teachers in off-campus centers. This section,

¹McKean and Mills, p. 8.

composed of 56 statements, was divided into four sub-sections. Each sub-section contained 14 statements that related to one of the functions of supervision as well as to one of the 14 guiding principles of supervision. Sub-section 1, composed of Statements 47-60, described role behaviors regarding the function of leadership. Sub-section 2, included Statements 61-74, covered representative behaviors relating to the function of coordination. Sub-section 3, consisted of Statements 75-88, pertained to role behaviors concerning the function of resource and service. Sub-section 4, contained Statements 89-102, referred to behaviors relating to the function of evaluation.

Thus the 56 role behavior statements in Section II were developed to represent both functions and guiding principles of supervision. Each statement was developed in a manner that it could be classified in two ways, i.e., by function and by principle. In the final instrument a random arrangement was made of the 14 statements for each function in an attempt to prevent the order of content from influencing responses. A table showing the two-way classification of each role behavior statement is shown in Appendix C. The behavior statements tended to overlap as they related to the guiding principles of supervision, and one behavior statement often seemed to fulfill several functions. Therefore, the classification of certain principles cannot be entirely precise.

Role expectations and role perceptions for supervising teacher behaviors were secured by means of Section II. Respondents were asked to react to each role behavior statement by indicating a separate rating for each statement in two different columns on the answer sheet. In Column I respondents were asked to indicate their responses to the role expectations and in Column II to indicate their role perceptions for the home economics supervising teacher role behavior statement.

Possible responses for each statement were scaled in a five-point ranking. Points for the role expectation scale in Column I read: 5) ("... expect that the home economics supervising teacher should do") a great deal of (the behavior involved), 4)...more than average ..., 3)...a moderate amount ..., 2)...a slight amount ..., and 1)...little or none.... Points for the role perception scale were identical, but Column II read: ("... perceive that the home economics supervising teacher actually does"....).

Answer sheets sent to the college supervisors and the high school principals were identical. Each group was asked to respond to the statements in terms of the specific home economics supervising teacher in the center selected for study; i.e., "I expect that the home economics supervising teacher should ..." and "I perceive that the home economics supervising teacher actually does" The name of the particular school and teacher were printed on the instruction sheet for Answer Sheet #2 for the college supervisors and for the principals if there were more than one home economics supervising teacher in the same center. Answer sheets for the home economics supervising teachers differed from those for college supervisors and principals in that home economics supervising teachers were asked to respond to each statement in terms of "I should ...," and "I do"

Section III of the Opinionnaire, designed to obtain background information about the participating home economics supervising teachers, principals and college supervisors, contained Statements 103-112 dealing with general personal characteristics. The information obtained from this short questionnaire form was used only to describe persons by group position.

The statements for inclusion in the Opinionnaire were obtained from

a review of relevant literature in the fields of supervision and home economics education, and from personal experiences of the researcher both as a high school supervising teacher and as a college supervisor with supervising teachers. The original draft of the Opinionnaire was reviewed by a selected panel of three well-qualified university staff members whose main responsibility was that of reacting to the statements for representativeness and evaluating them in terms of clarity of expression.

As a result of this preliminary "face validity" test, a pilot study was conducted, using the developed instrument, during the fall semester, 1964 in six off-campus student teaching centers used by the Department of Home Economics Education at Oklahoma State University. Centers were selected on a random basis for each of the four college supervisors and in proportion to the total number of centers supervised by each supervisor. The Opinionnaires were taken to the centers by the college supervisors and administered to the home economics supervising teacher and principal. In a few cases the principal completed the instrument at a later date and mailed it to the researcher.

Pilot study responses were analyzed, and results revealed that only these minor changes were needed: rewording the general instructions to improve clarity of expression; randomizing the behavior statements in Section II under each function to prevent arrangement of content from influencing responses; rearranging blank spaces in Section III for easier tabulation of results and (4) selecting only one center for each college supervisor to prevent respondent fatigue and to have equal representation of the college supervisors with the other two groups of respondents.

Data Collection

Since the purposes of the study were to identify the opinions held

about guiding principles of supervision and role expectations and perceptions regarding home economics supervising teacher behavior by the three groups of respondents, distribution of the Opinionnaire was carried out in the six states in 31 off-campus centers, each of which had one or more qualified home economics supervising teacher actively engaged in rendering supervisory service. Further, since the opinion of college supervisors and principals was also sought, the centers chosen, of necessity, had to be ones in which such leadership positions existed. It was assumed that persons holding such positions on the staffs of the off-campus student teaching centers were certified by the state and hence considered to be qualified respondents.

The basic method used to collect data was the circulation and filling out of the Opinionnaire by the three selected groups of respondents. Each respondent was selected in the manner described earlier in the present chapter, then contacted individually by correspondence and asked if he were willing to participate in the study. It was explained in the initial letter that filling out the Opinionnaire would take approximately one hour of the respondent's time. Agreement or disagreement to participate in the study was confirmed by the respondent returning a postal card that had been enclosed in the letter. Those respondents willing to participate were mailed an Opinionnaire, asked to fill it out and return it by a specific time.

The three groups of respondents who were mailed the Opinionnaires included the following numbers: high school principals 31, home economics supervising teachers 31, college supervisors 31, or to a total of 93 individuals in the 31 centers.

Data Analyses

Statements Regarding Guiding Principles of Supervision

Responses giving opinions held by the three groups regarding guiding principles of supervision based upon democratic beliefs were collected by means of Section I of the Opinionnaire. The analyses made on data collected in this section were concerned with a comparison of differences of opinions among groups in terms of scale points given for each sub-statement used to describe a guiding principle of supervision. The analyses checked, for instance, whether groups agreed or disagreed with the beliefs incorporated into the statements.

The statistic used for these analyses was the Mann-Whitney z , a non-parametric statistic that tests the difference between two independent distributions and is comparable to the parametric t test of differences between means. It does not, however, assume interval scale data or normal distribution of populations. This statistic is appropriate for ordinal data and is designed to test the null hypothesis that there are no significant differences between two sample distributions.² Statistical computations for these analyses were performed on an IBM 1410 computer at Oklahoma State University.

Statements Regarding Role Behaviors

Data relative to cognitions held for supervising teacher role behaviors were collected with Section II of the Opinionnaire. Two analyses were made of these data. First, differences among groups for teacher behaviors were examined for the 56 statements of the section, according

²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956), p. 116.

to function. This analysis included among-group comparisons for role expectations and for role perceptions.

Second, an analysis was made of differences within groups. That is, the scale points given by members of the same group for more than one cognition were compared. Comparisons were made of points given for role expectations versus role perceptions.

The significance of cognitive differences in Section II was computed by the Mann-Whitney z test. These calculations were made on the IBM 1410 computer at Oklahoma State University.

Questions Regarding Background Information Sheets

Data relative to personal background information obtained from Section III of the Opinionnaire were analyzed and used only to describe individuals in terms of groups in the final sample. No hypotheses were developed to be tested from the analyses of descriptions of individual groups.

Questions Regarding Hypotheses

Significant findings were analyzed, summarized and discussed in terms of individual groups primarily to provide answers to major questions related to the four hypotheses which were set up for testing in the present study. Hypotheses were divided into two categories: Those dealing with inter-group differences in opinions, role expectations and role perceptions; and those dealing with intra-group differences in role expectations and role perceptions. Hypotheses 1, 2 and 3 were concerned with inter-group differences, while Hypothesis 4 was related to intra-group differences.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA RESULTS

The major concerns of the present research were to: (1) identify differences in opinions held by members of three positions regarding guiding principles of supervision based upon democratic beliefs; (2) compare differences among the groups in role expectations and in role perceptions and (3) compare differences between role expectations and perceptions within each group.

Results reported from data collected in Section I of the Opinionnaire concern significant differences found in opinions among the three groups in terms of scale points ranging from one (strong disagreement) to five (strong agreement) about guiding principles of supervision based upon democratic beliefs. Data collected in Section II of the Opinionnaire report differences found among the three groups in comparisons of their role expectations and their role perceptions for home economics supervising teacher behaviors. Significant differences found between role expectations and role perceptions within each group are also presented.

Significant differences were computed using the Mann-Whitney z_j test. Since the null hypotheses in the present study did not predict direction of differences, the region of rejection is two-tailed and is located at both ends of the sampling distribution. All statistical comparisons are two-tailed tests. The probabilities given in the probability table used by the writer are one-tailed, therefore the value of p given in the table

has been doubled before checking results for significance.¹

The table of probabilities associated with z values is used to compare the associated probability occurrence under the null hypotheses of the Mann-Whitney computed z values with three previously selected levels of significance. When the probability associated with the computed z value is equal to or less than the previously determined values of .001, .01 or .05 levels of significance, the decision is to reject the null hypothesis, conclude that it is false and accept the alternate hypothesis.² Such a computed or observed value is called "significant." Whenever a "significant" result occurs, the hypothesis under test, H_0 , is rejected. A "significant" value is one whose associated probability of occurrence under H_0 is equal to or less than a specified level of significance.

Differences in sample z values that occur at the .05 level of significance are considered to be "significant" and are presented in tables in the present chapter. Differences that occur at the .01 level and the .001 level of significance are both considered to be "highly significant" and are presented in tables in the present chapter.³

When significant differences occur between groups, mean scores of each group being compared are listed directly below the z values in the same columns in the tables presented in this chapter. References will be made to the mean scores of the groups to indicate direction of differences.

Because of the large amount of data analyzed in the present study, findings tend to be numerous and complex. Therefore for reasons of

¹Siegel, p. 247.

²Siegel, p. 14.

³Robert G. D. Steel and James H. Torrie, Principles and Procedures of Statistics (New York, 1960), p. 68.

clarity and brevity, these findings are summarized according to the four null hypotheses which are tested. Each hypothesis is listed and related findings discussed immediately following. Hypotheses 1, 2 and 3 were concerned with inter-group differences while Hypothesis 4 was related to intra-group differences. Implications for all hypotheses are discussed in Chapter V.

The data collected in Section III of the Opinionnaire regarding personal background information of the respondents were summarized for the purpose of describing the respondents as groups rather than as individuals.

Analyses of Selected Characteristics of the Respondents

The final sample included 65 respondents composed of 28 college supervisors, 15 high school principals and 22 home economics supervising teachers. The number of persons in each position from whom responses were actually obtained as classified by state, institution type and position is shown in Appendix D. Responses were received from approximately 69% of the potential respondents. These findings are summarized in Table III in the following section.

The Home Economics Supervising Teachers

Almost half of the home economics supervising teachers in the final sample were over fifty years of age. They tended to be somewhat younger than the college supervisors but slightly older than the high school principals. The majority of supervising teachers had bachelor's degrees plus approximately 20 hours of graduate work. Nine of the 22 supervising teachers held a Master's degree. No supervising teacher held a doctorate degree.

TABLE III
SUMMARY OF SELECTED CHARACTERISTICS OF PARTICIPATING RESPONDENTS

		College Supervisors m=28	High School Principals n=15	Home Economics Supervising Teachers n=22
Age Range	21-30 yrs.	3	1	4
	31-40 yrs.	3	4	5
	41-50 yrs.	9	4	4
	over 50 yrs.	13	6	9
Highest Degree Held	Bachelor's	0	1	13
	Master's	23	13	9
	Doctor's	5	1	0
Graduate Hours Beyond Last Degree	0-5 hrs.	12	1	9
	6-20 hrs.	4	9	7
	21-40 hrs.	7	1	4
	over 40 hrs.	5	4	2
Years Teaching Experience	1-5 yrs.	3	1	3
	6-15 yrs.	6	4	10
	16-25 yrs.	7	2	4
	over 25 yrs.	12	8	5
Years in Adminis- tration or Super- vision	1-5 yrs.	9	4	12
	6-10 yrs.	8	3	3
	11-20 yrs.	8	4	7
	over 20 yrs.	3	4	0
Years in Present College or School System	1-5 yrs.	11	5	8
	6-10 yrs.	6	5	4
	11-20 yrs.	10	1	5
	over 20 yrs.	1	4	5
Years School or College Has Had H. Ec. Off-Campus St. Teaching Centers	1-5 yrs.	2	2	8
	6-10 yrs.	4	5	3
	11-20 yrs.	13	3	9
	over 20 yrs.	9	5	2
Taken Supervision Course	Yes	23	12	10
	No	5	3	12
High School Enrollment	Under 99 st.		0	1
	100-199		3	4
	200-399		4	4
	400-599		5	8
	over 600 st.		3	5
Size of Town or City Where High School is	Under 500 pop.		0	1
	500-1000		2	2
	1000-2000		2	5
	2000-5000		6	5
	5000-8000		0	1
	8000-10,000		1	3
	over 10,000		4	5
College or University Enrollment	Under 500 st.	0		
	500-15000	0		
	1500-2500	3		
	2500-3500	2		
	3500-4500	4		
	4500-5000	2		
	5000-10,000	6		
	10,000-15,000	8		
15,000-20,000	3			

Approximately half of the supervising teachers had from 6 to 15 years of teaching experience while a fourth had over 25 years of teaching experience. Only three of the 22 supervising teachers had less than five years of teaching experience. As could be expected, a large majority of the supervising teachers had fewer years of supervisory experience than teaching experience. Seven out of 22, or slightly less than a third of the group, had between 11-20 years of supervisory experience. No teacher had had over 20 years of supervisory experience.

Five of the 22 supervising teachers had worked in the same school system over 20 years as compared with 12 who had less than ten years experience in their present school systems.

Two of the 22 supervising teachers reported that their schools had been used for off-campus home economics student teaching centers over 20 years. The remaining 20 teachers reported that their schools had been used for off-campus centers between 1 to 20 years.

Over half of the supervising teachers had not taken a college course in supervision but the remaining supervisors had been enrolled in such a course.

Enrollment in 9 of the 22 high schools where the supervising teachers were employed was under 399 students while 13 of the high schools had over 400 students enrolled. Only one high school was located in a town with less than 500 in population, and five high schools were in cities over 10,000 population. About half of the high schools were located in towns from 2,000 to 5,000 population.

Data reported in Table III indicate there were a sufficient spread among the supervising teachers to suggest that the participating supervising teachers were representative of the supervising teachers in most off-campus teaching centers.

The High School Principals

The average age range of principals in the study was younger than that of home economics supervising teachers and college supervisors indicating that principals headed off-campus student teaching centers that tended to be composed of supervising teachers who were older than themselves. Only two of the 15 participating principals were women.

All but two of the 15 principals held master's degrees plus approximately 10 hours beyond that degree. Four principals had taken over 40 hours beyond the master's degree in pursuit of a doctorate degree. One of the 15 principals held only a bachelor's degree while one of the two female principals held the only doctorate degree.

Over half of the principals had taught over 25 years. However, only one-fourth of the total group had over 20 years of administrative experience. Four of the 15 principals had from one to five years of administrative experience. Most principals had been in their present school systems fewer years than had either of the two groups of supervisors. Approximately one-third of the 15 high schools where the principals were administrators had been used as off-campus student teaching centers for over 20 years.

Most of the principals, 12 out of 15, had taken a college supervision course. Nearly half of the 15 high schools had enrollments under 399 students while the remaining half had from 400 to over 600 students enrolled. Two of the 15 high schools were located in towns under 1,000 in population while four of the high schools were located in cities over 10,000 in population.

The College Supervisors

Approximately half of the participating college supervisors were over 50 years of age which was about the average age range of half of the home economics supervising teachers.

All of the college supervisors had master's degrees and five of the 28 held doctorate degrees. Five of the 28 participants holding master's degrees had taken over 40 hours of graduate work beyond that degree indicating that they may be working toward a doctorate degree.

Nearly half of the 28 college supervisors had been in teacher education over 25 years. Only one-third of the total group had been in supervision less than five years. Over half of the supervisors had between 6 to 20 years of supervisory experience indicating that they were not beginning supervisors. Three supervisors had over 20 years of supervisory experience.

Almost one-half of the college supervisors had been in their present college or university systems for at least five years while a third had been there 10 years or longer, and one supervisor had been in the present system over 20 years.

More college supervisors reported that their college had used off-campus centers from 11 to 20 years than in any other year span. Nine of the supervisors reported their colleges have been using off-campus centers for over 20 years. Therefore, the use of off-campus centers is not a new procedure for respondents in this sample.

The majority of college supervisors, 23 out of 28, have taken a supervision course and many have taught a supervision course. More participants in this group had taken a supervision course than in either of the other two groups.

Over one-third or 8 of the 20 college supervisors were employed in colleges or universities with enrollments of 10,000 to 15,000 students. No college supervisor reported working in a college with an enrollment less than 1,500 students.

Thus, it can be seen that the majority of the respondents tended to be mature, experienced, professional people with advanced training and represented various sizes of educational systems and communities.

Analyses of Opinions Among Supervising Teachers, Principals and College Supervisors Regarding Guiding Principles of Supervision

The identification of differences in opinions among the home economics supervising teachers (ST), principals (P) and college supervisors (CS) is based upon analyses of scaled point values given by the respondents for statements of beliefs regarding guiding principles of supervision. Thus for any given belief statement regarding a guiding principle of supervision there may be differences in scaled points among the three groups in terms of strong agreement to strong disagreement.

Conflict in opinions about statements of beliefs regarding guiding principles of supervision arise when two groups disagree on scale points given to a statement. This is to say that one of the groups would strongly agree with the statement while another group would strongly disagree with the same statement. The strong agreement would indicate that the group believes that the guiding principle of supervision is desirable for the home economics supervising teacher to practice while the strong disagreement would indicate that the group believes it is undesirable.

Data showing statistically significant z values for comparisons of differences in opinions among the three groups are presented in Table IV. This table contains 46 statements of beliefs regarding the guiding

principles of supervision and is organized to show group comparisons and probability levels. Only findings which are statistically significant on three probability levels are reported; i.e., at $p \leq .05$, at $p \leq .01$ and at $p \leq .001$. In Table V a summary is given of the total significant differences in opinions among the groups.

Mean scores of the groups are compared to show direction of differences. The five-point rating scale varies from one to five points and refers to extent of agreement or disagreement. On the rating scale a value of one indicates strong disagreement; two, moderate disagreement; three, neither agree nor disagree; four, moderate agreement and five, strong agreement. (Basic data tables, showing mean scores for all three groups for the 46 statements in Section I of the Opinionnaire, are included in Appendix E-1.)

Findings reported in this part of the present chapter relate to

Hypothesis 1 - There are no significant differences among the groups in opinions regarding guiding principles of supervision which are based upon democratic beliefs.

Data presented in Table IV from Section I of the Opinionnaire show that one hundred and thirty-eight Mann-Whitney z tests were made to determine significant differences in opinions regarding guiding principles of supervision held by college supervisors, principals and supervising teachers. Statistical analyses show 55 significant differences are found and distributed on the following levels of significance: seven differences significant at $p \leq .001$; 22 differences significant at $p \leq .01$ and 26 differences significant $p \leq .05$. This large amount of differences occurring at three different levels of significance are considerable more than random significance. That is, out of the total 138 tests made, seven differences would be expected by chance alone at the .05 level, two differences expected at the .01 level and no differences would likely occur

TABLE IV - (Continued)

F. Understands community furnishes setting for supervision...which:									
17.	provide natural environment for teaching..	---	---	---	---	---	---	---	---
18.	affect procedures used by supervising teacher.	---	---	---	---	---	---	---	---
G. Assumes supervision is a cooperative endeavor...which:									
19.	encourages participants to take part in decisions that affect them.	---	---	---	---	2.700	---	---	3.592
						$\bar{X}=4.96,$			$\bar{X}=4.96,$
						4.54			4.06
20.	seeks active participation of all personnel.	2.518	---	---	---	---	---	---	---
		$\bar{X}=4.67,$							
		3.73							
21.	shares responsibilities among personnel.	---	---	2.509	---	---	---	---	---
				$\bar{X}=3.80,$					
				4.77					
H. Fosters conditions for growth of human relationships...that:									
22.	promote mutual respect.	---	2.373	---	---	3.212	---	---	---
			$\bar{X}=4.96,$			$\bar{X}=4.96,$			
			4.92			4.06			
23.	facilitate communication.	---	2.560	---	---	3.181	---	---	---
			$\bar{X}=4.92,$			$\bar{X}=4.92,$			
			4.54			4.13			
24.	allow independence.	---	---	---	---	---	2.852	---	3.965
							$\bar{X}=4.92,$		$\bar{X}=4.92,$
							4.54		3.93
25.	improve group morale	2.456	2.330	---	---	---	---	---	---
		$\bar{X}=4.78,$	$\bar{X}=4.78,$						
		3.86	4.36						
I. Recognizes that planning is complex but beneficial...as it:									
26.	gives direction.	1.975	---	---	---	---	---	---	---
		$\bar{X}=4.89,$							
		4.26							
27.	coordinates efforts.	---	---	---	---	---	---	---	---
28.	provides multiple suggestions.	---	2.289	---	---	---	---	---	---
			$\bar{X}=4.71,$						
			3.80						
29.	presents opportunities for interactions.	---	2.308	---	---	2.865	---	---	---
			$\bar{X}=4.82,$			$\bar{X}=4.82,$			
			4.36			3.86			
30.	provides for personal and professional growth.	---	2.538	---	---	2.777	---	---	---
			$\bar{X}=4.92,$			$\bar{X}=4.92,$			
			4.63			4.20			
31.	clarifies role responsibilities of individuals.	---	---	---	---	3.034	---	---	3.351
						$\bar{X}=4.85,$			$\bar{X}=4.85,$
						3.93			4.31
J. Employs procedures adaptable... to meet:									
32.	developmental needs and individual differences.	---	---	---	---	2.828	2.812	---	---
						$\bar{X}=4.89,$	$\bar{X}=4.89,$		
						4.13	4.45		
33.	changing conditions.	---	2.109	---	---	3.314	---	---	---
			$\bar{X}=4.85,$			$\bar{X}=4.85,$			
			4.59			3.93			
K. Reveals professional growth... as evidenced by:									
34.	a positive attitude.	2.472	2.256	---	---	---	---	---	---
		$\bar{X}=4.92,$	$\bar{X}=4.92,$						
		4.13	4.63						
35.	an appreciation for her contribution to the program.	---	---	---	---	---	---	---	---
36.	participation in in-service education.	2.024	---	---	---	---	---	---	---
		$\bar{X}=4.85,$							
		4.26							

TABLE IV - (Continued)

L. Accepts belief that learning occurs as a totality...and assists student teacher to:									
37. unify parts into a whole.	---	---	---	2.828 $\bar{X}=4.89,$ 4.13	3.094 $\bar{X}=4.89,$ 4.40	---	---	---	---
38. see relationships between parts and the whole.	---	2.256 $\bar{X}=4.92,$ 4.63	---	3.211 $\bar{X}=4.92,$ 4.06	---	---	---	---	---
M. Considers evaluation an integral part of program... when it is:									
39. participated in continuously.	2.314 $\bar{X}=4.92,$ 4.33	2.256 $\bar{X}=4.92,$ 4.63	---	---	---	---	---	---	---
40. shared cooperatively.	---	2.150 $\bar{X}=4.89,$ 4.63	---	2.655 $\bar{X}=4.89,$ 4.20	---	---	---	---	---
41. based on evidences from many sources.	---	---	---	---	---	---	4.346 $\bar{X}=4.96,$ 3.73	3.799 $\bar{X}=4.96,$ 4.45	---
42. concerned with appraising progress of all the personnel.	---	---	---	---	---	---	---	---	---
N. Strives to enhance satisfaction of student teacher...in a way that:									
43. helps her develop more confidence.	---	---	---	2.933 $\bar{X}=5.00,$ 4.40	2.908 $\bar{X}=5.00,$ 4.72	---	---	---	---
44. gives her a feeling of adequacy.	2.350 $\bar{X}=4.96,$ 4.33	2.400 $\bar{X}=4.96,$ 4.63	---	---	---	---	---	---	---
45. causes her realization of her own capabilities.	---	---	---	---	---	---	---	---	---
46. increases her own self-understanding.	---	---	---	---	---	---	3.682 $\bar{X}=5.00,$ 4.13	3.676 $\bar{X}=5.00,$ 4.54	---
Totals	12	13	1	14	8	0	4	3	0
			26			22			7
							Total	55	

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for the group listed first in the comparison, and the second mean score is for the group listed second in the comparison. CS is for College Supervisors, P is for Principals and ST is for Supervising Teachers.

at the .001 level of significance.

Several noticeable trends are evident in Tables IV and V. First, it should be noted that the majority of significant differences in opinions involve college supervisors versus principals and supervising teachers. From the overall group responses to the statements of beliefs regarding guiding principles of supervision, it is apparent that the value orientation to supervision received by all of the groups in their previous training may be strongly influencing their opinions. Second, it should be observed that more significant differences occur between college supervisors versus principals than between college supervisors versus supervising teachers. This finding may indicate that college supervisors represent an idealized point of view about guiding principles of supervision which does not coincide with reality opinions held by principals and supervising teachers about these same guiding principles of supervision. The finding of fewer differences between the groups of supervising teachers is probably indicative of common interests and a similar subject matter orientation to supervision.

TABLE V

TOTALS FOR SIGNIFICANT DIFFERENCES IN OPINIONS AMONG GROUPS

Group Comparison	Number of Opinion Differences by Probability Levels			Totals
	p \leq .001	p \leq .01	p \leq .05	
College Supervisors - Principals	4	14	12	30
College Supervisors - Supervising Teachers	3	8	13	24
Principals - Supervising Teachers	0	0	1	1
Totals	7	22	26	55

Only one significant opinion difference was found when contrasting principals versus supervising teachers. This lack of difference may be due to the influence of common social processes, interactions and interests required of these two groups in the operation and maintenance of the same education system. Differences in opinions between these two groups occurred for only one belief statement related to the principle of "cooperation." It might be suggested that this one principle represents an area of general concern and controversy on the part of the respondents.

No significant differences were found among the groups for any belief statement related to the principle "local school and community furnishes the setting for supervisory procedures." The largest number of significant differences occurred among the three groups for two different belief statements related to the principles of supervision "conditions and climate" and "planning" followed next by "evaluation" and "enhancement." Few differences occurred among the three groups for belief statements related to the principles "belief in creative expression" and "supervision directed toward educational goals."

It is significant to note that no mean scores less than 3.00 were found among the groups for any of the statements. The majority of scores, 119 out of 138, range between 4.00 and 5.00 which represents "moderate to strong agreement." From this finding, it would appear that the significant differences among the three groups are in extent of agreement rather than in disagreement. This finding tends to indicate that the three groups of respondents favor that democratic beliefs be used by the home economics supervising teacher as the basis for supervision when she carries out her professional role.

Findings indicate that there are significant differences at .001, .01 and .05 probability levels between college supervisors versus principals

and supervising teachers, but only random significance between principals and supervising teachers, in opinions regarding guiding principles of supervision based upon democratic beliefs. Consequently, these findings validate the decision to reject the null hypothesis and accept the alternate hypothesis that there are significant differences among the groups of college supervisors versus principals and supervising teachers.

Comparison of Differences in Role Expectations and in Role
Perceptions Among Groups Relative to Behaviors
for the Home Economics Supervising Teacher

The determination of differences in role expectations and in role perceptions is based upon analyses of cognitions among groups. For any given teacher behavior there may be disagreements on scaled points among the three positions (supervising teachers, principals and college supervisors) in terms of role expectations and role perceptions. All among-group cognitive differences based on Section II data are indicative of positional differences in opinions regarding the frequency with which supervising teachers should perform certain behaviors (role expectations) or actually does perform certain behaviors (role perceptions).

Data showing significant z values among groups for comparisons of cognitive differences for supervising teacher behaviors are presented in Tables VI through IX. These tables contain teacher behavior statements classified under a common function of supervision and are organized to show group comparisons and probability levels for two types of cognitive differences; that is, role expectations and role perceptions.

When there are significant differences between the groups, mean scores for each group comparison are recorded below the z values in each column in the tables. (Basic data tables, showing mean scores for all groups for the 56 statements in Section II of the Opinionnaire, are included in

TABLE VI

SIGNIFICANT DIFFERENCES IN COGNITIONS AMONG GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "LEADERSHIP" FUNCTION

Statements Regarding Role Behavior of the Home Economics Supervising Teacher	Role Expectations									Role Perceptions								
	Probability Levels									Probability Levels								
	$\leq .05$			$\leq .01$			$\leq .001$			$\leq .05$			$\leq .01$			$\leq .001$		
	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST
47. Assume initiative for organizing home economics program.	—	2.016 $\bar{X}=4.78,$ 4.50	—	2.689 $\bar{X}=4.78,$ 4.33	—	—	—	—	—	—	—	—	—	—	—	—	—	—
48. Express attitudes consistent with beliefs practiced.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
49. Comprehend supervision as both a whole and many parts.	—	2.301 $\bar{X}=4.71,$ 4.31	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
50. Get satisfaction from dual role.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
51. Discuss ways to provide for total growth of student teacher.	—	2.062 $\bar{X}=4.57,$ 4.36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
52. Take responsibility for planning program to meet needs and changes.	2.351 $\bar{X}=4.85,$ 4.46	2.453 $\bar{X}=4.85,$ 4.50	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
53. Emphasize human element so student teacher experiences feelings of worth.	2.191 $\bar{X}=4.92,$ 4.66	—	—	3.117 $\bar{X}=4.92,$ 4.54	—	—	—	—	—	—	—	—	—	—	—	—	—	—
54. Focus attention on continuous use of appraisal processes.	—	—	—	3.147 $\bar{X}=4.78,$ 4.18	—	—	—	—	—	—	—	—	—	—	—	—	—	—
55. Stimulate latent talents in student teacher.	—	2.117 $\bar{X}=4.60,$ 4.18	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
56. Inform student teacher about school policies.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
57. Accept responsibility for student teacher developing competence in teaching.	—	—	—	2.708 $\bar{X}=4.85,$ 4.50	—	—	—	—	—	—	—	—	—	—	—	—	—	—
58. Create atmosphere conducive to thinking.	—	—	2.303 $\bar{X}=4.73,$ 4.36	—	—	—	3.881 $\bar{X}=4.89,$ 4.36	—	—	—	—	—	—	—	—	—	—	—
59. Try out new ways of working with student teacher.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
60. Derive satisfaction from professional growth of student teacher.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Totals	2	5	1	1	3	—	—	1	—	—	—	—	—	—	—	—	—	—
			8			4			1									
								13										

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for the group listed first in the comparison, and the second mean score is for the group listed second in the comparison. CS is for College Supervisors, P is for Principals and ST is for Supervising Teachers.

TABLE VII

SIGNIFICANT DIFFERENCES IN COGNITIONS AMONG GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "COORDINATION" FUNCTION

Statements Regarding Role Behavior of the Home Economics Supervising Teacher.	Role Expectations									Role Perceptions								
	Probability Levels									Probability Levels								
	≤ .05			≤ .01			≤ .001			≤ .05			≤ .01			≤ .001		
	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST
61. Help student teacher keep and interpret pupil records.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
62. Help student teacher feel she is part of group.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
63. Encourage student teacher to use different teaching techniques.	—	2.456 X=4.89, 4.59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
64. Arrange scheduled conferences for appraising work of student teacher.	—	—	—	3.077 X=4.96, 4.46	2.677 X=4.96, 4.68	—	—	—	—	—	—	—	—	—	—	—	—	—
65. Encourage student teacher to practice democracy.	—	—	—	—	3.243 X=4.96, 4.59	—	3.431 X=4.96, 4.46	—	—	—	—	—	—	—	—	—	—	—
66. Coordinate instruction in the department.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
67. Suggest student teacher observe different homemaking classes.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
68. Suggest student teacher utilize community resources.	2.131 X=4.82, 4.26	2.546 X=4.82, 4.36	—	—	—	—	—	—	—	2.179 X=3.82, 3.13	—	—	—	—	2.688 X=3.13, 4.00	—	—	—
69. Make a flexible time schedule.	2.185 X=4.78, 4.33	—	—	—	3.094 X=4.78, 4.27	—	—	—	—	—	—	—	—	—	—	—	—	—
70. Use knowledge as resource.	—	2.322 X=4.64, 4.18	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
71. Help student teacher formulate generalizations.	2.527 X=4.62, 4.33	—	—	—	—	—	—	3.820 X=4.62, 4.13	—	—	—	—	—	—	—	—	—	—
72. Help student teacher by praising her efforts.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
73. Balance professional and personal work.	—	—	—	—	2.597 X=4.37, 3.95	—	—	—	—	—	—	—	—	—	—	—	—	—
74. Provide opportunities for student teacher to share maintenance of department.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Totals	3	3	—	1	4	—	1	1	—	1	—	—	—	—	1	—	—	—
			6			5			2			1			1			—
									13									2

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for the group listed first in the comparison, and the second mean score is for the group listed second in the comparison. CS is for College Supervisors, P is for Principals and ST is for Supervising Teachers.

TABLE VIII

SIGNIFICANT DIFFERENCES IN COGNITIONS AMONG GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "RESOURCE AND SERVICE" FUNCTION

Statements Regarding Role Behavior of the Home Economics Supervising Teacher	Role Expectations Probability Levels									Role Perceptions Probability Levels								
	≤ .05			≤ .01			≤ .001			≤ .05			≤ .01			≤ .001		
	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST
75. Assume an experimental attitude.					2.686 X=4.82, 4.36													
76. Help student teacher provide for individual differences.		2.546 X=4.82, 4.36																
77. Assume supervision provides professional learning.					3.066 X=4.89, 4.45													
78. Assist student teacher to make revisions in lesson plans.																		
79. Guide student teacher to consider many aspects of a situation.						2.597 X=4.73, 4.22		3.384 X=4.78, 4.22										
80. Aid student teacher to see place of homemaking in total school.										2.054 X=2.96, 2.13		2.067 X=2.13, 3.09						
81. Give student teacher support and encouragement.																		
82. Observe teaching of student teacher.					3.265 X=4.85, 4.53			3.587 X=4.85, 4.40										
83. Assist student teacher with scoring of class work.																		
84. Give student teacher freedom to make decisions.		2.419 X=4.82, 4.46			3.033 X=4.82, 4.40													
85. Provide opportunities for participation in extra-class activities.																		
86. Assist as needed with classes.					2.422 X=4.73, 4.04													
87. Share experiences and give complete responsibility for a period of time.		2.032 X=4.82, 4.54																
88. Depend upon own professional knowledge and experience for resources.											2.206 X=4.35, 3.95		2.801 X=4.35, 3.66					
Totals	1	2	1	1	3	1		2		1	1	1	1					
			4			5			2			3			1			
								11									4	

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for the group listed first in the comparison, and the second mean score is for the group listed second in the comparison. CS is for College Supervisors, P is for Principals and ST is for Supervising Teachers.

TABLE IX

SIGNIFICANT DIFFERENCES IN COGNITIONS AMONG GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "EVALUATION" FUNCTION

Statements Regarding Role Behavior of Home Economics Supervising Teacher	Role Expectations									Role Perceptions								
	Probability Levels									Probability Levels								
	≤ .05			≤ .01			≤ .001			≤ .05			≤ .01			≤ .001		
	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST	CS-P	CS-ST	P-ST
89. Discuss evaluation results with student teacher and college supervisor.	2.557 X̄=4.89, 4.46								3.816 X̄=4.89, 4.18									
90. Accept student teacher as a professional person.		2.538 X̄=4.92, 4.63		3.058 X̄=4.92, 4.40														
91. Check own feelings for transfer of affection.	2.411 X̄=4.75, 4.20									2.405 X̄=4.39, 3.73		2.207 X̄=3.73, 4.31						
92. Emphasize successful work of student teacher.												2.917 X̄=3.60, 4.27	2.797 X̄=4.39, 3.68					
93. Reallocate responsibilities to student teacher.	2.209 X̄=4.85, 4.46			2.712 X̄=4.85, 4.40														
94. Appraise her own supervision.																		
95. Spend time listening and discussing questions asked by student teacher.																		
96. Explain scoring system and help student teacher to use it.		2.101 X̄=4.85, 4.54										2.119 X̄=4.60, 4.18						
97. Guide student teacher to provide opportunities for creative work.		2.191 X̄=4.67, 4.18	2.008 X̄=4.73, 4.18															
98. Make constructive suggestions for lesson plans.																		
99. Help student teacher use evaluation results in planning.				3.047 X̄=4.96, 4.60	3.267 X̄=4.96, 4.45													
100. Make objective evaluation of the student teacher.				3.265 X̄=4.85, 4.46	3.091 X̄=4.85, 4.40													
101. Check rating sheet with student teacher.				3.028 X̄=4.92, 4.33	3.153 X̄=4.92, 4.40							2.074 X̄=4.07, 3.06						
102. Hold regular evaluation conferences with student teacher.		2.139 X̄=4.82, 4.40																
Totals	3	4	1	4	4			1		2	1	2	1					
			8			8			1			5		1				
								17										6

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for the group listed first in the comparison, and the second mean score is for the group listed second in the comparison. CS is for College Supervisors, P is for Principals and ST is for Supervising Teachers.

Appendix E-2.)

Data analyzed in this part of the present chapter relate to Hypotheses 2 and 3. Findings from this data as it relates to Hypothesis 2 are discussed first followed by a discussion of findings related to Hypothesis 3.

Hypothesis 2 - There are no significant differences among the groups in role expectations of behaviors for the home economics supervising teacher.

Findings for the inter-group analyses of role expectations for teacher behaviors at the .001, .01 and .05 probability levels support the decision to reject the null hypothesis and accept the alternate hypothesis that there are significant differences among the groups in role expectations. Findings indicate that one hundred and sixty-eight tests were made and 54 significant differences were found.

Differences were distributed on three probability levels in the following way: six differences at $p \leq .001$, 21 differences at $p \leq .01$ and 27 differences at $p \leq .05$ as summarized in Table X. This number is considerably larger than random significance as only 11 differences would be expected by chance alone for all three probability levels.

Thirty-three of the total 54 significant differences found in role expectations among the three groups occurred between college supervisors versus supervising teachers. Also the majority of differences that occurred at the .001 probability level was between college supervisors and supervising teachers. These findings may be attributed to a lack of clarity between the two groups on what is considered desirable role behaviors for the supervising teacher when carrying out her job.

A second source of support for rejection of the null hypothesis shows that the second largest number of differences occurs between college supervisors versus principals. This finding may indicate a lack of communication and common interests between the two groups since they are members

TABLE X

TOTALS FOR SIGNIFICANT DIFFERENCES IN ROLE EXPECTATIONS AMONG GROUPS

Group Comparison	Number of Differences By Probability Levels			Totals
	p \leq .001	p \leq .01	p \leq .05	
College Supervisors - Principals	1	7	9	17
College Supervisors - Supervising Teachers	5	13	15	33
Principals - Supervising Teachers	—	1	3	4
Totals	6	21	27	54

of different educational systems and probably have few opportunities for interaction. The remoteness of college supervisors from the school scene could also account for this large amount of differences between the two groups.

Results show few differences were found between principals and supervising teachers. That is, only four differences occurred between these two groups, one at the .01, three at the .05 and none at the .001 level of significance. These findings may be indicative of a similar frame of reference provided by the school for faculty members in the same school system. It is of interest to note that the same number of differences were found for role expectations as for role perceptions for these two groups and with an equal number occurring at the same probability levels.

It was found that the largest number of overall role expectation differences centered on behaviors related to the function of "evaluation." This same pattern was consistent for among-group comparisons in role perceptions. These findings may be related to the fact that teacher behaviors for this particular function of supervision might have become

more personally oriented and therefore, perhaps, more questionable than the other behaviors.

The second largest number of differences among groups centered on behaviors related to "leadership" and "coordination" functions with an equal number of differences occurring for behaviors under each function. The fewest differences occurred for behaviors related to the "resource and service" function.

Comparisons of overall inter-group mean scores on role expectations show a consistent pattern by college supervisors of expecting that the supervising teacher should perform all activities "more frequently" than expected by either principals or supervising teachers. Principals expect "more frequent" teacher participation than supervising teachers. Overall mean scores show a range in scale points from 3.95 to 4.96 indicating that, in general, all three groups expect that the supervising teacher should do "more than average" to a "great deal of" the behaviors involved. This finding indicates agreement among the groups for an expected high frequency of performance rather than a low frequency of the behaviors involved. This evidence suggests, again, as shown in the inter-group comparisons of opinions, that differences among groups seem to be in extent of positive frequency or agreement rather than in negative frequency or disagreement.

Hypothesis 3 - There are no significant differences among the groups in role perceptions of behaviors for the home economics supervising teacher.

No significant differences were found at the .001 level for the inter-group analyses of role perceptions relating to teacher behaviors. Consequently, the null hypothesis could not be tested at this level with this data. However, findings summarized in Table XI show there are three significant differences at the .01 probability level and nine significant

differences at the .05 probability level among the groups in role perceptions for teacher behaviors. These findings verify the decision to reject the null hypothesis and accept the alternate hypothesis that there are significant differences at the .01 and .05 probability levels among principals versus supervising teachers and college supervisors in role perceptions for teacher behaviors. One hundred and sixty-eight Mann-Whitney z tests were made and 12 significant differences were found. Of this total number, nine were on the .05 level, three at .01 level and none at the .001 level of significance.

Since no significant differences were found at the .001 level, the discussion is limited to findings significant only at the .01 and .05 probability levels. At both probability levels the largest number of significant differences were found to exist between principals versus college supervisors followed with the second largest number between principals versus supervising teachers. No differences were found between college supervisors versus supervising teachers for role perceptions at the .01 probability level.

The largest number (6) of significant inter-group differences occurs in role perceptions for behaviors related to the function of "evaluation." The second largest number (4) of significant differences occurs for behaviors related to the function of "resource and service" followed last by the fewest significant differences (2) occurring for behaviors related to the function of "coordination." These results are similar to significant differences found for role expectations.

However, a contrasting pattern in differences was found for behaviors related to the "leadership" function where no differences were found among the groups for role perceptions as compared with 13 differences for role expectations. This finding indicates agreement among groups on the

frequency of leadership activities that they see a supervising teacher actually doing but disagreement on the frequency of what they expect she should be doing.

TABLE XI
TOTALS FOR SIGNIFICANT DIFFERENCES IN ROLE PERCEPTIONS AMONG GROUPS

Group Comparison	Number of Differences By Probability Levels			Totals
	Role Perceptions			
	p \leq .001	p \leq .01	p \leq .05	
College Supervisors - Principals	—	2	4	6
College Supervisors - Supervising Teachers	—	—	2	2
Principals - Supervising Teachers	—	1	3	4
Totals	—	3	9	12

Supervising teachers perceive that supervising teachers are "more frequently" performing activities related to the functions of "coordination" and "resource and service" than college supervisors or principals. College supervisors perceive these activities being done "more frequent" by supervising teachers than principals.

Overall role perception mean scores indicate that college supervisors and supervising teachers perceive a "more than average" amount (4.12) of activities being carried on by the supervising teachers as compared with a "moderate amount" (3.25) perceived by principals.

Results show considerable fewer significant differences in role perceptions than in role expectations among the groups. Only 12 significant differences were found for role perceptions as compared with 54 for role expectations. This finding indicates that much fewer differences exist

among the groups when they considered the appraisals of actual teacher behaviors in contrast to ideal behaviors.

Comparison of Differences Between Role Expectations and
Role Perceptions Within Groups Relative to Home
Economics Supervising Teacher Behaviors

The determination of differences between role expectations and role perceptions is based upon analyses of these cognitions within groups. Each group is compared in terms of scale points given for different cognitions for the same teacher behavior. Differences may stem from disagreements within any individual group on scale points given for role expectations and for role perceptions.

Results from the analyses of cognitive differences determined within the groups are shown in Tables XII through XV. Each table presents findings related to all three groups positions and is further broken down according to teachers behaviors classified under a common function category and probability levels of cognitive difference. (Basic data tables, showing all mean scores, are included in Appendix E-2.)

Data analyzed in this part of the present chapter relate to

Hypothesis 4. There are no significant differences within each group between role expectations and perceptions of behaviors for the home economics supervising teacher.

Finding for the intra-group analyses of role expectations versus role perceptions for teacher behaviors validate the decision to reject the null hypothesis and accept the alternate hypothesis that there are significant differences within each group of respondents between these cognitions.

One hundred and sixty-eight comparisons were made and 107 significant differences were found. Sixty-two of the 107 differences are highly

TABLE XII

SIGNIFICANT DIFFERENCES BETWEEN COGNITIONS WITHIN GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "LEADERSHIP" FUNCTION

Statements Regarding Role Behavior of the Home Economics Supervising Teacher	Role Expectations - Role Perceptions								
	College Supervisors			Principals			Supervising Teachers		
	Probability Levels								
	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001
47. Assume initiative for organizing home economics program.	—	—	3.924 X=4.78, 4.03	—	—	—	2.243 X=4.50, 4.00	—	—
48. Express attitudes consistent with beliefs practiced.	—	3.166 X=4.67, 4.00	—	2.040 X=4.73, 4.20	—	—	—	—	—
49. Comprehend supervision as both a whole and many parts.	—	—	4.711 X=4.71, 3.64	2.322 X=4.66, 4.06	—	—	—	2.666 X=4.31, 3.77	—
50. Get satisfaction from dual role.	2.329 X=4.71, 4.28	—	—	2.157 X=4.60, 4.00	—	—	2.221 X=4.72, 4.22	—	—
51. Discuss ways to provide for total growth of student teacher.	—	—	4.252 X=4.57, 3.57	2.369 X=4.20, 3.26	—	—	2.421 X=4.36, 3.72	—	—
52. Take responsibility for planning program to meet needs and changes.	—	—	4.230 X=4.85, 4.00	—	—	—	2.019 X=4.50, 4.09	—	—
53. Emphasize human element so student teacher experiences feelings of worth.	—	—	3.769 X=4.92, 4.28	—	2.587 X=4.66, 3.93	—	2.247 X=4.54, 4.09	—	—
54. Focus attention on continuous use of appraisal processes.	—	—	4.922 X=4.78, 3.46	2.489 X=4.46, 3.40	—	—	—	2.886 X=4.18, 3.50	—
55. Stimulate latent talents in student teacher.	—	—	4.246 X=4.60, 3.60	—	—	—	—	2.605 X=4.18, 3.50	—
56. Inform student teacher about school policies.	—	3.131 X=4.85, 4.32	—	2.264 X=4.53, 3.66	—	—	—	—	—
57. Accept responsibility for student teacher developing competence in teaching.	—	—	3.285 X=4.85, 4.14	—	—	—	—	—	—
58. Create atmosphere conducive to thinking.	—	—	4.385 X=4.89, 4.10	—	2.590 X=4.73, 3.80	—	—	—	—
59. Try out new ways of working with student teacher.	—	—	4.721 X=4.64, 3.46	—	3.038 X=4.66, 3.73	—	2.443 X=4.50, 3.90	—	—
60. Derive satisfaction from professional growth of student teacher.	—	2.758 X=4.85, 4.35	—	—	—	—	—	—	—
Totals	1	3	10	6	3	—	6	3	—
			14			9			9
									32

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for role expectation, and the second mean score is for role perception.

TABLE XIII

SIGNIFICANT DIFFERENCES BETWEEN COGNITIONS WITHIN GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "COORDINATION" FUNCTION

Statements Regarding Role Behavior of the Home Economics Supervising Teacher	Role Expectations - Role Perceptions								
	College Supervisor			Principals			Supervising Teacher		
	Probability Levels								
	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001
61. Help student teacher keep and interpret pupil records.	—	—	4.210 X=4.50, 3.35	—	—	—	—	2.624 X=4.18, 3.50	—
62. Help student teacher feel she is part of group.	—	—	—	—	—	—	—	—	—
63. Encourage student teacher to use different teaching techniques.	—	—	5.357 X=4.89, 3.67	—	—	3.371 X=4.73, 3.80	—	2.682 X=4.59, 4.09	—
64. Arrange scheduled con- ferences for appraising work of student teacher.	—	—	4.516 X=4.96, 4.10	—	—	—	—	—	—
65. Encourage student teacher to practice democracy.	—	—	4.933 X=4.96, 3.82	—	—	—	—	2.475 X=4.59, 4.09	—
66. Coordinate instruction in the department.	—	—	3.284 X=4.50, 3.78	2.493 X=4.40, 3.60	—	—	—	—	—
67. Suggest student teacher observe different home- making classes.	—	3.218 X=4.71, 3.75	—	2.243 X=4.40, 3.60	—	—	—	—	—
68. Suggest student teacher utilize community resources.	—	—	4.275 X=4.82, 3.82	—	—	3.312 X=4.26, 3.13	—	—	—
69. Make a flexible time schedule.	—	—	3.494 X=4.78, 4.00	—	—	—	—	—	—
70. Use her knowledge as resource.	—	—	3.680 X=4.64, 3.82	2.343 X=4.53, 3.73	—	—	—	—	—
71. Help student teacher formulate generalizations.	—	—	4.728 X=4.62, 3.35	2.517 X=4.33, 3.53	—	—	1.969 X=4.13, 3.63	—	—
72. Help student teacher by praising her efforts.	—	—	—	2.324 X=4.40, 3.66	—	—	—	—	—
73. Balance professional and personal work.	2.256 X=4.37, 4.00	—	—	2.201 X=4.33, 3.53	—	—	—	—	—
74. Provide opportunities for student teacher to share maintenance of department.	—	2.630 X=4.58, 4.07	—	2.057 X=4.20, 3.40	—	—	—	—	—
Totals	1	2	9	7	—	2	2	2	—
			12			9			4

25

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for role expectation, and the second mean score is for role perception.

TABLE XIV

SIGNIFICANT DIFFERENCES BETWEEN COGNITIONS WITHIN GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "RESOURCE AND SERVICE" FUNCTION

Statements Regarding Role Behavior of the Home Economics Supervising Teacher	Role Expectations - Role Perceptions								
	College Supervisors			Principals			Supervising Teachers		
	Probability Levels								
	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001
75. Assume an experimental attitude.	—	—	4.391 X=4.82, 3.71	—	2.852 X=4.60, 3.66	—	2.228 X=4.36 3.86	—	—
76. Help student teacher provide for individual differences.	—	—	3.854 X=4.82, 3.92	—	—	3.337 X=4.73, 3.86	—	—	—
77. Assume supervision provides professional learning.	—	—	4.342 X=4.89, 3.82	—	—	—	—	—	—
78. Assist student teacher to make revisions in lesson plans.	—	2.978 X=4.60, 3.75	—	—	3.059 X=4.60, 3.53	—	1.974 X=4.50, 4.04	—	—
79. Guide student teacher to consider many aspects of a situation.	—	—	4.881 X=4.78, 3.60	—	—	4.159 X=4.73, 3.26	2.210 X=4.22, 3.77	—	—
80. Aid student teacher to see place of homemaking in total school.	—	—	3.790 X=4.25, 2.96	—	—	3.354 X=4.06, 2.13	—	—	—
81. Give student teacher support and encouragement.	2.382 X=4.78, 4.25	—	—	—	—	—	2.522 X=4.68, 4.22	—	—
82. Observe teaching of student teacher.	—	—	3.895 X=4.85, 4.03	—	—	—	—	—	—
83. Assist student teacher with scoring of class work.	—	—	3.407 X=4.42, 3.50	2.090 X=4.46, 3.60	—	—	2.350 X=4.18, 3.54	—	—
84. Give student teacher freedom to make decisions.	—	2.826 X=4.82, 4.28	—	—	—	—	—	—	—
85. Provide opportunities for participation in extra-class activities.	2.438 X=4.82, 4.39	—	—	—	—	—	2.197 X=4.77, 4.36	—	—
86. Assist as needed with classes.	2.164 X=4.32, 3.71	—	—	—	2.760 X=4.73, 3.93	—	—	—	—
87. Share experiences and give complete responsibility for a period of time.	—	—	—	—	—	—	—	—	—
88. Depend upon own professional knowledge and experience for resources.	—	—	—	2.317 X=4.33, 3.66	—	—	2.278 X=4.40, 3.95	—	—
Totals	3	2	7	2	3	3	-7	—	—
			12			8			7

27

NOTE: The score listed first in the column is the z value. Mean score is indicated by \bar{X} . The mean score listed first is for role expectation, and the second mean score is for role perception.

TABLE XV
SIGNIFICANT DIFFERENCES BETWEEN COGNITIONS WITHIN GROUPS FOR TEACHER BEHAVIORS CLASSIFIED UNDER "EVALUATION" FUNCTION

Statements Regarding Role Behavior of the Home Economics Supervising Teacher	Role Expectations - Role Perceptions								
	College Supervisors			Principals			Supervising Teachers		
	Probability Levels								
	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001	≤ .05	≤ .01	≤ .001
89. Discuss evaluation results with student teacher and college supervisor.	—	—	3.929 X̄=4.89 4.03	1.967 X̄=4.46, 3.73	—	—	—	—	—
90. Accept student teacher as a professional person.	—	—	4.008 X̄=4.92, 4.21	—	—	—	2.142 X̄=4.63, 4.18	—	—
91. Check own feelings for transfer of affection	—	—	—	—	—	—	—	—	—
92. Emphasize the successful work of student teacher.	—	—	—	—	—	—	—	—	—
93. Reallocate responsibilities to student teacher.	—	—	3.819 X̄=4.85, 4.14	2.817 X̄=4.46, 3.73	—	—	—	—	—
94. Appraise her own supervision.	—	—	3.799 X̄=4.84, 3.71	2.381 X̄=4.33, 3.60	—	—	2.616 X̄=4.36, 3.63	—	—
95. Spend time listening and discussing questions asked by student teacher.	—	—	—	—	—	—	—	—	—
96. Explain scoring system and help student teacher to use it.	—	—	—	—	—	—	—	—	—
97. Guide student teacher to provide opportunities for creative work.	—	—	4.519 X̄=4.67, 3.64	2.516 X̄=4.73, 3.80	—	—	—	—	—
98. Make constructive suggestions for lesson plans.	—	—	3.438 X̄=4.71, 3.85	2.438 X̄=4.60, 3.86	—	—	2.431 X̄=4.50, 3.90	—	—
99. Help student teacher use evaluation results and planning.	—	—	4.723 X̄=4.96, 3.92	3.134 X̄=4.60, 3.80	—	—	2.162 X̄=4.45, 3.90	—	—
100. Make objective evaluation of student teacher.	—	—	3.884 X̄=4.84, 4.07	—	—	—	—	—	—
101. Check rating sheet with student teacher	—	—	3.821 X̄=4.92, 4.07	2.322 X̄=4.33, 3.06	—	—	2.350 X̄=4.40, 3.81	—	—
102. Hold regular evaluation conferences with student teacher.	—	—	4.259 X̄=4.82, 3.89	2.004 X̄=4.73, 4.00	—	—	—	—	—
Totals	—	—	10	6	2	—	5	—	—
			10			8			5
									23

NOTE: The score listed first in the column is the z value. Mean score is indicated by X̄. The mean score listed first is for role expectation, and the second mean score is for role perception.

significant at the .001 and .01 probability levels as compared with only 45 significant differences at the .05 probability level. Of this total number of differences, 48 were for college supervisors, 34 for principals and only 25 for supervising teachers as summarized in Table XVI. College supervisors show almost twice as many differences in cognitions as supervising teachers and almost one-half of all differences that occurred. Principals have more differences within their groups than supervising teachers. These results may be interpreted to mean that supervising teachers are more nearly fulfilling those activities that they expect they should perform more than those expected and perceived by either college supervisors or principals. College supervisors and principals expect "more frequent" performance of all activities by the supervising teacher than do supervising teachers. This may be attributed to the little contact that these two groups have with the practical side of supervision.

TABLE XVI

TOTALS FOR SIGNIFICANT COGNITIVE DIFFERENCES WITHIN GROUPS

Group Position	Number of Cognitive Differences by Probability Levels			Totals
	$p \leq .001$	$p \leq .01$	$p \leq .05$	
College Supervisors	36	7	5	48
Principals	5	8	21	34
Supervising Teachers	0	6	19	25
Totals	41	21	45	107

The largest number of intra-group differences found between cognitions for teacher behaviors centered around the function of "leadership" while the fewest number of differences centered around the function of

"evaluation." This is exactly opposite the findings for inter-group differences. Evidently there is a different interpretation within the groups and among the groups on what the terms "leadership" and "evaluation" mean as they relate to teacher behaviors. Slightly fewer differences were found for teacher behaviors related to the functions of "resource and service" and "coordination."

The overall cognitive mean scores indicate that all three groups expect "more frequent" performance by the supervising teachers of all behaviors classified under the four functions of supervision than they perceive them actually doing.

Chapter Summary

Results reported in this chapter have been based upon statistical analyses of scaled points given by group respondents for selected guided principles of supervision and supervising teacher behavior statements. Analyses have also been made of selected characteristics of the respondents.

Comparisons have been made of differences in scale points given by members of three different groups for: (1) opinions regarding guiding principles of supervision; (2) role expectations and role perceptions for the same teacher behavior and (3) differences between cognitions within groups for the same behavior.

A total of six hundred forty-two Mann-Whitney z_U tests were made upon the data of the study. From this number, two hundred twenty-eight significant differences were found. There were fifty-five significant differences in the opinions regarding guiding principles of supervision, fifty-four in the role expectations and twelve in the role perceptions for teacher behaviors and one hundred seven between cognitions for teacher behaviors.

On the basis of the findings of the study, the four null hypotheses

were rejected, and the four alternate hypotheses were accepted. These hypotheses specified that there are significant differences among the groups in opinions and significant differences both among and within groups in cognitions for teacher behaviors.

A summary, implications and recommendations based on the findings of the study will be presented in Chapter V.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

Review of the Study

The major objectives of the study were: (1) identification of differences in opinions held by members of three supervisory positions regarding guiding principles of supervision; (2) determination of differences among the three groups in role expectations and role perceptions of behaviors for the home economics supervising teacher and (3) determination of differences within the three groups between role expectations and role perceptions of teacher behaviors. An instrument was developed to collect responses from the three groups concerning their opinions and cognitions. On the basis of the statistical analyses used for testing the hypotheses of the study, the summary below was formulated.

Summary of Findings

On the basis of the present research and subject to the specified limitations, the following summary was made:

1. The largest number (54 out of 55) of significant differences in opinions regarding guiding principles of supervision occurred between college supervisors versus principals and supervising teachers. More differences (30 out of 55) occurred between college supervisors and principals than between college supervisors and supervising teachers

(24). Only one difference occurred between principals and supervising teachers. Twenty-nine of the 55 differences that occurred were highly significant. These findings support the alternate hypothesis that there are significant differences among college supervisors versus principals and supervising teachers in opinions regarding guiding principles of supervision based upon democratic beliefs.

2. The significant differences found among the three groups in opinions tended to be in extent of agreement rather than in disagreement as 119 of the total 138 mean scores ranged from "moderate" to "strong" agreement. The conclusion is therefore drawn that the three groups favored that the home economics supervising teacher use democratic beliefs as the basis for her supervision.
3. The largest number (8 each out of 55) of significant differences in opinions occurred among the groups for belief statements related to the principles of supervision "conditions and climate" and "planning" followed next by six differences each for "evaluation" and "enhancement."
4. The majority (50 out of 55) of significant differences in role expectations for teacher behaviors occurred between college supervisors versus supervising teachers and principals. The largest number (33) of differences was between college supervisors and supervising teachers, followed next by 17 differences between college supervisors and principals with the fewest differences (4) between principals and supervising teachers. These findings support

the conclusion that there are significant differences among the groups in role expectations for teacher behaviors.

5. The largest number (17 out of 54) of overall role expectation significant differences among the groups centered on behaviors related to the function of "evaluation," followed closely by an equal number (13) of differences for "leadership" and "coordination" functions and the fewest differences (11) for behaviors related to the "resource and service" function.
6. Overall role expectation group mean scores show a consistent pattern by the college supervisors of expecting that the supervising teacher should perform all activities "more frequent" than expected by either principals or supervising teachers. Principals tend to expect "more frequent" teacher participation than supervising teachers. All three groups expected that the supervising teacher should do "more than average" to "a great deal" of the behaviors involved. This evidence suggests that differences among groups tend to be in extent of positive frequency rather than in negative frequency.
7. A total of 12 significant differences were found among groups at the .01 and .05 levels of significance, but no significant difference was found at the .001 level for inter-group analyses of role perceptions relating to teacher behaviors. Three of the 12 significant differences were found at the .01 level and 9 differences at the .05 level of significance for role perceptions among the groups.

Six of the 12 differences found occurred between principals and college supervisors, four between principals and supervising teachers and only two between college supervisors and supervising teachers. These findings confirm the conclusion that there are significant differences at the .01 and .05 levels of significance among principals versus supervising teachers and college supervisors for role perceptions relating to teacher behaviors.

8. The overall mean scores show that college supervisors (4.08) and supervising teachers (3.96) perceive a "more than average" amount of activities being carried by the supervising teacher as compared with "a moderate amount" perceived by principals (3.21).
9. The results show that the largest number (6 out of 12) of significant differences occurred among the groups in role perceptions for behaviors related to the function of "evaluation," followed next by four differences for behaviors related to the function of "resource and service" with the fewest number (2) of significant differences for behaviors related to the function of "coordination." No significant differences were found among the groups for behaviors related to the function of "leadership." The conclusion is therefore made that the three groups agree on the frequency of leadership activities that they observe a supervising teacher actually doing.
10. Fewer (12) significant differences were found in role perceptions than the 54 found in role expectations among the groups. This finding leads to the conclusion that the groups

tend to be in more agreement when they consider the actual appraisal of reality than when they consider the appraisal of ideal situations.

11. A majority (62 out of 107) of the differences that occurred between role expectations and role perceptions within the groups were highly significant differences. The largest number of significant differences were for college supervisors (48), followed next by principals (34) and the fewest number (25) for supervising teachers. These data support the alternate hypothesis that there are significant differences within each group between role expectations and perceptions for teacher behaviors.
12. The overall cognitive mean scores indicate that all three groups of respondents expect "more frequent" performance by supervising teachers of all behaviors classified under the four functions of supervision than they perceive them actually doing.
13. The largest number (32 out of 107) of intra-group differences found between cognitions for teacher behaviors centered around the function of "leadership," and the fewest differences (23) centered around the function of "evaluation." This is the reverse of findings for the inter-group analyses of differences.

Implications and Recommendations

A number of implications and recommendations seem justified on the basis of the findings and foregoing conclusions of the present study. The implications apply to educational supervision, role theory and

in-service education of home economics supervising teachers, and the recommendations apply to future related research.

Implications for Educational Supervision

The fact that numerous and significant differences were found to exist among the supervisory personnel in off-campus home economics student teaching centers for belief statements regarding guiding principles of supervision points out a need for further clarification of basic beliefs which underlie the guiding principles of supervision. Although significant differences in opinions were found among the three groups, there was a general tendency for all groups to endorse supervision based upon a framework of democratic beliefs. This finding implies that the three groups preferred the home economics supervising teacher to emphasize democratic beliefs in her supervisory practices. This consensus is to be expected from a group of educators who work in education systems in a country whose government was founded upon democratic beliefs. This finding is in harmony with viewpoints expressed by Adams and Dickey,¹ Burton and Brueckner,² Franseth³ and Swearingen⁴ which were presented in Chapter II of the present study.

The fact that a majority of the significant differences occurred between college supervisors versus principals and supervising teachers on belief statements relating to the principles of "conditions and climate," "planning," "evaluation" and "enhancement" implies that the three groups

¹Adams and Dickey, pp. 21-38.

²Burton and Brueckner, p. 11.

³Franseth, Supervision in Rural Schools, pp. 1-9.

⁴Swearingen, p. 5.

have a different orientation to supervision. The different kinds of educational training and varying amounts of professional experiences engaged in by the respondents may tend to account, largely, for these differences.

One additional implication of these findings is that college supervisors probably represent an idealized viewpoint in contrast to reality viewpoints held by principals and supervising teachers. The somewhat remoteness of college supervisors from off-campus student teaching centers may be responsible for some of these differences. However, an attitude of perfection is to be expected from educators who train future teachers and supervisors in view of the fact that ideals tend to serve as patterns of excellence for motivation of individuals.

It is significant to note that supervising teachers and principals tend to agree in beliefs held regarding guiding principles of supervision as only one significant difference was found between them. Evidently, the sharing of common educational interests by these two groups as they face practical situations in the same school systems have proved effective in keeping the channels of communication open and have helped to consolidate mutual beliefs.

Results show that a majority of the inter-group significant differences occurred in role expectations and that they stemmed from disagreements between college supervisors versus principals and supervising teachers on behaviors related to all four functions of supervision. More significant differences found for behaviors relating to the functions of "evaluation," "coordination" and "resource and service" and somewhat less significant differences found for "leadership" indicate that basic differences do exist among the three groups in role expectations for all the functions of supervision. Therefore, the home economics supervising teacher in attempting to perform the various supervisory functions of her

professional role in off-campus teacher education programs is being evaluated against a set of role expectations quite different from her own, particularly those held by college supervisors.

These many different role expectations by co-workers of the supervising teacher could cause conflict, confusion and loss of energy on her part if she tries to meet all of these expectations. This could also prevent her from concentrating on the direction of her own efforts toward improved efficiency.

Since the fewest inter-group differences in role expectations centered on behaviors related to the function of "leadership," it can be assumed that those leadership behaviors expected by the three groups are generally being carried out by the supervising teachers. This implies that there is agreement, at least among the groups, on these behaviors.

The few inter-group significant differences found in role perceptions indicate that the three groups tended to agree on behaviors that could actually be observed. This implies a need for verbalizing expected behaviors so they may be examined, performed, observed and evaluated and perhaps conflicts reduced among the groups.

The large number of significant cognitive differences that occurred within each group indicates that all groups differed in expectations and perceptions for the same set of role behaviors for the supervising teacher. This is interpreted to mean that the same teacher behavior may be controversial or may not be controversial for different groups. This is not meant to imply that one set of role behaviors is totally right and all others are totally wrong. However, it does imply that the supervising teacher is confronted with a serious problem of selective discrimination because she cannot adequately fulfill all requirements and satisfy the demands made by all three groups. Therefore, she must select one set of

behaviors over another in order to solve the problem.

If the home economics supervising teacher is well grounded in the guiding principles of supervision, she could use them as a basis for making decisions which would help her to resolve the conflict. Educators such as Ayer,⁵ Adams and Dickey,⁶ and McKean and Mills⁷ support this suggestion as they contend that a set of guiding principles of supervision could help govern the choice of goals and techniques of the supervisor.

Results reveal opposite findings exist for inter-group and intra-group cognitive differences for behaviors related to two different functions of supervision. Major intra-group cognitive differences occurred for behaviors related to the function of "leadership" and the fewest differences occurred for the "evaluation" function. For inter-group cognitive differences the reverse of these findings are indicated for the same two functions. This implies that within groups, particularly supervising teachers, there may be a hesitancy to exert active leadership in off-campus programs because of conflict over what leadership behaviors are desirable. Supervising teachers may possibly be waiting for either college supervisors or principals to assume the initiative for leadership of the program while the other two groups may not be aware of this predicament of the supervising teachers.

Implications for Role Theory

The method employed in the present study of using a set of cognitive responses by members of three related professional positions appears to be

⁵Ayer, p. 30.

⁶Adams and Dickey, pp. i -xiv.

⁷McKean and Mills, pp. 10-11.

a promising way to describe operationally the role of a supervising teacher in off-campus home economics student teaching centers.

The utilization of group responses to democratic oriented belief statements regarding guiding principles of supervision proved helpful in identifying differences in opinions held by the three groups.

The comparison of role expectation and role perception responses for teacher behaviors proved successful in determining significant cognitive differences between expected and perceived teacher behaviors both among the three groups and within each group position.

The use of two cognitive responses in this study suggests a supplementary dimension of role relationships that could be utilized by home economics educators in studying the cognitive-social world of individuals as well as groups in off-campus student teaching centers.

Implications for In-Service Education of Home Economics Supervising Teachers

The fact that there was a large number of significant role expectation differences found among the three groups points up the need for both college and public teacher educators to cooperatively consider the behavioral dimensions of the job of supervisors as well as the numerous elements of given supervisory tasks. Recognition of the differences revealed in the present study could be included in the discussion of planning and improving of in-service programs for supervisory personnel. This implies that an exchange of information, a sharing of responsibilities and the development of a general understanding among supervisors regarding the role of all supervisory positions could strengthen the mutual work of the supervisors. Several suggestions made by Chase emphasize the need to understand role expectations by teachers and educational leaders in order

to bring about group action. Chase suggests: (1) group definition of aims; (2) cooperative planning and solution of problems and (3) group discussion of how principals and supervisors can be most helpful.⁸ Evidences in studies made by Burchard,⁹ Getzels and Guba,¹⁰ Gross, et. al.,¹¹ Sachs¹² and Seeman¹³ show that considerable group agreement regarding role expectations is important to group morale, productivity and the total success of any group operation.

One other implication in this finding is that a program of in-service education for supervisory personnel is needed in order to give additional attention to approaches to use in strengthening the quality of supervision in off-campus home economics student teaching programs. A similar need for a program of in-service education was pointed out in a study made by Ziegler¹⁴ in 1962 on the roles of the supervising teacher in college controlled laboratory schools.

Recommendations for Future Related Research

The nature of educational supervision, role theory and the limitations placed upon the present study did not allow responses from all groups who actively participate in off-campus home economics student teaching programs. However, the following recommendations can be made

⁸Francis S. Chase, Administrator's Notebook, (April, 1953).

⁹Burchard. pp, 528-535.

¹⁰Getzels and Guba, pp. 30-40.

¹¹Gross, et. al., pp. 207-208.

¹²Sachs, pp. 46-53.

¹³Seeman, pp. 373-380.

¹⁴Ziegler, pp. 440-448.

for future related research.

First, replications of the present study could be made in other states in a different area of the United States to verify findings in the study and to further refine the instrument used. Second, a similar study to the present one could be conducted with the focus upon a different group to gain additional information regarding other roles and interrelationships in off-campus student teaching programs. Third, the study could be replicated with the addition of student teachers as a responding group. Since they are the recipients of supervisory services, this could give an additional position not included in this study. Fourth, the theoretical framework used in the present study could be applied to other content areas with necessary alterations made for the content areas. Last, additional studies could be conducted to determine the possibilities of using data presented in this study as resource materials in constructing a curriculum program for the professional preparation of home economics supervising teachers.

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APPENDIX A

FORM USED TO REQUEST INFORMATION FROM HEADS
OF HOME ECONOMICS EDUCATION DEPARTMENTS

INFORMATION ABOUT COLLEGE HOME ECONOMICS SUPERVISORS AND THE OFF-CAMPUS STUDENT TEACHING CENTERS THEY SUPERVISE

Name of College or University: _____ Check (X) in the blank below designating the type of institution.

Address of College or University: _____ Land-Grant _____ Combined Land-Grant and _____ Women's College _____
State University

Name of Head of Home Economics Teacher Education Dept.: _____ State University _____ State Teacher's College _____
Other type of College _____

Names of College Home Economics Supervisors	Please check (X) in the column indicating whether or not college supervisors are willing to fill out one Opinionnaire		Information about High School off-campus Home Economics Student Teaching Centers Supervised by the College Supervisors				
			Name of High School	Address of High School		Name of High School Principal	Name of Home Economics Supervising Teacher
	YES	NO		Street	City		

APPENDIX B

ROLE EXPECTATIONS AND PERCEPTIONS FOR THE HOME ECONOMICS
SUPERVISING TEACHER OPINIONNAIRE

Role Expectations and Perceptions for the
Home Economics Supervising Teacher

OPINIONNAIRE

On the following pages are statements that describe some of the beliefs that educators might hold regarding guiding principles of supervision. Also there are statements describing home economics supervising teacher role behavior based upon these guiding principles. You are asked to indicate what you think about these statements.

There are no right or wrong answers to any of the statements. You are asked to indicate your opinion concerning the guiding principles of supervision and concerning home economics supervising teacher role behavior in your school.

Pull out the Answer Sheets that are inserted in this OPINIONNAIRE. Read the directions for each SECTION and then indicate your response in the manner described.

Definitions of terms used:

1. The term "supervising teacher" refers to a vocational homemaking teacher employed in the local school system to work with high school students and to supervise college students during their student teaching experiences.

2. The term "college supervisor" refers to a staff member of the college or university who regularly visits, observes, and confers with the student teacher and the supervising teacher.

3. The term "student teacher" refers to a college student who is acquiring practical teaching experience and skill under the guidance of a supervising teacher, a college supervisor, and an administrator.

4. The term "administrator" refers to a school superintendent or a high school principal who is responsible for the management or direction of a local high school.

REMEMBER:

1. Circle a NUMBER in each column on each answer sheet.
2. Do not skip any statements as all answers are needed.
3. Your response will be kept confidential. No one but the research staff will see them. The reporting of data will not identify any particular person or any particular school thereby insuring the anonymity of each respondent.

4. Your attention is called to Section III placed at the end of the Opinionnaire requesting personal data regarding your position and training. Please supply this information in the spaces provided.

5. Please detach and return only these four sheets: ANSWER SHEET #1, ANSWER SHEET #2, and SECTION III, Background Information by March 15, 1965. Return in the enclosed self-addressed, postage-paid envelope.

Address: Mrs. Thelma Leonard
Oklahoma State University
Home Economics Education Department
Stillwater, Oklahoma

Instructions for
Answer Sheet #1

Respondent No. _____
Form ST, CS & P

Section I. STATEMENTS OF BELIEFS REGARDING GUIDING PRINCIPLES OF SUPERVISION

Educators have different ideas about what they believe regarding guiding principles of supervision which serve as a basis for determining the home economics supervising teacher behavior as she carries out her professional role. Read through the statements in Section I of the OPINIONNAIRE and think about the extent to which you agree or disagree with the guiding principle described in each statement.

INSTRUCTIONS:

Indicate your response to each statement by placing a CIRCLE around the NUMBER that best represents the extent of your agreement or disagreement with the guiding principle of supervision described.

Each number in the column refers to the extent to which you agree or disagree with the guiding principle described in each statement.

By circling (1) you would indicate strong disagreement; (2) moderate disagreement; (3) neither agree nor disagree; (4) moderate agreement; (5) strong agreement.

1	2	3	4	5
Strong Dis- agreement	Moderate Dis- agreement	Neither Agree nor Disagree	Moderate Agreement	Strong Agreement

EXAMPLE

<u>STATEMENT</u>	<u>ANSWER SHEET #1</u>				
A. Accepts the role of supervision as a specialized service which attempts to: 1: help a student teacher see beyond her present performance and seek improvement.	1	2	3	4	5

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGE →

ANSWER SHEET #1 for Section I.

Respondent No. _____
Form ST, CS & P

Key:	1	2	3	4	5
	Strong Dis- agreement	Moderate Dis- agreement	Neither Agree nor Disagree	Moderate Agreement	Strong Agreement

I believe in the guiding principle of supervision to this degree:

A.	1.	1	2	3	4	5	K.	34.	1	2	3	4	5	
	2.	1	2	3	4	5		35.	1	2	3	4	5	
	3.	1	2	3	4	5		36.	1	2	3	4	5	
	4.	1	2	3	4	5		L.	37.	1	2	3	4	5
B.	5.	1	2	3	4	5		38.	1	2	3	4	5	
	6.	1	2	3	4	5		M.	39.	1	2	3	4	5
	7.	1	2	3	4	5		40.	1	2	3	4	5	
C.	8.	1	2	3	4	5		41.	1	2	3	4	5	
	9.	1	2	3	4	5		42.	1	2	3	4	5	
	10.	1	2	3	4	5		N.	43.	1	2	3	4	5
	11.	1	2	3	4	5		44.	1	2	3	4	5	
D.	12.	1	2	3	4	5		45.	1	2	3	4	5	
	13.	1	2	3	4	5		46.	1	2	3	4	5	
	14.	1	2	3	4	5								
E.	15.	1	2	3	4	5								
	16.	1	2	3	4	5								
F.	17.	1	2	3	4	5								
	18.	1	2	3	4	5								
G.	19.	1	2	3	4	5								
	20.	1	2	3	4	5								
	21.	1	2	3	4	5								
H.	22.	1	2	3	4	5								
	23.	1	2	3	4	5								
	24.	1	2	3	4	5								
	25.	1	2	3	4	5								
I.	26.	1	2	3	4	5								
	27.	1	2	3	4	5								
	28.	1	2	3	4	5								
	29.	1	2	3	4	5								
	30.	1	2	3	4	5								
	31.	1	2	3	4	5								
J.	32.	1	2	3	4	5								
	33.	1	2	3	4	5								

SECTION I.

STATEMENTS OF BELIEFS REGARDING GUIDING PRINCIPLES OF SUPERVISION

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS OF BELIEFS REGARDING GUIDING PRINCIPLES OF SUPERVISION WHICH SERVE AS A BASIS FOR DETERMINING THE HOME ECONOMICS SUPERVISING TEACHER BEHAVIOR WHEN SHE CARRIES OUT HER PROFESSIONAL ROLE?

THE HOME ECONOMICS SUPERVISING TEACHER:

- A. Bases supervisory actions upon a set of guiding principles which:
1. provide her with a sense of direction.
 2. help to guide her efforts.
 3. serve as boundaries that keep her energies confined to the relevant activities.
 4. constitute a platform that serves as the basis for determining her behavior.
- B. Directs supervisory efforts toward the overall objective of the improvement of the quality of learning in the teaching-learning process for:
5. the high school student.
 6. the student teacher.
 7. herself.
- C. Believes that the total program of supervision is directed toward educational goals which:
8. help the student teacher to recognize and accept general educational aims.
 9. assist the student teacher to work consciously toward these purposes.
 10. offer leadership in the improvement of educational experiences for the student teacher.
 11. foster the development of leadership in the student teacher.
- D. Shows belief in the dignity and worth of the student teacher as an individual when she:
12. gives her freedom to explore her own particular strengths and weaknesses.
 13. provides her with opportunities to develop her maximum potential.
 14. helps her to utilize her abilities and special skills in solving problems in teaching-learning situations.
- E. Demonstrates a belief that every normal individual is capable of creative expression in some degree as she:
15. recognizes individual differences in student teachers and helps the student teacher to do the same with her students.

16. provides opportunities for individual expression of each student teacher.
- F. Understands that the local school organization and community situation furnish the setting for supervision which:
17. provide a natural environment for teaching by the student teacher.
 18. affect the type and quality of procedures used by the supervising teacher.
- G. Assumes the attitude that supervision is a cooperative endeavor which:
19. encourages participants in the teaching-learning process to take part in making decisions that affect them.
 20. seeks the active participation of student teachers, other teachers, administrators, and the college supervisor in learning activities of the program.
 21. shares the responsibility among supervisors, administrators, and student teachers in promoting learning of the student teacher and the high school student.
- H. Fosters conditions and climate for optimum growth of human relationships that:
22. promote mutual respect and support.
 23. facilitate communication of ideas among the group.
 24. allow independence and freedom for growth.
 25. result in improved group morale.
- I. Recognizes that planning is a complex process that requires the time, effort, and ability of the student teacher, supervising teacher, college supervisor, and administrators but that it is beneficial as it:
26. gives direction to the program.
 27. coordinates efforts toward goals.
 28. provides multiple suggestions as to means.
 29. presents opportunities for interactions of student teacher, supervising teacher, college supervisor, and administrators.
 30. provides for the personal and professional growth of those participating.
 31. clarifies the role responsibilities of individuals within the group.
- J. Employs an approach in supervisory procedures that is adaptable and adjustable to meet:
32. the developmental needs and individual differences of the student teachers and the high school students.
 33. the changing conditions in the particular teaching-learning situation.
- K. Reveals interest and pride in own professional growth as she becomes informed about the principles, purposes, content, organizational structure, and procedures of supervision as evidenced by:

34. a positive attitude that reflects her enthusiasm for teaching and supervising.
 35. an appreciation for the contribution that her supervisory service makes to the enrichment of the teacher education program
 36. participation in workshops, conferences, course work, and other in-service education.
- L. Accepts the belief that learning occurs as a totality rather than in isolated parts and assists the student teacher to:
37. unify the individual parts of the teaching-learning process into a whole.
 38. see the relationships between the parts and the whole as each facilitates the action of the other.
- M. Considers evaluation as an integral part of the supervisory program and not an independent process when it is:
39. participated in continuously by the student teacher and the supervising teachers.
 40. shared cooperatively by the student teacher and the supervising teachers.
 41. based on evidences acquired from many sources and situations.
 42. concerned with appraising the progress of the student teacher as well as the progress of the college supervisor and the supervising teacher.
- N. Strives to enhance the feeling of satisfaction of the student teacher in her teaching-learning experiences in a way that:
43. helps her to develop more confidence in herself.
 44. gives her a feeling of adequacy in handling her own problems.
 45. causes her to experience full realization of her own capabilities.
 46. increases her understanding and acceptance of herself.

Instruction for
ANSWER SHEET #2

Respondent No. _____
Form ST

STATEMENTS REGARDING ROLE BEHAVIOR OF THE
HOME ECONOMICS SUPERVISING TEACHER

Educators have different ideas about what they expect a home economics supervising teacher should do. Their views of individuals also often differ in what they perceive a home economics supervising teacher as actually doing.

Read through the statements given regarding the role behavior of the home economics supervising teacher and think to what extent you EXPECT that you should do the task in the manner described in each statement.

Next think to what extent you PERCEIVE that you actually do carry out the tasks in the manner described in each statement.

INSTRUCTIONS:

Indicate your responses to each statement in Column I by placing a CIRCLE around the NUMBER that best represents to what extent you think that you should do the task in the manner described.

In Column II indicate your responses to each statement by CIRCLING the NUMBER that best represents to what extent you perceive that you actually do carry out the tasks in the manner described.

Each number in the key refers to what extent you expect that you should act in the manner described, and to what extent you perceive that you actually do act in the manner described.

By circling (1) you would indicate little or none; (2) a slight amount; (3) a moderate amount; (4) more than average; (5) a great deal.

1	2	3	4	5
Little or none	A Slight amount	A Moderate amount	More than average	A Great deal

EXAMPLE

<u>STATEMENT</u>	<u>ANSWER SHEET #2</u>	
	Column I I expect that I <u>should</u>	Column II I perceive that I <u>actually do</u>
1. Prepare the homemaking classes for the coming of the student teacher by explaining the purposes of the student teaching experiences.	1 2 3 4 5	1 2 3 4 5

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGES

Instructions for
ANSWER SHEET #2

Respondent No. _____
Form College Supervisor & Principal

STATEMENTS REGARDING ROLE BEHAVIOR OF THE
HOME ECONOMICS SUPERVISING TEACHER

Educators have different ideas about what they expect a home economics supervising teacher should do. Their views of individuals also often differ in what they perceive a home economics supervising teacher as actually doing.

Read through the statements given regarding the role behaviors of the home economics supervising teacher and think about the extent to which you EXPECT she should do the task in the manner described in each statement.

Next think about the extent to which you PERCEIVE that the home economics supervising teacher actually does carry out the tasks in the manner described in each statement.

INSTRUCTIONS:

You are asked to indicate your responses to each statement in Column I by placing a CIRCLE around the NUMBER that best represents the extent to which you think the home economics supervising teacher in your school system should do the task in the manner described.

In Column II please indicate your responses to each statement by CIRCLING the NUMBER that best represents the extent to which you perceive that the home economics supervising teacher in your school system actually does carry out the tasks in the manner described.

Each number in each column refers to the extent to which you expect the particular home economics supervising teacher should act in the manner described, and the extent to which you perceive that the particular home economics supervising teacher actually does act in the manner described.

By circling (1) you would indicate little or none; (2) a slight amount; (3) a moderate amount; (4) more than average; (5) a great deal.

1	2	3	4	5
Little or none	A Slight amount	A Moderate amount	More than average	A Great deal

STATEMENT	EXAMPLE	
	ANSWER SHEET #2 Column I	ANSWER SHEET #2 Column II
1. Prepare the homemaking classes for the coming of the student teacher by explaining the purposes of the student teaching experiences.	I <u>expect</u> that the Home Economics Supervising teacher <u>should</u>	I <u>perceive</u> that the Home Economics Supervising teacher <u>actually does</u>
	1 2 3 (4) 5	1 2 (3) 4 5

NOW TURN THE PAGES AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGES

SECTION II.STATEMENTS REGARDING ROLE BEHAVIOR OF THE HOME ECONOMICS SUPERVISING
TEACHER WHEN CARRYING OUT THE GENERAL FUNCTIONS OF SUPERVISION

1. IN PLANNING FOR THE STIMULATION OF CREATIVE EFFORTS AND THE EMERGENCE OF LEADERSHIP IN THE STUDENT TEACHER AND IN EXERTING SUPERVISORY LEADERSHIP HERSELF, THE SUPERVISING TEACHER SHOULD AND ACTUALLY DOES ---
-
47. Assume initiative for organizing the home economics program so that the learning-teaching process is the focus of the efforts of the group involved.
 48. Express attitudes that are consistent with the set of beliefs which she is practicing.
 49. Comprehend the depth and breadth of the responsibility of supervision and conceive of it as both a whole and a composition of many parts.
 50. Get real satisfaction from being of service, from being recognized as competent, and from being a pleasant colleague, and a growing person in the dual role of teacher-educator and classroom teacher.
 51. Discuss with the administrators, other teachers, and the college supervisor ways that each can help to provide experience for the total growth of the student teacher.
 52. Take responsibility for planning the organizational framework and operational procedures for the home economics program and for fitting the framework to the needs and goals of the high school student, the student teacher, and the changing conditions.
 53. Emphasize the human element in all relationships so that the student teacher experiences feelings of worth.
 54. Focus the attention of the student teacher, administrator, college supervisor, and her own self on the continuous use of appraisal processes to analyze the effectiveness of practices for improvement in the quality of leadership and instruction.
 55. Stimulate latent talents in the student teacher by providing opportunities for their release and development.
 56. Inform the student teacher about the philosophy, policies, and procedures followed in the school and community.
 57. Accept the responsibility of helping the student teacher to develop competence in teaching.
 58. Create an atmosphere that is conducive for the student teacher to do her own thinking and develop her own skills.
 59. Try out new ways of working with the individual student teacher as different needs and situations arise.
 60. Derive satisfaction from observing the professional growth and development of the student teacher she is supervising.

2. IN COORDINATING HUMAN AND MATERIAL RESOURCES AND EFFORTS OF PERSONNEL TOWARD THE IMPROVEMENT OF THE QUALITY OF LEARNING AND TEACHING, THE SUPERVISING TEACHER SHOULD AND ACTUALLY DOES ---

Statements

61. Help the student teacher to keep and interpret records of pupil development and progress.
62. Help the student teacher to feel that she is a part of the group of teachers by including her in social conversations, faculty meetings, and informal get-togethers.
63. Encourage the student teacher to discover and use different teaching techniques and to see new potentialities in the situation.
64. Arrange weekly scheduled conferences with the student teacher for the purpose of appraising her work as a teacher, considering with her the plans for the following week.
65. Encourage the student teacher to practice democracy in classroom teaching, organization, and management.
66. Coordinate instruction in the department between the student teacher and the regular classroom teacher and between the local school system and educational institution.
67. Suggest that the student teacher observe different levels of home-making classes studying different subject matter areas so that she can integrate daily lessons with sequential units of the curriculum.
68. Suggest that the student teacher utilize school and community resources and family customs in teaching classes and in holding conferences with individual pupils.
69. Make a time schedule that is flexible and can be adjusted for conferences and appointments and help the student teacher to do the same.
70. Use her knowledge and her beliefs about supervision as guides in locating and coordinating human and material resources.
71. Help the student teacher to formulate generalizations from relevant facts regarding teaching and learning.
72. Help the student teacher to become more self-assured in her teaching of classes by praising her efforts.
73. Balance the values of her professional work with those of her personal work to avoid strain and unequal devotion to either one.
74. Provide opportunities for the student teacher to share duties in maintenance of the department.

3. IN MAKING HER PROFESSIONAL EXPERIENCES, TRAINING, KNOWLEDGE AND SKILLS AVAILABLE AS A RESOURCE AND IN OFFERING HER SUPERVISORY SERVICE AS AIDS TO THE STUDENT TEACHER IN PROBLEM-SOLVING, THE SUPERVISING TEACHER SHOULD AND ACTUALLY DOES ---

Statements

75. Assume an experimental attitude that is receptive to change and progress and encourage a similar attitude in the student teacher.
76. Help the student teacher to identify and provide for individual differences among class members.
77. Assume the attitude that supervision gives both the student teacher and the supervising teacher an opportunity for professional learning.
78. Assist the student teacher to make revisions as she gains proficiency and skill in developing and implementing lesson plans.
79. Guide the student teacher to consider many aspects of a problem situation before making decisions.
80. Aid the student teacher to understand the place of homemaking education as a part of the total secondary school by visiting other classes in the school.
81. Give the student teacher the encouragement, reassurance, and support that she needs as a learner.
82. Observe teaching and classroom activities of the student teacher for the purpose of making suggestions for improvement of the student teacher.
83. Assist the student teacher with scoring the written and laboratory class work of the pupils.
84. Give the student teacher freedom to make some decisions yet giving help if requested without being intrusive.
85. Provide opportunities for the student teacher to observe and participate in extra-class activities such as F.H.A., P.T.A., Adult Classes, faculty meetings, and other school sponsored activities.
86. Assist as needed with conducting classes of the student teacher and on occasion teach the classes while the student teacher observes or assists.
87. Share the classroom experiences willingly with the student teacher and give her complete responsibility for a period of time.
88. Depend upon her own professional knowledge, skills, and experience for resources as she helps the student teacher to make decisions, solve problems, and resolve issues that arise in the school.

4. IN EVALUATING THE PROGRESS OF THE STUDENT TEACHER IN THE TEACHING-LEARNING SITUATION AND IN ASSESSING HER OWN SUPERVISORY EFFORTS, THE SUPERVISING TEACHER SHOULD AND ACTUALLY DOES ---

Statements

89. Discuss the results from evaluation with the college supervisor and student teacher for the purpose of improving teaching-learning and supervising.
90. Accept the student teacher as a growing professional person whose growth and development is appraised in a variety of ways.
91. Check own feelings to see that she makes it possible for the student teacher to receive the affection of the students realizing that the transfer of affection is temporary.
92. Emphasize the successful aspects of the work of the student teacher by praising her efforts.
93. Reallocate responsibilities as the student teacher assumes more tasks on the basis of interest and ability.
94. Appraise the effects of her supervision upon the progressive development of the student teacher.
95. Spend the time and effort necessary in listening and discussing questions asked by the student teacher about the total program.
96. Explain the scoring system used in the local school to the student teacher and help her to apply it in her classes.
97. Guide the student teacher to provide time and opportunity for pupils to engage in creative work.
98. Make constructive suggestions to the student teacher regarding her unit plans, her daily lesson plans, and her teaching before and after each lesson is taught.
99. Help the student teacher use evaluation of teaching-learning situations as guides in further planning for the enrichment of her teaching.
100. Make an objective evaluation of the student teacher based upon factual data and observation after the student teacher completes her student teaching.
101. Check an objective self-rating sheet with the student teacher to discover the student teacher's strength and weaknesses so she may continue to grow.
102. Hold regular conferences with the student teacher for the purpose of appraising the student teacher and her work and for making suggestions for strengthening her as a teacher.

Respondent No. _____
 Form (Home Economics
 Supervising Teacher)

SECTION III. Background Information Sheet

The following information is needed to classify the responses. No information will ever be used by any person or group other than the research worker.

103. What is your age range? (Please check only one) 21-30 yrs. _____
 31-40 yrs. _____
 41-50 yrs. _____
 over 50 yrs. _____
104. What is the highest degree that you presently hold? Bachelors _____
 Masters _____
 Doctors _____
105. How many semester hours have you completed beyond that degree? 0-5 hrs. _____
 6-20 hrs. _____
 21-40 hrs. _____
 over 40 hrs. _____
106. How many years teaching experience have you had? 1-5 yrs. _____
 6-15 yrs. _____
 16-20 yrs. _____
 over 25 yrs. _____
107. How many years have you been a supervisor of student teachers? 1-5 yrs. _____
 6-10 yrs. _____
 11-20 yrs. _____
 over 20 yrs. _____
108. How many years have you taught in this school? 1-5 yrs. _____
 6-10 yrs. _____
 11-20 yrs. _____
 over 20 yrs. _____
109. How many years has this school had home economics student teachers? 1-5 yrs. _____
 6-10 yrs. _____
 11-20 yrs. _____
 over 20 yrs. _____
110. Have you had a graduate course in supervision of student teachers? yes _____
 no _____

111. What is the size of the high school enrollment where
you are employed? Under 99 students _____
100-199 students _____
200-399 students _____
400-599 students _____
over 600 students _____
112. What is the size of the town or city where the
high school is located? Under 500 population _____
500-1000 population _____
1000-2000 population _____
2000-5000 population _____
5000-8000 population _____
8000-10,000 population _____
over 10,000 population _____

Respondent No. _____
Form (Principal)

SECTION III. Background Information Sheet

The following information is needed to classify the responses. No information will ever be used by any person or group other than the research worker.

103. What is your age range? (Please check only one)
- 21-30 yrs. _____
31-40 yrs. _____
41-50 yrs. _____
over 50 yrs. _____
104. What is the highest degree that you presently hold?
- Bachelors _____
Masters _____
Doctors _____
105. How many semester hours have you completed beyond that degree?
- 0-5 hrs. _____
6-20 hrs. _____
21-40 hrs. _____
over 40 hrs. _____
106. How many years teaching experience have you had?
- 1-5 yrs. _____
6-15 yrs. _____
16-25 yrs. _____
over 25 yrs. _____
107. How many years have you been a principal of a junior or senior high school?
- 1-5 yrs. _____
6-10 yrs. _____
11-20 yrs. _____
over 20 yrs. _____
108. How many years have you been principal in this school?
- 1-5 yrs. _____
6-10 yrs. _____
11-20 yrs. _____
over 20 yrs. _____
109. How many years has this school had home economics student teachers?
- 1-5 yrs. _____
6-10 yrs. _____
11-20 yrs. _____
over 20 yrs. _____
110. Have you had an administrative course in supervision? yes _____
no _____

111. What is the size of the high school enrollment where you
are employed?

Under 99 students _____
100-199 students _____
200-399 students _____
400-599 students _____
over 600 students _____

112. What is the size of the town or city where the high
school is located?

Under 500 population _____
500-1000 population _____
1000-2000 population _____
2000-5000 population _____
5000-8000 population _____
8000-10,000 population _____
over 10,000 population _____

Respondent No. _____
 Form (College Supervisor)

SECTION III. Background Information Sheet

The following information is needed to classify the responses. No information will ever be used by any person or group other than the research worker.

103. What is your age range? (Please check only one)
- | | |
|--------------|-------|
| 21-30 yrs. | _____ |
| 31-40 yrs. | _____ |
| 41-50 yrs. | _____ |
| over 50 yrs. | _____ |
104. What is the highest degree that you presently hold?
- | | |
|-----------|-------|
| Bachelors | _____ |
| Masters | _____ |
| Doctors | _____ |
105. How many semester hours have you completed beyond that degree?
- | | |
|--------------|-------|
| 0-5 hrs. | _____ |
| 6-20 hrs. | _____ |
| 21-40 hrs. | _____ |
| over 40 hrs. | _____ |
106. How many years teaching experience have you had?
- | | |
|--------------|-------|
| 1-5 yrs. | _____ |
| 6-15 yrs. | _____ |
| 16-25 yrs. | _____ |
| over 25 yrs. | _____ |
107. How many years have you been a college supervisor of student teachers?
- | | |
|--------------|-------|
| 1-5 yrs. | _____ |
| 6-10 yrs. | _____ |
| 11-20 yrs. | _____ |
| over 20 yrs. | _____ |
108. How many years have you been a supervisor with this college or university?
- | | |
|--------------|-------|
| 1-5 yrs. | _____ |
| 6-10 yrs. | _____ |
| 11-20 yrs. | _____ |
| over 20 yrs. | _____ |
109. How many years has this college or university had off-campus home economics student teaching centers?
- | | |
|--------------|-------|
| 1-5 yrs. | _____ |
| 6-10 yrs. | _____ |
| 11-20 yrs. | _____ |
| over 20 yrs. | _____ |
110. Have you had a graduate course in supervision?
- | | |
|-----|-------|
| yes | _____ |
| no | _____ |

111. What is the size of the college or university enrollment where you are employed?

Under 500 students	_____
500-1500 students	_____
1500-2500 students	_____
2500-3500 students	_____
3500-4500 students	_____
4500-5000 students	_____
5000-10,000 students	_____
10,000-15,000 students	_____
15,000-20,000 students	_____

APPENDIX C

TWO-WAY CLASSIFICATION TABLE FOR
STATEMENTS OF ROLE BEHAVIOR

TWO-WAY CLASSIFICATION TABLE FOR STATEMENTS OF ROLE BEHAVIOR

State- ment No.	PRINCIPLES	FUNCTIONS			TOTAL	
	Content	Leadership Statement #	Coordination Statement #	Resource & Service Statement #	Evaluation Statement #	Total
A.	Purpose of a set of guiding principles of supervision	48	70	88	90	4
B.	Overall objective of supervision . .	47	66	79	102	4
C.	Total program directed toward educational goals . .	57	71	82	101	4
D.	Belief in dignity and worth of the individual . . .	53	65	87	91	4
E.	Belief that every normal individual capable of creative expression	55	63	76	97	4
F.	Local school and community situations furnishes setting for supervision	56	68	85	96	4
G.	Supervision is a co-operative endeavor . . .	51	74	86	89	4
H.	Conditions and climate for optimum growth of human relationships . . .	58	62	84	99	4
I.	Planning is a complex but beneficial process	52	64	78	98	4
J.	Need for adaptable and adjustable approach and procedures in supervision . .	59	69	75	93	4
K.	Professional Growth through knowledge of supervisory program . .	50	73	77	94	4
L.	Belief that learning occurs as a totality and need for integration	49	67	80	95	4
M.	Evaluation is an integral part of the supervisory program . . .	54	61	83	100	4
N.	Belief in enhancing the feeling of satisfaction . . .	60	72	81	92	5
14	Sub-Total	14	14	14	14	56

APPENDIX D

RESPONDENTS ACTUALLY PARTICIPATING
FROM EACH OF THE CENTERS

RESPONDENTS ACTUALLY PARTICIPATING FROM EACH OF THE CENTERS

State	Type of Institution	Number of H.Ec. Supv. Teachers	Number of College Supv.	Number of H.S. Prin- cipals
A	State Teacher's College	1	1	1
	Land-Grant College	0	1	0
	State Teacher's College	1	1	1
	Combined Land-Grant and State University	2	2	0
B	State Teacher's College	0	1	0
	Land-Grant University	2	2	1
	State University	0	1	0
	State College	0	1	0
C	State College	2	2	1
	State College	0	1	0
	State Teacher's College	1	1	1
	State College	1	1	1
D	Land-Grant University	1	1	1
E	State University	1	1	1
	Land-Grant University	3	4	2
	Land-Grant University	1	0	0
F	Technological College	1	3	2
	State University	2	2	2
	State Teacher's College	1	1	0
	State College	1	1	1
	Land-Grant University	1	0	0
Totals 6	21	22	28	15
				65

APPENDIX E

BASIC DATA TABLES

1. GROUP MEAN SCORES FOR OPINIONS REGARDING
GUIDING PRINCIPLES OF SUPERVISION --
(SECTION I)

GROUP MEAN SCORES FOR OPINIONS REGARDING GUIDING PRINCIPLES OF SUPERVISION - SECTION I

STATEMENTS OF BELIEFS REGARDING GUIDING PRINCIPLES OF SUPERVISION	College Supervisors n=28	Principals n=15	Supervising Teachers n=22
THE HOME ECONOMICS SUPERVISING TEACHER:			
A. Bases actions upon principles...which:			
1. provide direction.	4.50	4.33	4.36
2. guide efforts.	4.64	4.46	4.40
3. serve as boundaries.	3.42	3.86	3.54
4. constitute a platform.	4.14	3.00	3.50
B. Directs supervisory efforts...for:			
5. high school student.	4.92	4.20	4.81
6. student teacher.	4.82	4.13	4.45
7. herself.	4.10	4.00	4.18
C. Believes supervision directed toward goals...which:			
8. help student teacher recognize educational aims..	4.42	3.93	4.36
9. assist student teacher toward these purposes.	4.67	3.86	4.40
10. offer leadership for student teacher.	4.67	4.40	4.63
11. foster leadership in student teacher.	4.71	4.40	4.59
D. Shows belief in the individual...when she:			
12. gives her freedom to explore.	4.82	3.86	4.59
13. provides her with opportunities to develop.	4.82	4.33	4.68
14. helps her to utilize her abilities.	4.96	4.26	4.68
E. Demonstrates belief in creative expression...as she:			
15. recognizes individual differences in student teachers.	4.96	4.13	4.77
16. provides opportunities for individual expression.	4.85	4.00	4.72
F. Understands community furnishes setting for supervision...which:			
17. provide natural environment for teaching.	4.71	4.26	4.40
18. affect procedures used by supervising teacher.	4.03	4.13	3.86
G. Assumes...supervision is a cooperative endeavor which:			
19. encourages participants to take part in decisions that affect them.	4.96	4.06	4.54
20. seeks active participation of all personnel.	4.67	3.73	4.50
21. shares responsibilities among personnel.	4.17	3.80	4.77
H. Fosters conditions for growth of human relationships...that:			
22. promote mutual respect	4.96	4.06	4.72
23. facilitate communication.	4.92	4.13	4.54
24. allow independence.	4.92	3.93	4.54
25. improve group morale.	4.78	3.86	4.36
I. Recognizes that planning is complex but beneficial... as it:			
26. gives direction.	4.89	4.26	4.59
27. coordinates efforts.	4.89	4.33	4.72
28. provides multiple suggestions.	4.71	3.80	4.36
29. presents opportunities for interactions.	4.82	3.86	4.36
30. provides for personal and professional growth.	4.92	4.20	4.63
31. clarifies role responsibilities of individuals.	4.85	3.93	4.31
J. Employs procedures adaptable...to meet:			
32. developmental needs and individual differences.	4.89	4.13	4.45
33. changing conditions.	4.85	3.93	4.59
K. Reveals professional growth...as evidenced by:			
34. a positive attitude.	4.92	4.13	4.63
35. an appreciation for her contribution to the program.	4.75	4.06	4.36
36. participation in in-service education.	4.85	4.26	4.31
L. Accepts belief that learning occurs as a totality... and assists student teachers to:			
37. unify parts into a whole.	4.89	4.13	4.40
38. see relationships between parts and the whole.	4.92	4.06	4.63
M. Considers evaluation an integral part of program...when it is:			
39. participated in continuously.	4.92	4.33	4.63
40. shared cooperatively.	4.89	4.20	4.63
41. based on evidences from many sources.	4.96	3.73	4.45
42. concerned with appraising progress of all the personnel.	4.46	3.66	4.40
N. Strives to enhance satisfaction of student teacher... in a way that:			
43. helps her develop more confidence.	5.00	4.40	4.72
44. gives her a feeling of adequacy.	4.96	4.33	4.63
45. causes her realization of her own capabilities.	4.67	4.06	4.63
46. increases her own self-understanding.	5.00	4.13	4.54

APPENDIX E

BASIC DATA TABLES

2. GROUP MEAN SCORES FOR COGNITIONS OF TEACHER
BEHAVIORS CLASSIFIED UNDER THE GENERAL
FUNCTIONS OF SUPERVISION --
(SECTION II)

GROUP MEAN SCORES FOR COGNITIONS OF TEACHER BEHAVIORS CLASSIFIED UNDER THE GENERAL FUNCTIONS OF SUPERVISION - SECTION II

STATEMENTS REGARDING ROLE BEHAVIOR OF THE HOME ECONOMICS SUPERVISING TEACHER WHEN CARRYING OUT THE GENERAL FUNCTIONS OF SUPERVISION	College Supervisors n=28		Principals n=15		Supervising Teachers n=22	
	Role Expectations	Role Perceptions	Role Expectations	Role Perceptions	Role Expectations	Role Perceptions
47. Assume initiative for organizing home economics program.	4.78	4.03	4.33	4.26	4.50	4.00
48. Express attitudes consistent with beliefs practiced.	4.67	4.00	4.73	4.20	4.22	3.95
49. Comprehend supervision as both a whole and many parts.	4.71	3.64	4.66	4.06	4.31	3.77
50. Get real satisfaction from dual role.	4.71	4.28	4.60	4.00	4.72	4.22
51. Discuss ways to provide for total growth of the student teacher.	4.57	3.57	4.20	3.26	4.36	3.72
52. Take responsibility for planning program to meet needs and changes.	4.85	4.00	4.46	4.13	4.50	4.09
53. Emphasize human element so the student teacher experiences feelings of worth.	4.92	4.28	4.66	3.93	4.54	4.09
54. Focus attention on continuous appraisal processes.	4.78	3.46	4.46	3.40	4.18	3.50
55. Stimulate latent talents in student teacher.	4.60	3.60	4.20	3.73	4.18	3.50
56. Inform student teacher about school policies.	4.85	4.32	4.53	3.66	4.72	4.36
57. Accept responsibility for student teacher developing competence in teaching.	4.85	4.14	4.66	4.46	4.50	4.18
58. Create atmosphere conducive to thinking.	4.89	4.10	4.73	3.80	4.36	4.00
59. Try out new ways of working with student teacher.	4.64	3.46	4.66	3.73	4.50	3.90
60. Derive satisfaction from professional growth of student teacher.	4.85	4.35	4.53	4.00	4.68	4.36
61. Help student teacher keep and interpret pupil records.	4.50	3.35	4.40	3.73	4.18	3.50
62. Help student teacher feel she is part of group.	4.78	4.35	4.60	4.60	4.81	4.63
63. Encourage student teacher to use different teaching techniques.	4.89	3.67	4.73	3.80	4.59	4.09
64. Arrange scheduled conferences for appraising work of student teacher.	4.96	4.10	4.46	3.80	4.68	4.31
65. Encourage student teacher to practice democracy.	4.96	3.82	4.46	3.93	4.59	4.09
66. Coordinate instruction in the department.	4.50	3.78	4.40	3.60	4.18	3.81
67. Suggest student teacher observe different home-making classes.	4.71	3.75	4.40	3.60	4.36	4.00
68. Suggest student teacher utilize community resources.	4.82	3.82	4.26	3.13	4.36	4.00
69. Make a flexible time schedule.	4.78	4.00	4.33	3.66	4.27	3.95
70. Use her knowledge as resource.	4.64	3.82	4.53	3.73	4.18	3.81
71. Help student teacher formulate generalizations.	4.62	3.35	4.33	3.53	4.13	3.63
72. Help student teacher by praising her efforts.	4.31	4.00	4.40	3.66	4.45	4.22
73. Balance professional work and personal work.	4.37	4.00	4.33	3.53	3.95	3.68
74. Provide opportunities for student teacher to share maintenance of department.	4.58	4.07	4.20	3.40	4.45	4.04
75. Assume an experimental attitude.	4.82	3.71	4.60	3.66	4.36	3.86
76. Help student teacher provide for individual differences.	4.82	3.92	4.73	3.86	4.36	4.13
77. Assume supervision provides professional learning.	4.89	3.82	4.46	3.93	4.45	4.13
78. Assist student teacher to make revisions in lesson plans.	4.60	3.75	4.60	3.53	4.50	4.04
79. Guide student teacher to consider many aspects of situation.	4.78	3.60	4.73	3.26	4.22	3.77
80. Aid student teacher to see place of homemaking in total school.	4.25	2.96	4.06	2.13	3.77	3.09
81. Give student teacher support and encouragement.	4.78	4.25	4.53	4.00	4.68	4.22
82. Observe teaching of student teacher.	4.85	4.03	4.53	4.06	4.40	3.95
83. Assist student teacher with scoring of class work.	4.42	3.50	4.46	3.60	4.18	3.54
84. Give student teacher freedom to make decisions.	4.82	4.28	4.46	4.00	4.40	3.95
85. Provide opportunities for participation in extra-class activities.	4.82	4.39	4.73	4.20	4.77	4.36
86. Assist as needed with classes.	4.32	3.71	4.73	3.93	4.04	3.63
87. Share experiences and give complete responsibility for a period of time.	4.82	4.53	4.60	4.33	4.54	4.36
88. Depend upon own professional knowledge and experience for resources.	4.46	4.35	4.33	3.66	4.40	3.95
89. Discuss evaluation results with college supervisor and student teacher.	4.89	4.03	4.46	3.73	4.18	3.72
90. Accept student teacher as a professional person.	4.92	4.21	4.40	3.93	4.63	4.18
91. Check own feelings for transfer of affection.	4.75	4.39	4.20	3.73	4.63	4.31
92. Emphasize the successful work of student teacher.	4.67	4.39	4.53	3.60	4.59	4.27
93. Reallocate responsibilities to student teacher.	4.85	4.14	4.46	3.73	4.40	4.09
94. Appraise her own supervision.	4.64	3.71	4.33	3.60	4.36	3.63
95. Spend time listening and discussing questions asked by student teacher.	4.71	4.39	4.60	4.13	4.50	4.31
96. Explain scoring system and help student teacher to use it.	4.85	4.60	4.66	4.46	4.54	4.18
97. Guide student teacher to provide opportunities for creative work.	4.67	3.64	4.73	3.80	4.18	3.77
98. Make constructive suggestions for lesson plans.	4.71	3.85	4.60	3.86	4.50	3.90
99. Help student teacher use evaluation results in planning.	4.96	3.92	4.60	3.60	4.45	3.90
100. Make objective evaluation of the student teacher.	4.85	4.07	4.46	4.26	4.40	4.04
101. Check rating sheet with the student teacher.	4.92	4.07	4.33	3.06	4.40	3.81
102. Hold regular evaluation conferences with student teacher.	4.82	3.89	4.73	4.00	4.40	4.09

VITA

Thelma Hamilton Leonard

Candidate for the Degree of

Doctor of Education

Thesis: ROLE EXPECTATIONS AND PERCEPTIONS FOR THE HOME ECONOMICS SUPERVISING TEACHER

Major Field: Home Economics Education

Biographical:

Personal Data: Born near Fort Cobb, Oklahoma, December 28, 1917, the twin daughter of Joseph W. and Bertha A. Hamilton.

Education: Graduated from Fort Cobb High School, Fort Cobb, Oklahoma, in 1936; received the Bachelor of Science degree from Oklahoma State University with a major in Home Economics Education, in June, 1940; received the Master of Science degree from Oklahoma State University, with a major in Home Economics Education, in July, 1948; studied at Iowa State University during the summers of 1960 and 1961; completed requirements for the Doctor of Education degree, with a major in Home Economics Education in August, 1965.

Professional Experience: Taught Vocational Home Economics in Nelagoney, Elmore City, Geary, and Blackwell, Oklahoma, 1940-1947 and 1951-1952; taught General Home Economics, Ralston, Oklahoma, 1950-1951; was graduate assistant in Home Economics Education, Oklahoma State University, 1947-1948, Spring Semesters 1964, 1965, and Fall Semester 1964; was Instructor in Home Economics Education, Oklahoma State University, 1948-1950; was Instructor - Dietitian in Home Economics, Fort Hays Kansas State College, Hays, Kansas, 1952-1959; was Assistant Professor in Home Economics Education, Iowa State University, Ames, Iowa, 1959-1962.

Professional Organizations: American Home Economics Association, Oklahoma, Kansas, and Iowa Home Economics Association; American Vocational Association, Oklahoma and Iowa Vocational Association; Home Economics Alumni Association of the Oklahoma State University; American Association of University Women; Business and Professional Women; Oklahoma Council of Family Relations; Kappa Delta Pi, Kappa Kappa Iota, Kappa Omicron Phi, Phi Upsilon Omicron, and Omicron Nu.