

CASE STUDIES OF FOUR HOME ECONOMICS STUDENT
TEACHERS, WITH IMPLICATIONS FOR
SUPERVISION IN PAKISTAN

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CHAPTER I

DESCRIPTION OF THE PROBLEM

The present study is an attempt to discover practices of working with Home Economics student teachers in Pakistan, which will contribute to their professional training. The educational material and methods now practiced in Pakistan for guiding student teachers are those which are used in other countries.

These methods, developed by educators in other countries, are designed to suit their own individual requirements, and depend upon the economic and cultural backgrounds, and on the quality of those who plan to become teachers. Because conditions in Pakistan differ from the conditions of the countries whose systems and methods are followed, it is required that practices to suit the level of Pakistani students and to meet their requirements be developed. The importance of having methods to suit the requirements of Pakistan is reflected in the report of the Commission on National Education of Pakistan which emphasized repeatedly that "the stress throughout should be on encouraging the student teachers to think in terms of the Pakistani child, and of subject-matter related to our national education."¹

¹Report of the Commission on National Education of Pakistan (Karachi, 1959), pp. 261-262.

Lacking a proper educational set-up, there are practically no trained college supervisors in Pakistan. In trying to set up an educational system the obvious need of college supervisors has been felt because trained college supervisors are the first essential for developing any teacher education program.

Training of college supervisors has been and remains a problem in Pakistan. This has been largely due to the absence of suitable methods and materials of instruction. When Pakistan achieved its independence in 1947, the importance of educating people at all levels was quickly recognized. In order to produce capable leaders and an educated people it became evident that an educational system should be provided, which could match local resources and intellectual levels. Thus, the provision of suitable teachers and their training has become a matter of national importance.

The purposes of the college supervisor in Pakistan are similar to those of college supervisors in the United States. Hanne J. Hicks stated that:

the primary purpose of supervision presumably always has been to improve the teaching-learning process either directly or indirectly. Modern developments in education have been accompanied by corresponding changes in our concepts of what constitutes fruitful supervisory procedures.²

The relationship between the supervisors and the student teacher today is not very cordial in Pakistan. In the system as it exists

²Hanne J. Hicks, Educational Supervision in Principle and Practice, (New York, 1960), p. 3.

today, supervisors do not take personal interest in every student teacher. Plans and programs are outlined giving little or no consideration to the ability and competence of student teachers which may call for certain modifications in the program.

The criteria in evaluating the student teachers' progress and effectiveness under the present system is usually the completion of a set program rather than how it was accomplished. In a situation like this, student teachers, who find their supervisors concerned mostly with how much is done, seldom feel encouraged to take their individual problems to the supervisors or to take any initiative, which may deviate from the normal. Since personal contacts, or at least intimate contacts, between the supervisor and the student teachers, is almost absent, supervisors' inspections are rarely welcome. The visits are usually critical and more of an authoritative nature.

Such a situation narrows down the outlook of future teachers to conformity and develops a lack of initiative. It is therefore essential to change the present situation, so that the staff of training institutions "think beyond the content of curriculum to be covered and concern themselves also with what attitudes are being developed in students."³

The extent to which teachers can assume the responsibilities of guiding students in the development of attitudes are affected by such factors as their family background, educational background, and their relationship with people. The writer believes that the Pakistanis trained as college supervisors of student teachers can effectively assume and carry out such leadership responsibilities.

³Ibid., pp. 261-262.

Reasons for Selecting the Problem

The selection of this problem for study was influenced by the following reasons:

1. There have been few studies made in Pakistan concerned with college supervisory practices that lead toward improved relationship between the college supervisor, supervising teacher and school administrator.
2. There has been a great need to discover practices of working with student teachers, that will provide interest and enjoyment in teaching, thus encouraging more women in Pakistan to choose a career of teaching home economics, especially in the secondary schools.
3. As a college teacher, the writer recognizes the need for working more intensively with supervising teachers and student teachers, as a means to improving leadership in student teachers and hopes that this study will contribute to the further development of college supervisors of Home Economics in Pakistan.
4. To learn methods of evaluating student teachers which can later be used as a basis for similar studies in Pakistan.

Statement of the Hypothesis

The hypothesis of this study is that a study of a selected group of four student teachers at Oklahoma State University will make the following possible:

1. The identification of a positive relationship between the personal and family backgrounds of student teachers and their interrelationship with pupils.
2. The determination of the relationship between the academic, personal, and family backgrounds of student teachers and the guidance needed from the supervisor.
3. The identification of the influence that the preparation of student teachers on the campus, has upon their ability to adjust to actual student teaching situations.

This study was planned with the following underlying assumptions:

1. The method and techniques of Home Economics Education used at Oklahoma State University may have implications for the Home Economics Teacher Education Program in Pakistan.
2. The case study method may reveal evidence to indicate differences in the backgrounds of student teachers and their approaches towards teaching.

Definition of Terms

For the purpose of the study the following terminology was used:

1. A College Supervisor is: "a staff member of the college or university who regularly visits or observes student teachers."⁴
2. A Supervising Teacher is: "an experienced teacher employed in the local school system to work with high school students, and to supervise college students during their student teaching experience."⁵

⁴Carter V. Good, Dictionary of Education (New York, 1959), p. 54.

⁵Ibid., p. 539.

3. A Student Teacher is: "a college student who is acquiring practical teaching experiences and skills under the guidance of a supervising teacher or a qualified person."⁶
4. Student Teaching is a term used to mean "observation, participation and actual teaching done by a student--preparing for teaching under the direction of a supervising teacher."⁷
5. A Principal is: a presiding or a chief executive officer of a college. (as used in Pakistan)

Procedure

The problem of this investigation was identified from the review of literature concerned with the role of the college supervisor. The writer's interest is in the total home economics teacher education program in Pakistan.

The data of this study was collected by selecting four Home Economics Education student teachers, at random, from the group who did their student teaching in the fall of 1962, at Oklahoma State University.

The records from the school files were consulted to note the differences in the students personal, educational and academic records. Each student teacher was interviewed individually, and the interview was taped for future references. The interview schedule was arranged to suit the convenience of the students.

Interview questions were developed to relate further details on personal and family backgrounds of the four interviewees.

⁶Ibid., p. 412.

⁷Ibid., p. 530.

The student teachers were observed in their teacher education classes, in which they gave demonstrations, reported on pre-planning and the choice of resource material for their student teaching. Student teachers were accompanied to the student teaching center by the college supervisor and the writer. This visit was arranged a few weeks before the student teachers actually began teaching classes at the center, so that they would be able to see in advance the people with whom they would be working and where they would be established. Observing them in the pre-preparation class at the campus and accompanying them to the teaching center was undertaken, firstly, to note their feelings and reactions in new situations, and, secondly, to observe how they made adjustments.

They were also observed in classes three times during the six week student teaching period. This observation was mainly to observe:

1. The relationship between the student teacher and her students.
2. The relationship between the student teacher, the supervising teacher, and the college supervisor.
3. The growth and understanding on the part of the student teacher herself in gaining self confidence and understanding of the students and the school program.
4. Improvements made in her teaching under the guidance, of the supervising teacher and the personal day to day experiences of the student teachers.

On the last visit to the center the supervising teachers were interviewed to gain further evidences of the evaluation of student teachers. The interview included questions on the student teachers' progress, their interests, individual initiative, personal guidance,

and ability to work. A member of the teacher education staff was interviewed, upon the return of the student teachers from the center. This interview was to get her views on changes in the student teachers during the period prior to and following student teaching.

Limitation of Study

The study is limited to what can be obtained by the case study method. The author contends, therefore, that the findings are applicable only to the home economics education supervisor and student teachers and not to the general population as a whole.

The data collected was presented and analyzed as a case study of each student teacher.

This chapter has outlined the study by describing the problem and presenting the reasons for the study, hypothesis, assumptions, definitions, procedure of investigation and limitations. A discussion and the underlying beliefs of the writer regarding teacher education are presented in Chapter II. In Chapter III the findings of the data are presented in case study form. Chapter IV includes the analysis of the data, followed by Chapter V, a summary of the study, conclusions drawn and implications for Home Economics Education in Pakistan.

CHAPTER II

UNDERLYING BELIEF ABOUT TEACHER EDUCATION

The ideal aim of education can be defined as the "creation of power of self control."¹ This is perhaps the broadest concept which has been developed through the centuries since man started life on earth. This concept includes the search of man to find means to build a house, to feed, to clothe, and to control and organize all that may affect his living. The search of God, first through abstract religious beliefs, later through an understanding of the physical world has also been man's attempt to educate himself.

Broad and basic concepts have evolved through the ages. The earliest concepts were narrower and at many times man educated himself without knowing what education was. When man first built a shelter to protect himself from sun and rain, he did not know he was educating himself in the field of house building. In later years when man became more organized, the meaning and purpose of education was thought to be a means to calculate the wisdom of the elders. During the middle ages education was primarily devoted to the promotion of religion. Today, all the people in the United States of America can be said to have the opportunity to acquire the basic knowledge of science and self and

¹John Dewey, Experience and Education (New York, 1938), p. 26.

therefore the aim is that of exploring deeper into every phase of life. In Pakistan, on the other hand, both the need and the urge to explore is felt, but because 85 per cent of the people are ignorant of the fundamental problems and issues of life, the emphasis has to be centered on learning what is already explored but as yet unknown to them.

Education has thus become a concept instead of a term and cannot be readily defined. The concept is basically philosophical and includes fundamental principles of self control and control of the physical world. But "because the principles set forth are so fundamental and far reaching, everything depends upon the interpretation given to them as they are put into practice in the school and at the home."²

Qualifying the process of education by the interpretation given to it, has led to problems. The problems have been different in different ages, depending upon existing concepts and requirements for self development. The broad concepts of education today are uniform in almost all the countries, but the requirements of people are distinctly different. (This study is concerned with the present requirements of the people of Pakistan.)

In Pakistan, where only 19 per cent of the people can read and write, the concept of education often gets mixed up with one of its phases, i.e. literacy. Literacy is the fundamental tool which helps man acquire the basic knowledge and information that leads to his self development. When Pakistan thinks in terms of educating its people, the aim is to teach them to read and write and to provide them with the basic

²Ibid., p. 64.

information, with which they can contribute to each other's welfare, through organized living and a stable economy.

The problem of educating people in Pakistan is not the one of schooling a people who have never been exposed to education, even in its broadest concept. The problem is of reorienting a people with a rich cultural and educational background so that they can catch up with the hundred years lost during the British rule.

The program of education was complicated by the need to catch up with time, but without losing contact with the culture and tradition which had been rich and could be compared in many respects to that of the modern world. If the present could be cut off from the past, the program of educating the masses may have been easier. But the achievements of the past have to be the main bases at command for understanding the present, and for shaping the future.

The difficulties of setting up a new system to achieve such an ideal became more difficult due to an inadequate economy and the lack of man power resources. At present about 85 per cent of the Pakistan population is illiterate. About four-fifths of them live in villages and the rest in cities and towns. What-ever little could be done to promote education and in setting up schools, was done in cities and towns because of better availability of resources. The majority of the people living in cities have become skilled industrial workers, and have been exposed to the benefits of education.

This has made them conscious of the responsibilities that can be said to have started the nation in the search for further educational opportunities.

People living in villages have a truly poor plight. During the British rule, their only function was to cultivate grain; communication of any sort between villages was extremely poor. In most cases the fastest vehicles available were bullock carts. Lack of communication and economic poverty came in their way during the initial efforts of the government of Pakistan to educate its people. The basic needs have by now been provided to a greater extent so that many villages today have metalled roads, (hard top) post offices and electricity. The attention has now been focused on building schools and educating the people of Pakistan.

Since villages constitute the greatest strength of the nation the educational program in Pakistan must be concerned with the needs of villages to a greater extent than national programs in more literate countries. The improvement of the rural areas through the planning, controlling, and developing of resources remains the principle aim in educating the nation.

A few years ago the government of Pakistan established a program for village Agricultural and Industrial Development. The main objective was the advancement of social and economic development in the villages. The program provided basic motivation for the people, and created an urge for self improvement in rural communities. This involved a specialized knowledge on the part of educational leaders, the department of education, and representatives from UNESCO. As these leaders assumed their responsibilities, changes in individual and group attitudes and habits became noticeable.

According to the second five year plan of Pakistan, the community development program was a method of economic development, and a strong motivation for education and learning. The success of this again

demanding wise and trained leadership in numbers that were not available within Pakistan.

After taking the initial steps to motivate learning, the government of Pakistan decided to take steps to organize education. Since the existing educational system of Pakistan was not adequate to meet the needs and requirements of the nation, the government of Pakistan set up a National Commission on Education to review the situation and to report to the President "appropriate measures for its reorientation and reorganization for the purpose of ensuring an integrated and balanced development of education in various stages."³

The Commission laid particular emphasis on the primary education of rural children. Subsequently the government of Pakistan enforced free compulsory education at the primary school level, which when completed is approximately the equivalent of the 5th grade in schools of the United States of America. The Commission has also stressed the further education of women. Schools and colleges at all levels are being established to meet the requirements, but the lack of economic and human resources comes in as a potential handicap.

Industrial plans are being made and executed as fast as possible to improve economic situations. But efforts to create the teaching force needed to form the core of an educational system have not received a like response.

People today are hesitant in taking up teaching as a profession. During the British rule, school teachers were degraded socially and were ill paid. After independence, dignity of the profession is being

³Report of the Commission on National Education of Pakistan, (Karachi 1959), p. 7.

regained, but the monetary remunerations still do not equal comparable positions in other professions.

Since no educational program can be successful without enough teachers, steps are being taken to guarantee them respectable wages. However, it has been realized that the need is not for teachers alone, but for good teachers as well.

The importance of good teachers, makes proper training obvious. This is at present, the primary concern of the Pakistani educational program.

One of the main functions of Pakistan's educational program has been to train teachers in the use of effective methods and techniques. Before planning the new program, previous defects in the educational system were carefully considered. The evaluation called attention to the need of strengthening the following areas: (a) motivation; (b) leaders and instructors; (c) reading material; and (d) techniques of adult leadership. Very often in the past leadership was entrusted to enthusiastic but busy people, who had worked with a great deal of motivation but were handicapped with too much to do. Their lack of training was also a big hinderance, and this was often the cause of many mistakes. According to The Report Of The Commission Of National Education of Pakistan, "throughout, the stress is upon the need for better teachers."⁴ This report also expressed the idea that success would come with better teacher training, and that this training should attempt to meet the standards expected in other countries. The idea expressed was that the teachers should know how to teach as well as what

⁴Ibid., p. 179.

to teach and that the responsibility of developing this capacity in teachers should fall on the training institutions.

The teachers educated by these institutions are to be trained for different purposes. Some of them are needed at elementary levels and others at secondary levels. The subject matter for which they are particularly trained differs accordingly. As they have to be trained for different levels and subjects, their education has to be different to meet different needs.

This study will concern itself with the training of teachers especially in the field of Home Economics for the secondary level.

Teacher Education

Teacher Education is an old process used by the people and most probably dates back as far as education. It also has gone through many stages. Young people were trained before but not in the same manner as today because the values of the society were much different than they are now. The greatest change in teacher education has taken place in the twentieth century. Prior to that time there was no specialized training for teachers in different fields. Special training for teachers in America was first recognized "between 1870 and 1890 with the establishment of the normal school."⁵ By 1890, there were about 92 such institutions, but only a few required high school as a prerequisite.

Monroe says that 1890 was the beginning of a "period of relatively mature thinking and doing."⁶ The chief trends in teacher education prior

⁵Stuart G. Noble, A History of American Education (New York, 1938), p. 294.

⁶Walter Scott Monroe, Teaching Learning Theory and Teacher Education (Urbana, Illinois, 1952), p. 198.

to 1907 were a growing recognition of professional training for high school teachers and standardization of professional preparation. Much controversy over professional preparation of teachers arose between 1907 and 1933. Good teachers provide for learning situations which help pupils develop the power of thinking and the ability to solve their own problems. Certainly the teacher cannot accurately predict the future, yet, he is expected to prepare students for life in the future. The young teacher on the job finds he has much to learn, thus develops a feeling of insecurity and lack of confidence. Many teachers are among the tense, insecure and discontented individuals. If all these things are true, then the educators, and especially those involved in teacher education programs, should ask a few questions of themselves. Is the content of the courses well planned? Is the work functional? Are the practical laboratory experiences providing students with learning experiences? Are the methods of teaching used effectively? What type of teacher education will best meet present-day needs?

The experiences in the program for the preservice education of teachers, which are usually provided at the undergraduate level, for the participation of the prospective teacher under the continuous guidance and supervision of the teacher education institution, are defined here as student teaching. The development of student teaching, as a laboratory aspect of the preservice preparation of teachers, has paralleled the movement toward professional education itself.

In the United States, the organization of the program of student teaching has been closely related to the growth of the normal school. At present, most of the higher education institutions have required programs for the professional education of teachers.

The student teaching program should be diversified so that it will meet the needs of the variety of students that it serves. There are some common needs, which are faced by all student teachers. To meet such needs, certain phases of professional education are designed in the nature of common learnings.

Each student, however, has a number of individual needs. When the student teachers are understood and accepted they can learn to understand and accept themselves and the pupils they teach. The responsibilities of a teacher depend upon his knowledge, his beliefs, his aspirations and the image he has of himself.

The knowledge of human growth and development led into the acceptance of some newer concepts of learning. The worthwhileness of experiences provided through student teaching is attested to by the experienced teachers who think that the student teaching period is the most valuable part of preservice education. The importance of the school environment is taken into consideration. The need for individual interest and individual differences are being recognized as they effect learning. The democratic classroom atmosphere results in better learning, and continual evaluation helps the individual learn faster and better. Institutions for teacher education are becoming increasingly concerned with learning experiences and facilities which enable students to plan and try out activities similar to those they expect to have when they go out to teach. Teacher educators agree that student teachers should have the opportunity to see the work of the school and understand the responsibilities of teachers prior to starting their preparation for student teaching.

Supplementary learning experiences in teacher education, to be of maximum value, should be related to the courses taught. Laboratory

experiences will differ for individual students--since the students themselves differ. These experiences when related to students growth will effect students differently and will help them to integrate their purposes and their background experiences.

Teaching demands physical, mental and emotional energy.

A teacher must be intellectually capable, must have emotional maturity, have flexible personality . . . be demanding without appearing to be. He is interested, understanding and sympathetic but still maintains good discipline.⁷

As part of the teaching role, the teacher helps adolescents to gain a picture of maturity. Therefore, he should be a person who controls his emotions and can live with differences. He must see himself in a relating to rather than a controlling role. He must be able to help people grow, judge immediate situations in terms of long range goals, and have his actions controlled by values.

Supervision

A hand book for student teachers includes the statement that the entire teacher education program should be integrated about the training school and its work.

The philosophy of student teaching must harmonize with and be based upon the philosophy of the total program of teacher training. Supervision of student teaching rests upon the philosophy governing and giving direction to the teaching act itself.⁸

Supervision, along with all other major aspects of the educational system, has its ultimate goal in the improvement of learning, for all those who participate in the educational program. Early in the

⁷Donald W. Robinson, "Who is a Good Teacher," The Educational Digest, April 1961.

⁸A Hand Book for Student Teachers, Miner Teachers College (Washington D. C., 1940), p. 9.

present century, school supervision was limited to classroom inspection. Supervisors visited classrooms, made judgments about the teachers, and advised school boards about the retaining or promotion of teachers.

The purpose and philosophy controlling supervision has gone through a number of significant changes. Supervision at first was a kind of inspection, and the things seen were with a critical point of view. Bad points were observed rather than the good points. The suggestions for improvement of things were given in an authoritative manner, more indirectly than directly. Functions of supervision were very few and were largely a general over-view of teaching procedure and classroom management. Early definitions of supervision were meaningless and vague. Modern supervision grew up largely during the first quarter of the present century.

By 1910, writers in the field of education were suggesting that supervision should tell teachers how and what to teach. They also said that the supervisor should pay visits to the school at frequent intervals to suggest improvements by evaluating student teacher's work. In the thirties, democratic supervision was advocated but was argued about as the meaning of it was not clear to the people. Today, supervision is greatly effected by the increasing insight into the aims of education, the relation of education to the society in which it exists and by scientific methods and a democratic philosophy. Supervision is becoming more democratic with the changes in educational systems. This means that more democratic than authoritative methods are being practiced by the people. Supervision, today, is generally seen as leadership that encourages continuous growth, in a co-operative attempt by helping teachers to see what they should do and then working with them co-operatively.

Supervision of the type described, then, becomes a fundamental aspect of education. The necessary techniques and methods of education and supervision cannot be selected, unless the purpose is clearly in mind to the people working for the goal and to all those directing these purposes. Supervision needs to be directly and intimately related to the total setting of the learner.

A supervisor must not only be able to decide which of the conditions will result in learning or the possible outcomes from the learnings, but also how to guide teachers and help them improve in their ability to choose appropriate outcomes. Supervision, whether in school or elsewhere is a matter of constructive and co-operative leadership. The supervisor of student teachers must himself be a changing and improving person in his professional work. "His experiences should enable him to help teachers to see new potentialities in themselves and in situations."⁹ Donald Robinson states that "you can't give character to another person but you can encourage him to develop one by possessing one yourself."¹⁰

As part of the supervisors role, he helps student teachers to gain maturity, which is a part of growing up, and to be effective, and forceful persons. The individual needs to have a clear understanding in terms of rank, value and order. The type of experiences a person has, effects his attitudes and values. If his experiences with people are pleasant and his personality is respected, he comes to believe in the worth of personality, and will have concern for the feelings of others.

⁹Leadership Through Supervision, 1946 Yearbook of the Association for Supervision and Curriculum Development (Washington D. C., 1946), p. 117.

¹⁰Ibid., p. 21.

Good human relations cannot be obtained by dictatorial demands and requests. They are built by working with people to achieve common goals and by practicing good human relations and democratic behavior.

A good supervisor should exhibit behavior which indicates a profound respect for the worth of all individuals, their rights and property, and a desire to understand others. Attitudes, when expressed as action encourage people and help them to work together more enthusiastically. Good relationships are important factors in supervision, without which supervision is incomplete, especially with adherence to democratic beliefs.

As teachers work with others they must learn to respect all kinds of different people. This can only be done by extending one's self more and more until the capacity of love has reached its fullest.

A supervisor should know his student teachers well in order to encourage their motivation, to meet their individual needs, and to make them feel adjusted in the student teaching program. Supervision today is concerned with all the conditions of learning and with the improvement of instruction. If the improvements influence or effect both the material and the personal aspect of the teaching situation, then attention should be focused not only on the individual but on the whole teaching program. Supervisors as well as supervising teachers grow through participating in the supervisory program of a school.

A good supervisor provides for learning situations which help the student teacher to develop the power to do reflective thinking in order that they may learn to solve their own problems. They also need to know the social and economic status of the entire community in order to guide their students in the solution of their personal and family problems.

Student teachers need to become acquainted with the educational resources that contribute to wholesome home and family life in the community.

Supervision of Home Economics Teachers

The writer believes that in order to be an efficient home economics education supervisor one needs an increasing understanding of people of various ages and of different cultural groups. He needs the ability and desire to plan and work with groups, by using all facilities in the home and community, by demonstrating good practice, ideals, and behavior, and above all else, patience, tolerance and courage.

The success of the homemaking teacher depends largely upon her continuous growth and development in these directions, such as understanding of people with differences, love for people, tolerance, and courage with the proper kind of guidance.

The success of the student teachers can be measured by the progress made by them in their student teaching period, and by considering their quality of thinking and the way in which they solve their problems.

The situation is rapidly changing. More and more teachers are given the opportunity to participate in making educational policies. For this reason, student teachers should have an opportunity to become familiar with the overall policies of the school in which they do their work.

One important phase of the homemaking teacher's role is to interest parents and pupils in understanding and thinking about questions related to the home, which include development of themselves, their homes, and their community, as well as their nation. Hence the making of home visits with the supervisory teacher, the supervision of home experiences and participation in community life is encouraged.

Present Trends of Teacher Education in Pakistan

The philosophy of education has changed in Pakistan since independence. It has become more democratic rather than authoritarian as was during the British rule. This shift of attitude is reflected through the observation of an educationist who was intimately associated with the British policy of education before independence and later participated in formulating the educational policy for a democratic people. Discussing the role of supervisors he said, that "the word inspection in relation to supervision of schools, does no longer convey the role of supervisors in modern concepts."¹¹ He emphasised that,

The word inspection, though still used in our [of Pakistan] administrative jargon is not now very much liked by the democratic educationists because of its past connotations with an antiquated system of education. It has a sort of 'policing' or fault-finding aspects of it, and therefore is in disharmony with modern educational principles according to which we speak of supervisors, not inspectors, of education. A modern supervisor of education follows the democratic procedures of consultation, persuasion, discussion, and co-operation. Such qualities were hardly common with the old fashioned inspectors of schools.¹²

Consequently, the role of teacher and supervisor in an effective and a progressive program has to conform to the refinements discussed in earlier sections of this chapter.

The teacher and the supervisor in Pakistan have an additional responsibility. The group in this field during the next decade will be the pioneers in this important but neglected role and therefore they must enlist the proficiency and usefulness which will elevate their status and attract more people to the profession. They may also need

¹¹Abdul Hakim, Better Schools, Directorate of Public Instructions, (Dacca, East Pakistan, 1958), p. 85.

¹²Ibid., p. 85.

to perform some direct public relations work so that the meaning of education is understood by the people in Pakistan.

The objectives against which the teacher training program is being carried out in Pakistan reflect a democratic educational philosophy and place emphasis upon teacher preparation. Many teacher training institutions are being established and those that existed earlier have been remodeled to fit the present democratic concept. Teacher training has been emphasized by the requirement that all school teachers be properly trained. Due to a lack of trained teachers as well as a lack of sufficient training institutions, teachers are often employed without previous training and are given training courses during their stay in schools.

Provisions and facilities for the training of women teachers has been less, compared to the training for men, at both the primary and secondary education levels. Woodsmall stated that:

In 1951 the training colleges for women primary teachers were thirteen per cent of the total number of Primary Teacher Training Colleges and the enrollment of women was eleven per cent of the total enrollment. There were eleven training colleges for secondary teachers, including four women's colleges. The enrollment of women was thirty five per cent of the total enrollment in their colleges.

The need for women teachers in primary and secondary schools is crucial because of purdah. In the primary schools, a large proportion of the teachers must be women, since men teachers are not acceptable for girls beyond the third class. In the secondary schools the effect of the shortage of women teachers is shown by the fact that the known proportion of girls in secondary school is in direct ratio to the lack of women teachers.¹³

The factors to be considered in planning an adequate program to increase the number of women teachers are the lack of training among

¹³Ruth Frances Woodsmall, Women and the New East, The Middle East Institute, (Washington D. C., 1960), p. 106-107.

Pakistan women seeking to enter the profession of teaching and the availability of proper training methods and materials. As has been mentioned earlier in Chapter I, the women of Pakistan do have the potentialities of performing the important role that is required of teachers and supervisors. Therefore, the aim of this study is to determine the material which will help develop worthwhile women teachers and supervisors of secondary schools, especially in the field of home economics.

CHAPTER III

PRESENTATION OF CASE STUDIES

The most significant teaching is accomplished when teachers understand their students, and are able to guide them as they grow. Adjustment is necessary which is facilitated by a thorough understanding of the individual as a member of a group. The teacher also needs to understand the problems of her students, and the difficulties they have to overcome. A better understanding of individual students is accomplished if an attempt is made to understand the why's of their behavior.

Sometimes a few students in a class are more active and outgoing, than the others. If the teacher tries to understand the reasons for their behavior by observing the student in different situations, he may find the reason, to be an unhappy home life, insecurity, or similar causes.

As John B. Barnes said,

a teacher makes interpretations, judgments and decisions concerning students every day. It is desirable that teachers learn to study individuals consciously and systematically, in a research fashion, rather than to do so unconsciously as crises arises.¹

Most teachers make their own assumptions about the students, who are not as active as the others. They refer to them as slow or disinterested in their work.

¹John B. Barnes, Educational Research for the Classroom Teachers (New York, 1960), p. 66.

One of the social science research methods which has come in to use with in past years is the case study method, which is proving exceedingly useful in the field of education. A teacher may collect all the information concerning a particular child, and on the basis of the information obtained diagnose difficulties and select techniques for solving them. "It has come to occupy a very important place in education because every education problem is a social problem and sooner or later deals with individuals."²

Smith and Smith state that

Investigational studies of individuals and in some instances, of groups which aim to furnish a comprehensive background for the study of that individual or group, are generally referred to as case studies concern themselves with factors which affect the educational development of these individuals either directly or indirectly.

The case study method is the most concrete method of individual diagnosis, it is the best method of studying the whole child and helping him when he needs help most . . . In education the case study aims to furnish a comprehensive background for the study of an individual, a person who usually is unique or exceptional . . .³

Good, Barr and Scates when referring to the case study method say that it

is becoming generally recognized that in dealing in any practical way with human relationships and adjustments there is considerable advantage in developing a case study technique . . . The public schools, faced with the problem of mass education, have only gradually come to recognize the necessity for case studies of individual pupils . . . Until recently, and even now in a majority of school districts, the other so called "normal" children have been assumed to be homogeneous. Yet recognition of the usefulness of case study techniques in . . . reducing

²Carter V. Good, How to do Research in Education (New York, 1928), p. 152.

³Lester Smith, Henry Smith, An Introduction to Research in Education (Indiana, 1959), p. 208.

retardation and maladjustment in school progress and in preventing miscarriage in vocational preparation and guidance in gaining ground. The work of the medical inspectors, the attendance supervisor and the psychologist is being correlated and made effective by school nurse and visiting teachers who work with case study techniques.⁴

Some of the writers in the field of education like, Good, Smith, and Barnes have stated that the classroom teachers have been provided with many varieties of tools and techniques for studying the individual, which will help them to understand their students and help them to develop into sound and healthy personalities.

Because of the value seen in case studies it seemed appropriate to use this technique to discover practices used in the supervision of student teachers, that could later be adapted by the author in her anticipated role as a home economics education supervisor in Pakistan.

As has been indicated in Chapter I, four student teachers were chosen for the study. Certain common elements were found within each of the four cases. Before relating each of the actual case studies these common elements will be given.

All the four cases were within the age range of 20-22 years and all were college seniors. Three completed their work for their degree in January 1963, while one lacked one semester to graduate. All were enrolled in the following Home Economics Education courses. A three credit method course prior to the semester in which they did their student teaching; a three credit course in principles and practices of demonstrations, a two credit course in philosophy of Home Economics Education, a one credit course in youth organizations related to homemaking, and a six

⁴Good, Barr and Scates, The Methodology of Educational Research (New York, 1938), p. 566.

credit course in student teaching. The latter four courses comprise what is known as the student teaching block. In addition to these, each student had completed courses in general psychology, educational psychology and in the School in American Society. Home economics subject matter courses and general education courses made up a total of 90 required hours or the bulk of their college work.

Certain communities are selected by the Home Economics Education Department, as student teaching centers. Student teachers are given an opportunity to indicate a choice for the centers, where they would most like to teach. They also select a partner with whom they will do their student teaching. Most always two student teachers are sent to one school. Cases A and B were partners at one school and Cases C and D at another. After the community has been selected an information sheet (see appendix page 83.) is sent to the supervising teacher in the high school. This particular sheet is filled in by the student teacher giving information about her name, age, home community, interest in high school and rank in high school graduating class. It also includes information about the home economics subjects in which they feel most secure and least secure. An opportunity is also given for any additional comments of interest to the supervising teacher.

Each student teacher was interviewed to gain more understanding of her personal and family background. The personal records from the college office were also examined to find information about their scholastic ability.

During the early part of the semester, in which student teaching is done, a special visit is made to the student teaching center, where college students are to do their teaching for six weeks. This visit is organized so that the student teachers get the opportunity to see the

center, and meet the supervising teacher and the pupils with whom they will be working. They also gather information about the community and the place where they are to live.

During their day's visit they have an opportunity to discuss with the supervising teacher the units they will be teaching, texts and references that are available, and the kind of preparation they can do before coming. A decision is made with the supervising teacher and among themselves, about the particular class to begin teaching.

The student teachers begin teaching or assuming the responsibility for a class when they and their supervising teacher feel that they are ready, usually during or near the close of the first week of student teaching. Prior to this they observe and assist the supervising teachers. The responsibility for teaching a second class is added when, it is felt they have the first class well in hand.

During the six weeks teaching the college supervisor visits each center three times to observe the students during their teaching, to help them with their problems, and to encourage them in their first attempts at teaching.

The supervising teacher was interviewed on the last visit to the center to get information about the student teacher's interests and ability. One of the teacher education staff was interviewed to find information about student teachers, concerning their change towards their total outlook, work, maturity and leadership responsibilities.

The particular characteristic of each of the cases are related in the following pages.

CASE A

The father of this student is a photo engraver; the mother, a housewife. She is the eldest of two children, having a teen age brother of high school age. She has lived most of her life in a city with a population of about 100,000.

Her high school records show that she was a good student. She took part in extra curricular activities, she was a member of the pep squad, Beta Club, modern dance, and belonged to social groups. In addition, she taught Sunday School to first and second, sixth and seventh graders. She also reported that she was very closely associated with the activities of her teen-age brother and with a few teen age girls who live in her neighborhood. They often talked to her about their problems.

After graduation from high school she entered a junior college for girls and majored in Home Economics. She continued to be active in organizations having membership in the local sorority, YWCA, Practical Arts Club, General Homemaking Club, Athletic Association, and Pi Theta Kappa. She transferred to Oklahoma State University as a sophomore. Here too she took part in campus activities having membership in the General Homemaking Club, Home Economics Education Club, Orange and Black Quill and holding an office in Phi Upsilon Omicron.

Her STEP test (Sequential Tests of Educational Progress) for admission to teacher education was taken at the end of her sophomore year. She rated in writing 89 per cent, mathematics 88 per cent, social sciences 63 per cent, sciences 79 per cent, and satisfactory in essay. She rated above average from 63 per cent to 83 per cent on all scores. In social studies she had 9 hours of A and 5 hours of B. She had no

mathematics background at all. In English she had a B average. The scores were consistent to the grades she made.

She expressed a strong interest in Home Economics and wants to teach after getting her degree and get married. She prefers teaching to the other occupations available to home economics graduates. The reason for becoming a home economics teacher is that she loves to work with young people, and feels that home economics education is the best field for her and that it will help her in her teaching as well as in being a homemaker.

She feels that people have a wrong idea about Home Economics and that this area has been neglected, "if the right people get into it and show its importance in every day life, then it will have a definite place in society."

Her feelings about education are that it should be for all and should be free and controlled at local levels rather than by the Federal government. Her beliefs are that education should provide individuals with a background so that they may live as happily adjusted persons with a minimum of problems.

She expressed a desire to work with honest thoughtful persons, who are able to express their thoughts without hurting the feelings of other persons, have willingness to work hard and a sense of humor.

She describes a successful teacher as one who has a liking for young people, has endless energy, keeps an outlook for new educational things, and increases learning experiences for students. She should be willing to accept her students, realizing that they come from various homes and have different backgrounds. She expressed the belief that a teacher who is unsuccessful will have qualities opposite to those mentioned above.

At the beginning of the study when the author became acquainted with her, she had completed all the courses required for the student teaching block, but still lacked one semester in school to graduate.

The areas of high interest and the ones in which she felt most secure were clothing and textiles, family relation and child development, and the ones she felt least secure in were foods and nutrition and home management.

A report presented in class just prior to student teaching was planned quite well, and she explained how she was going to carry out certain specific lessons. Limited resource material was shown and no particular text book was indicated to be used as reference. No emphasis was given as to how she would be evaluating her class nor was any information given about the class.

The first visit made by the college supervisor and the writer occurred on the student teacher's second day of teaching. She was teaching a group of ninth grade pupils. A lesson on identifying supplies needed for sewing and an explanation of their use, care, and type was given. This was followed by an activity in which the pupils did their first hand sewing. She used the "do as I do" demonstration method.

The college supervisor encouraged the student teacher by bringing out the good points of her lesson, and said that she was glad to see her enjoying student teaching. The supervisor also suggested that more consideration and attention be given to class organization, that would enable all students to see clearly what was being demonstrated. A point was also made on the need to speak more clearly. Emphasis was made on the importance of self evaluation and the help it would be in developing one's own self. The time for taking over the next class was also discussed.

Inquiry was made about their living conditions and the reply was that she and her partner were enjoying it very much. The attempt on the part of the college supervisor to get this student to express her own problems was unsuccessful.

The second visit to the student teaching center was made after about one and a half weeks. Two classes were now being taught, the ninth grade was continuing with the clothing unit and a tenth grade group was working on a foods unit. Full responsibility was given for both classes. The tenth grade girls were working in groups, on the preparation and serving of food, the cleaning of the department and on preparing a bulletin board.

The college supervisor made some recommendations concerning group planning and self evaluation. The supervisor also suggested that the student teacher ask herself the questions she was going to put to the class as a means of determining how they might be made more understandable. The supervisor said that she was happy to know that she was enjoying her stay in the community. The student teacher told the supervisor about her extra curricular activities in school such as attending the senior play, a ball game, and a parents meeting. In the parents meeting she met the parents of many students. She did not ask for any special help concerning teaching.

The last visit to the student teaching center was during the final week of student teaching. The same classes were being taught that have been referred to previously. The lesson for the ninth grade was a continuation of work on simple cotton dresses. Each pupil worked individually, the student teacher helped each girl as problems arose. Some pupils had not yet started work on dresses but were making simple

table mats. Two new girls had been admitted to the ninth grade, but as they had no Home Economics background, they were being assisted individually by the supervising teacher.

The tenth grade girls were planning for a meal to be prepared the following day. The group method was being used and the plans for each group were to be handed in by the end of the class period.

The college supervisor reviewed the progress made during the student teaching period. The evaluation sheet was discussed by the student teacher, the supervising teacher and the college supervisor. The strong points and those which had given most difficulty were given particular attention. Comments on each of the points were noted.

An interview with the supervising teacher revealed the following: The pupils reacted well to the student teacher. She cited as an illustration the following: "In Miss A's first hour class, which is the clothing construction class, she was wearing a suit and one of the girls complimented her on her suit and she said she made it. The girl said I hope that you choose our class because I would love to learn to sew even half that well. Which indicated that they had already accepted her as a teacher. They said, I hope you will be able to teach us."

The activities of Case A outside the school with the pupils were referred to as those of living in the community. She met them (pupils) in the street, down town, post office, and so forth. She also went to the assembly program, attended the ball game, and talked with students in the hall, and for several days both student teachers sat with the pupils during the lunch hour.

In relation to planning and preparation for class it was reported that "Miss A did considerable preplanning bringing her plans to me at

the conference hour. I discussed the plans with her and added suggestions and comments. Miss A has been very generous in taking suggestions. She looked at my illustrative material and picked up my little pamphlets here and there and used these for her lessons. I believe Miss A particularly outlined her plans and filled out the outline as we had our conference."

The area of weakness concerning Case A's teaching were recognized by her. The problems were usually seen before hand and were taken to the supervising teacher to get the solution before they actually happened in class. These statements were made by the supervising teacher about her weaknesses. "I feel that Miss A realized before I did some of her weak points. One time Miss A felt that she was not quite ready to take a class on the day she had previously planned to do so, so I waited I believe, we waited two or three days because she did not feel that she was ready. Then when three new students enrolled in her class who had had no Home Economics at all, she came to me and asked what should be done about it."

The supervising teacher said that she thought that "Miss A is an attractive lady and has a pleasing personality." She always had a pleasant look on her face and wished good morning to the student with a smiling face. She was interested in her work and worked not to help herself but to help make others learn. She does have the quality of being a good teacher, it is just a matter of gaining a little more confidence, which comes with experience. The real progress made by her was in the area of pupil understanding and understanding of discipline.

CASE B

The parents of this student are college graduates, her father is a superintendent of schools and her mother is an elementary school teacher. She is the youngest in the family with an older sister and brother. She lived in a rural community with a population of about 2,000.

She graduated from high school with 50 members in the class and was fourth from the top. Home Economics was taken in high school for four years. She belonged to many organizations while in high school, such as: band, glee club, FHA, pep club, basketball, and school plays and in addition sang in the church choir.

During her first year at Oklahoma State University she took mathematics as her major for one semester then changed into Home Economics. Her extra curricular activities consisted of membership in the Home Economics Club, church class and chorus.

On her general entrance test she rated about average (54 per cent) with a much higher score on the quantitative part (88 per cent) than on the verbal scores. On the Kuder preference record the three interest ratings that were highest were persuasive, social service, and computational. These are consistent with the interest expressed by the student when interviewed. A high persuasive score means that the individual likes to meet and deal with people. The second, social service, interest indicates the desire to help people. The third highest interest was computational which means that one likes to work with numbers.

Her lowest interest was in mechanical and literary -- this would mean she had low interest related to machines and tools and reading and writing. The scores on the SRA Reading Record showed her to be a slow

reader falling a little below the average in rate of reading and reading skills. She was slightly above average on comprehension and vocabulary.

At the end of the sophomore year she took a battery of tests for admission to teacher education. These measured the outcomes of general education. Her highest score was in mathematics (54 per cent), social sciences (40 per cent), sciences (35 per cent), and her ability to write was 14 per cent, and the essay written was judged to be satisfactory. This was slightly below the average percentile for admission in teacher education but since she had 10 hours in English in which she had 5 hours of B and 5 hours of C, she was not considered deficient. Her scholastic record was slightly below B in over all grade point average. Her superior grades were in home economics and professional education courses. Her lowest were in general education. In comparing her achievement in college with the scores made on the entrance and admission tests, she could be classified as an "over achiever." A strong interest was expressed in home economics and a wish to either teach after getting her degree, or work as a home demonstration agent. Her interest in becoming a home economics teacher she said was because she loves people and wants to help them so that they may have better lives. She believes home economics is a very useful subject and will help her in her professional work as well as in her own home after she is married. She believes that education should help people to raise their standard of living and to provide new ways of doing things. A desire to work with co-operative, patient and understanding persons with whom she could talk things over was expressed.

A successful teacher was described by her as one who is understanding, co-operative, willing to work, is good tempered and patient, knows her subject matter well, and is clean and tidy.

The areas of highest interest and the ones in which Miss B felt most secure were: clothing and textiles, family relations and child-development, health and home nursing and housing. The areas in which she felt least interested and most insecure were: food and nutrition, family economics and management.

The report Miss B presented in class just prior to student teaching was planned quite well, and the explanation given on carrying out the plans were specific. Limited resource material was shown and no particular book was indicated for use. Little attention was given on the evaluation of pupils progress.

The first visit to the center was made by the college supervisor and the writer, on the second day of teaching. She was teaching ninth grade pupils, a unit on food and nutrition. The lesson was on making muffins. A film strip was used to show actual steps in making muffins, and a demonstration of the actual process followed the film strip. Important points were emphasized in the preparation.

The college supervisor encouraged and complimented the student teacher for a good lesson plan, said she was glad to see her enjoying teaching. The College Supervisor asked if she needed any help in any way, or had any particular problems. She replied that everything was going fine.

More consideration and attention to class organization, in relation to the position of teacher to pupil when demonstrating was suggested. Emphasis on self evaluation and the help it could be in developing one's

own self was discussed as well as the plans for taking over the next class and ways of improving ones speaking voice. The student teacher said that she was enjoying her stay in the community.

The second visit to the student teaching center was after one and one-half weeks. Two classes were now being taught. Ninth grade pupils were continuing with the food unit and the lesson was on egg cookery.

The twelfth grade girls were working on a clothing unit and a demonstration was given by the student teacher on making Christmas gifts. A demonstration on the use of the Slant-o-matic machine in putting decorative stitches on gifts was given.

The college supervisor suggested consideration of group planning and of self evaluation. It was suggested that Miss B make questions understandable to herself before putting them in lesson plans. The supervisor also expressed pleasure that Miss B was enjoying her stay in the community. The student teacher indicated her interest in the community and the people by telling about the activities in the community and also about a parents meeting in which she met the parents of some of her pupils. No special help was requested.

The last visit to the student teaching center was during the final week of student teaching. The classes were the same as mentioned previously. The lesson for ninth grade girls was the preparation of a whole meal. The emphasis was on the principles for food selection, caring, serving and cleaning up. The lesson was carried out by group method. The second hour lesson was a demonstration given by girls on making pillows for Christmas. However, the lesson was changed to give the class an opportunity to see a visitor from another country drape a Sari and discuss the ways and customs of her people.

The college supervisor reviewed the progress made during the period. She approved of the idea of changing class plans to show the draping of the Sari noting the educational value for the pupils in learning about other countries, pointing out that learning about other countries, and their customs is an accepted goal of homemaking classes and the FHA. The evaluation sheets rating the work of the student teacher were discussed by the student teacher, supervising teacher and college supervisor. Comments and suggestions on each were noted.

The interview with the supervising teacher revealed the following: She thought that pupils reacted well to the student teacher. She cited the following illustration: In Miss "B's food class the pupils asked, 'Do you make muffins - - - hope that you will give us some points when we make ours.' I think they already looked to her as a teacher and wanted to benefit from her knowledge as well as from what they read in the book and what their regular teacher had told them."

The activities of Case B outside the school with the pupils were referred to as those of living in the community. Usually during the lunch hour student teachers sat with the high school pupils until one day a teacher remarked, "why don't you come and sit at the teachers table." Miss B remarked that she didn't really realize that there was a teachers table and that she enjoyed visiting with the pupils.

The supervisory teacher reported: "The preparation and preplanning done by Miss B was satisfactory to me. She did considerable preplanning and brought her plans to me at the conference hour. Then we discussed the plans together and I gave a few suggestions and comments to help her understand. She always took suggestions very well. Miss B did detailed writing in her plans and then she always left a section to write what

was said in the conference that was important. I do believe that she has never taught a class without a written plan during her student teaching."

Miss B had been quite understanding and she recognized her weaknesses without being told. She accepted her weaknesses and strengths and showed a desire to overcome the weaknesses. The supervisory teacher also reported that Miss B "had few problems in teaching. She would come to me with the problems and, we talked the problems over and worked out the solutions."

Miss B is an attractive young lady and has a pleasing personality, which is an outstanding quality in her. As "even on their examination day Miss B walked in with a pleasant remark saying, 'It is a pretty day to have an evaluation.'"

She spent hours on a demonstration for a Christmas lesson, which included more than was usually planned, she was interested in professional meetings and even brought the material back to interest her students. She was described as one who would be a good teacher, upon gaining a little more confidence and obtaining the security which comes with experience.

She has made a real progress during her stay, she came with certain qualities which were outstanding, others were added.

The real progress has come in pupil understanding and understanding of discipline. She has learned a lot, such as being on her own feet, in fore-seeing problems and in doing something before an actual crises arises.

CASE C

The father of this student is a dairy farmer, the mother is a housewife and there is one older brother. The nearby community where she attended high school has a population of about 300. She ranked fifth from the top in her graduating class of nineteen. She had taken home economics in high school for four years, belonged to a number of organizations while in high school, and held offices in the Future Homemakers of America and the 4-H Club serving as secretary, reporter and song leader. She also participated in games and played the piano in the church she attended. She worked as a counselor in 4-H camp several years with children ranging from nine to fourteen years of age.

When she entered Oklahoma State University, as a freshman, she selected Fashion Merchandising as her major, but in her junior year changed to a double major: Fashion Merchandising and Home Economic Education. In college she belonged to the General Home Economics Club, Home Economics Education Club, and a Social Sorority where she served as social chairman. She feels that the Social Sorority helped her in her development of social attitudes. Apart from Home Economics she has been active in the Young Democrats Organization.

The only standardized tests for which information was available were the STEP tests which were taken before admission to teacher education. She rated 7 per cent in writing, 4.1 per cent in mathematics, 1 per cent in social sciences, 29 per cent in sciences and average on the essay test. She thus fell into the lower third percentile of those taking the tests. Her highest grades were in home economics particularly in clothing. She had some difficulties with subjects required for fashion

merchandising making it necessary for her to repeat two courses. It was also necessary for her to attend summer school to raise her grade point average to that required for admission to student teaching.

She feels that home economics is a very useful subject and will help her in her home life as well as in her professional work. As a profession after graduating she prefers the area of merchandising. Her interest in becoming a home economics teacher would be because she enjoys working with adolescents and community affairs, especially in rural communities.

She believes that education should not only be for the gifted, but should be for all, and that it should keep up with recent developments because it is a real foundation for the leaders of tomorrow.

She expressed a desire to work with friendly people, someone who has a pleasant personality, demands respect from others, is creative, helpful and shows initiative in work.

Her description of a successful teacher is one who enjoys her work, is respected, can gain confidence from students, provides different learning experiences, knows her subject matter, is clean and tidy, knows how to dress well and also has some interests outside the school.

The areas in which she felt most secure were: clothing and textiles, interior design, housing, and child development. The areas in which she felt least secure were Food and Nutrition and Consumer Problems.

A report presented in class just prior to student teaching was quite well done with specific explanations given about procedures to follow in carrying out her plans. She showed books and pamphlets which she planned to use as resource materials, as well as a method for evaluating pupil's progress and growth.

The first visit made by the college supervisor and the writer occurred on Miss C's third day of teaching. She was teaching the ninth grade girls a lesson on the preparation of muffins. The class was organized in groups, some preparing muffins, some working on reports, and bulletin boards.

As the conference period was the first hour of the day, an opportunity was given the student teacher to talk over the problems she had encountered thus far in her teaching. She had found group work hard to manage, and did not as yet feel confident about it. She also told the college supervisor about her extra curricular activities in the community, one of which was assisting in the serving of a supper in the church. The college supervisor looked through the lesson plans. At the close of the school day the college supervisor encouraged the student teacher in her work, suggested that more attention be given to class organization and to self evaluation. Plans for taking over the next class were also made.

The second visit to the center was after about one and a half weeks. Full responsibility for two classes was now undertaken by the student teacher. The ninth grade girls were continuing in a foods unit, the lesson being on the preparation of biscuits and eggs. The group method was again followed, one group working on preparation, another on reading and planning, and a third on arranging the bulletin board.

The second class was the tenth grade, who were working on a clothing unit. All pupils were working on simple cotton dresses.

The college supervisor told the student teacher, she was glad to see the great effort she was putting into her teaching. The student teacher told of a discipline problem and how the supervising teacher had helped

her. She also told about her community participation such as attending a P.T.A. meeting, football games, and the help she had given senior girls in preparing a float for homecoming day. The college supervisor discussed the evaluation forms and planned for her next visit.

The last visit to the center was during the final week of student teaching. The classes taught were the same as those seen on the previous visit. The lesson for the ninth grade girls was the preparation of a guest meal. One group was preparing the meal and the other groups were preparing reports. The tenth grade class had finished their dresses, so the lesson was on accessories for their dresses, such as pins, scarfs, shoes, gloves and jewelry. An opportunity was also provided the pupil's during this hour to ask questions of the writer about her native dress and the accessories worn with it.

The college supervisor reviewed the progress made during the student teaching period, commending Miss C upon her work. The evaluation sheets were discussed by the student teacher, supervising teacher and the college supervisor.

The interview with the supervising teacher revealed the following: She believed that the pupils reacted well to the student teacher. She cited the following illustration: "Miss C was welcomed and accepted as a teacher. The pupils here are familiar with the student teaching program. They showed their approval by speaking to her in the hall -- you would not bother to talk to someone if you did not like them."

Outside the school Miss C met pupils and parents in downtown stores and in the post office. She and her partner also arranged a tea for pupils and their mothers, which seemed to be enjoyed very much. Miss C

also attended ball games, homecoming, and P.T.A. meetings where she met her pupils and other high school pupils.

The supervising teacher was pleased with the work of Miss C. She said that at first when she came she, "had very detailed plans which were satisfactory to me, and I liked the way she wrote her plans. A few more details were added to finalize them and that was all. She seemed prepared for all classes." The supervising teacher's remark was "I think this student teacher was exceptional. I never did feel hesitant about letting her teach any one class, and she was always prepared."

The supervising teacher reported that Miss C's biggest problems were in planning for the high school levels and for group work. She had to get used to high school pupils. She improved in her ability to make detailed plans and to plan for additional activities to help pupils. Further comments of the supervising teacher show that Miss C's class control and group work had improved. Over all she improved very much, -- making more detailed plans, and planning a better organization of the group work. She is interested and co-operative in her work. She took responsibility for her work and was concerned with all pupils, not one particular girl or group. She developed an understanding of high school pupils and accepted very well the sudden changes in schedules which had not been anticipated.

CASE D

The father of this student is a school teacher, who also has several part-time jobs; the mother is a housewife. Miss D is the youngest in a family with one older sister and brother. She has lived in a city with a population of about 250,000 all her life.

She was graduated from high school with 400 students in her class and was in the upper 18th percentile group. She took homemaking in Junior and Senior high school for 5 years.

In high school she belonged to a number of organizations: a member of the swimming club, pep club, social club, and student council, was on the honor roll, held club and class offices, and was active in student government. She also belonged to 4-H Club for 7 years and served as its president. She transferred from a women's college in her junior year. Most of her background in home economics was through 4-H before entering college, and these experiences were of great value to her. She held many offices and belonged to many organizations during her college years -- swimming club, home economics club, president of the dormitory during the freshman year, and president of the sophomore class. Many extra curricular activities were involved with class activities. At Oklahoma State University she belonged to the Home Economics Club, honorary fraternity, 4-H collegiate group, and was a dormitory counselor. She has also had some work experience as a secretary in the county extension office, and as a counselor in a camp for mentally retarded children.

The only standardized tests for which scores were available were the STEP tests which were taken before admission to the teacher education program. She rated 93 per cent in writing and satisfactory on the essay test, 73 per cent in social sciences, 61 per cent in mathematics, even though she did not have any background in mathematics, and 45 per cent in sciences.

At the time she took these tests she had taken all the general education courses. When the percentages of the tests were compared with her grades one would have expected her to have rated higher. She was a

very high achiever with a total grade point average of 3.76. She received the following honors at Oklahoma State University: the Home Demonstration Agent Association Award, the Pfizer Scholarship, Membership in Omicron Nu (a Home Economics honorary fraternity).

She believes that the most important thing that education should do is to make an individual aware of all the things he does not know and open the doors of the mind to learn. Education should motivate the individual and make him a more independent thinking person, and a more capable and intelligent person as he governs his own life.

She became interested in Home Economics through 4-H Club work. She believes that she will be able to do something that will contribute to the functional growth and maturity of other people. She thinks that through Home Economics she can get closer to the feelings of individuals and the background of people than in any other field that she could teach.

She does not plan to teach after graduating from college, but rather to work in the extension home demonstration agent office. She prefers to work in extension rather than to teach in a high school. The major reason for selecting home economics education as a profession was that she believes that the home economics teaching background prepares one for different types of careers as well as an efficient homemaker.

A successful teacher was described as one who challenges her pupils and inspires them to work. A successful teacher is neat, tidy, understanding and patient.

The persons with whom she would like to work are those who would be interested in helping others, have a certain devotion to God, have a good sense of humor, be efficient, and enjoy their work.

She felt she would be most secure doing her student teaching in the areas of clothing, housing and family relations, and least secure in foods and nutrition, equipment and management.

The report presented in class just prior to student teaching was planned by her and her partner teacher. One phase was presented by her. She had planned her report very well. Illustrative material was shown for this specific plan, as well as books and pamphlets to be used as resource material. Emphasis was also given on the evaluation of pupil's growth and progress.

The first visit to the student teaching center was made by the college supervisor and the writer on the third day of her teaching. She was teaching the ninth grade girls who were studying a unit on food, the lesson was the making of muffins. The method used for this class was that of group work, with about one half of the class actually preparing muffins and the other half working on report plans and bulletin boards.

As the conference period was the first hour of the day, an opportunity was provided for the student teacher, the college supervisor, and the supervising teacher to talk over the experiences thus far encountered. Miss D told the college supervisor about a management problem she had had on the previous day. She had misjudged the time and the class had ended before they could complete plans for the next day. She reported that she was enjoying her teaching although she did not yet feel very confident about her work. The extra curricular activities in the community in which she was participating were also reported. After school the college supervisor looked through her lesson plans, commented on the progress she was making, especially an evaluation she had with her class, and suggested improvements in voice and self evaluation.

The second visit to the student teaching center was made one and one-half weeks later in the teaching period. The student teacher was now responsible for two classes, the ninth grade girls studying the unit on food were having a lesson on setting a buffet table for a guest meal. The demonstration method was used. The second class was the tenth grade who were studying a unit on clothing. Each girl was constructing a dress. They were at different stages -- fitting, putting in zippers, sleeves or hems.

The college supervisor discussed the evaluation forms to be used, planned the next visit, and encouraged the student teacher on her tremendous improvement. The student teacher told the supervisor about her activities in the community -- P.T.A., football games, and helping the senior girls with a homecoming float. She also reported a discipline problem which she was facing and cited the way the supervising teacher had helped her.

The last visit to the center was made during the final week of teaching. The same classes with the ninth and tenth grade were being followed. The ninth grade girls were having a lesson on vegetables in preparation for luncheons. It was a planning day and the group method was again being used. Each group planned specially assigned work. The choice of vegetables to be prepared was limited to provide new experiences. The class finished work a few minutes before the hour so an opportunity was given to them to ask questions of the writer about the food in her country of Pakistan.

The tenth grade class had finished their garments and were now studying suitable accessories for their dresses. The student teacher had brought a collection of pins, scarfs, shoes, gloves and jewelry

which were being tried on the various garments that the class had worn. The girls in this class were also given an opportunity to ask questions of the writer about her native dress and ways in which it could be accessorized.

The college supervisor reviewed the progress made during this period. She expressed appreciation of the idea of showing the draping of the Sari and giving pupils an opportunity to ask questions. The evaluation sheets were discussed with the student teacher, the supervising teacher and the college supervisor.

The interview with the supervising teacher revealed the following: She believed that the pupils reacted well to the student teachers. She cited as an illustration the following: Miss D "was welcomed and accepted as a teacher, pupils liked her and showed their likeness by talking to her in the hall. You would not bother to talk to someone if you did not like them."

The activities of Miss D outside the school with the students were referred to as those of meeting them in down town post office. She and her partner arranged tea for the pupils and their mothers. The pupils enjoyed the tea and so did the mothers. Miss D also contacted mothers in club meeting, when asked to serve a meal.

The supervising teacher reported that "at first when Miss D came she had very detailed plans which were satisfactory to me. I liked the way she wrote her plans. A few more details were added to finalize and that was all." She considered Miss D adequately prepared to teach the classes for which she had responsibility. Her remarks were: "I never felt hesitant about letting her teach any one class. Her biggest problem was

the time management. First she did not plan enough for the class, and what she planned was of more use to college students than high school pupils. She now has so many personal things which she would like to accomplish but can not do so because of the time. She has improved in her planning and guiding of group work and in helping several groups at the same time. She also has more detailed plans.

Miss D was described as being hard working, interested, most co-operative, responsible for all pupil's and not for a particular group or girl, and as having developed an understanding of high school pupils.

Summary

The values inherent in the case study method and the actual cases studied for this report have been given in this chapter. The analysis of these cases in relation to the stated hypothesis will be given in the following chapter.

CHAPTER IV

ANALYSES OF CASE STUDIES

The four cases presented in the last chapter revealed certain similarities as well as differences. An attempt will be made in this chapter to present evidences related to the hypothesis given in the first chapter.

The first part of the hypothesis was that the personal and family background of student teachers would affect their relationships with the pupils with whom they worked.

In the four cases studied there was no evidence of problems, such as broken homes, lack of financial security, or any physical or psychological problem. They all seemed to have a well adjusted family life, to be satisfied with their lives and to have a desire to become successful teachers. All seemed to be emotionally adjusted individuals with sound reasoning power and a fair understanding of the problems and the situation. All had pleasant personalities, were friendly, and possessed certain qualities. There was no evidence of anything that would make any one of them a different case. However, there were certain characteristics of each of the families and of students which seemed to indicate some affect upon their over all relationship with pupils.

All four cases learned many things about pupils of high school age which they had not completely understood previously. The relationship between the pupils and the supervising teacher in each center had some

affect upon the relationship of the student teacher to pupils. Some teachers are more permissive than others. It was evident that a different kind of behavior was expected of the pupils in the center where Cases A and B were teaching than that expected in the center where Cases C and D were located.

Case A showed a real liking for pupils and was very friendly towards them. She tried to be more like a friend than a teacher. She did have experience with teenagers, her own brother and the girls in the community. But both these situations were friendly which may have helped her in developing this behavior. It is, of course, necessary for a teacher to be friendly but she should also maintain control of the class in order to have a desirable learning situation. It was evident in Miss A's tenth grade class that a group of pupils were taking advantage of her friendly attitude. This caused Miss A concern and prevented her from being at ease.

Miss B showed evidences of being more at home in the classroom with pupils. She had poise, was friendly with pupils but maintained control of her classes. She also had friendly contacts with pupils outside the class but had no noticeable discipline problems in her classes. It can be said that as she came from a family of school teachers that such contacts had helped her in developing a sense of the kind of behavior expected of teachers.

Miss C was apparently at ease with the pupils. She was friendly and pleasant towards her pupils and they seemed to have a real appreciation for her. She also maintained a sense of dignity. She was understanding and had a desire to learn more about her pupils. She was a member of 4-H for four years and also served as a secretary and

reporter in the F.H.A. She worked in a summer camp with teenagers. At Oklahoma State University she belonged to a social sorority. All these opportunities may have helped her to develop an understanding of people because she had met more people in different situations.

Miss D was friendly and understanding towards the pupils. Even during her first visit she was accepted by the pupils as a teacher. She was friendly and even said humorous things but still maintained her dignity. She was a member of 4-H for 7 years and was given leadership responsibilities. She had also had work experience with mentally retarded children during her summer work, which added to her understanding and acceptance of children. She did not show favoritism to one particular group or pupil. Her father is a school administrator which may also have helped her in understanding school problems.

The second part of the hypothesis was that the academic, personal and family background of student teachers may indicate the guidance needed from the supervisor.

All four cases had different family backgrounds, as well as personal and academic backgrounds. As has been seen in the presentation of these four cases in Chapter III each student did have specific problems which required consideration in guidance.

Case A lived in a bigger city than the other cases, she attended high school in the same place. She went to a women's college after her high school graduation and transferred to Oklahoma State University in her sophomore year. She did not have any homemaking courses in high school, and did not even participate in 4-H or F.H.A. Thus her first contact with formal schooling in home economics was not until she attended college. In high school she was a good student, in college she was

also a good student having a 3.0 grade average. In her STEP tests for admission to teacher education she rated above average. She was creative in her work, and belonged to many organizations in school as well as in college. She was a friendly person and got along well with her peer group as well as adults. It was noticed by one of the teacher education staff in the classes which she took before going for student teaching; that she gave little indication of understanding basic principles and thus needed guidance in this respect. This was attributed, in part, to the lack of homemaking classes in high school. She progressed in understanding the basic principles more and more in the demonstration class. It was also observed during her student teaching that principles were not brought out very clearly. This improved as she progressed in her student teaching.

Case B came from a smaller town than did Case A. She had homemaking in high school for four years. However when she entered college she took mathematics as her major, which may indicate that she did not have a strong interest in professional home economics while studying in high school. She was a good student in high school, rating fourth from the top in her graduating class. On her general entrance test she rated about average. In her STEP tests for admission to teacher education she was slightly below average. She belonged to many organizations in high school as well as in college. She was a friendly person and could get along well with people. She showed a great deal of poise and controlled her classes fairly well. She distinguished her basic principles but she did make rather detailed plans for her classes by including many resources rather than her own creative ideas. She showed lack of confidence in using her own ideas. She needed more guidance in the improvement of

her voice and in developing an ability to do things on her own, rather than always depending upon printed material.

Case C came from a farm, her family and personal background is different from that of the other cases. She lived in the same community until she graduated from high school. In high school she was fifth from the top in her graduating class. She was quite active in high school and belonged to many organizations. She took homemaking in her high school and also belonged to 4-H and F.H.A. clubs. In college she belonged to many organizations. She may have given too much time to social activities to the neglect of her studies. She could get along with people very well. Her background of activity in 4-H group and F.H.A. in high school and her membership in a social sorority in college could have contributed to this. In college her grades averaged 2.4 and results of the STEP tests for admission to teacher education were below average, thus necessitating an extra summer of additional education courses. Though she participated in many extra curricular activities she was not well poised before her class. She did, in the beginning weeks of student teaching, manage to conceal her nervousness pretty well. It was necessary for her to work very hard during her student teaching to prepare herself in the subject matter for her classes.

She showed a certain amount of maturity and creativity in her work, but more understanding and knowledge of subject matter was needed for her to become a good teacher. This will also help her build confidence in herself.

Case D came from a bigger community than B and C. Her father was a school teacher which probably interested her in the profession of teaching. She took homemaking classes in high school for four years, and

belonged to the 4-H club for 7 years which undoubtedly contributed a lot of understanding to the basic principles of home economics. In high school she was 14th in a very large graduating class. She transferred to Oklahoma State University in her junior year from a women's college. She had an above average grade point in her STEP tests; when one compared these grades with her total grades she would have been expected to have rated higher. She was a 3.76 student and even made a 4.0 in her last semester. She received the following awards while at Oklahoma State University: the Home Demonstration Agent's Association Award, the Pfizer scholarship, member of Omicron Nu (an honorary home economics fraternity). She belonged to many organizations while in high school as well as in college. The academic background of Case D shows that she was an outstanding student as compared to other cases. She was very friendly and showed a real understanding of people. She may have developed this partly through her contacts in 4-H and in the work which she did with mentally retarded children. Working as a dorm counselor may also have helped in her understanding of individuals. She was very creative in her work, had knowledge of the subject matter and felt confident in her work. She usually showed originality in her work. She expressed a lot of concern about how well her pupils were learning. With more experience she could undoubtedly develop into a very good teacher. She has high standards and shows concern in encouraging high standards on the part of her pupils.

The third part of the hypothesis was: that the preparation of student teachers on the campus prior to student teaching would influence how well students could adjust to the actual student teaching situation.

All the students majoring in home economics education take certain required home economics education courses, to prepare for teaching. All students are expected to make a 2.5 average in all of their education and home economics courses. The educational psychology course, also required, helps them to understand high school pupils and ways of motivating their learning. The home economics education methods course includes three days observation in a school thus enables them to see different communities and observe the home economics teacher in high school while she teaches. It also helps them to learn about planning an over all program as well as for units and lessons. During the semester, students do their student teaching, they are expected to take courses related more to actual teaching practices. The demonstration class helps them in gaining self confidence by speaking in front of the class and in putting their ideas into practice. They even learn to answer the questions of high school pupils asked by the class who play an assigned role. In another class they plan for the unit they will actually be teaching in the student teaching centers. This unit plan is also presented to the group which provides an opportunity to share resources.

Case A had taken all the required courses offered at Oklahoma State University before doing student teaching. As she had not taken any home-making courses in high school, these courses helped her a lot in learning basic principles. She gave one demonstration in class before going to teach but had an opportunity to observe a number of other demonstrations. This had helped her in learning the techniques of giving a demonstration. It was observed in the center on the first visit that she had the basic ideas of how to give a demonstration but needed improvement in class organization and in expressing herself clearly. On the second visit to

the center she had improved the arrangement of her class while demonstrating and was more aware of how well pupils could see.

The report of the supervising teacher was that she always had satisfactory plans, though not detailed, in comparison to Case B who was her partner at the center. This indicated the quality of her preparation prior to student teaching.

Her reports which she gave in class at the campus had helped her in a better understanding of the teacher's role. Though she still needed to gain more confidence. She found group work difficult, as reported by the supervising teacher, she needed a lot of guidance in the class which was organized for group work. She had no previous experience with classes organized in this manner either at the high school or college level. She was greatly concerned about it, but found it not so difficult as she had imagined after she worked with it and became familiar with the techniques. She was first given one group to work with and then the supervising teacher allowed her to take over the whole class. This was after the supervisory teacher believed that she had developed an understanding of how to work with groups.

Case B had taken homemaking in high school and also took all the required courses in home economics education on the campus. In her demonstration class she had an opportunity to give one demonstration and she ran over time because she had made very detailed plans. She used many personal pronouns while demonstrating. But when observed at the center she had improved in this respect. She had a basic understanding of how to give demonstrations and of the important elements in demonstrating. However she did not apply all of these principles when visited for the first time. She showed a film strip and in addition gave an actual

demonstration. This was to make the points of the lesson more understandable for pupils. It was an excellent idea but the arrangement of the classroom was such that the pupils could not see both things clearly which was the point she was trying to make. She needed guidance and understanding to help her develop in this area.

She had satisfactory plans as she took over the class and did detailed writing. She had gained confidence in performing the teacher's role on the campus by reporting about different things in different classes. She showed nervousness in her class on the first visit, which could have again been caused by lack of experience and little knowledge of the pupil's as well as the college supervisor's presence in the class.

She also had difficulty in understanding group work. But she took the whole class at the same time and in fact this was the first class she took when she began her student teaching. Her group organization was not as good on the second visit as it was on the third visit. Groups had definite places to work and could be seen distinctly while working, where as before the whole class was not placed so that they could see the demonstration. It could be that because like Case A she had little actual experience in group work except in reading before student teaching. She adjusted well to all the new experiences she had. For some she showed a basic understanding and a clear point of view.

Case C had all the courses at the campus required for home economics education majors. She also took certain extra hours to get her grade point higher. In her demonstration class she gave two demonstrations before she went out to teach. She was very nervous in her first demonstration but had an attractive bulletin board and the arrangement of the classroom was good. This did show a basic understanding of how to

demonstrate but a lack of self confidence. She improved a lot in her second demonstration, but still showed her nervousness. On the first visit to the center the same thing was noticed, that she felt nervous. This could be because she felt that her partner was better than she and when observed by other people felt self conscious and showed nervousness. She had difficulty again in understanding group work. She was teaching the class for the third time, on the first visit to the center. The same thing was noticed as in Case B, that she was not sure of how to divide her time well enough between groups so that each group would have the needed attention. There was a tremendous improvement on the second visit to the center. Her plans were satisfactory as reported by the supervising teacher, though she had shown difficulty in the beginning in planning for enough detail needed by the high school pupils. Her supervising teacher reported that she believed that the demonstration course is very helpful to the student teacher in learning the techniques of demonstration and gaining self confidence, because it teaches the little details which are very important while helping pupils to gain understanding.

Miss C adjusted well to all the new situations at the center and showed a concern for her work. She always reported to the college supervisor about things she should have done. She needed to gain a lot of self confidence which she did during the student teaching period. It could be because of the encouragement given to her by both supervisors and her student partner. The partner was a higher achiever and undoubtedly helped her a lot in gaining self confidence. She had a very mature understanding towards her pupils in class and this helped in building her confidence.

She gave importance to self evaluation and asked her partner's help. A partner with a much higher ability can sometimes help to develop confidence in a less able student.

Case D had all the required courses on the campus. Her background of 4-H had been helpful in building up self confidence. She was a better student when compared with all the other cases, in this particular study. She had knowledge of the subject matter and had the techniques to apply this knowledge very effectively. In her demonstration class she gave a very effective demonstration. She showed no lack of confidence and had a very well organized plan. It could be that she was good in her studies and had a good grade point, and then her experience of working with 4-H and in camp helped her in gaining confidence of speaking in front of people. On the first visit to the center, she felt more at ease with her group work than did Case C. Even though it was a new experience for her, her knowledge and confidence in herself helped her to be at ease.

She was creative and always tried to show original ideas to make her lessons interesting. She developed an evaluation form, which if answered correctly made the word Halloween. (This was during the week of Halloween.)

Her preparation at the campus did help her to build up high standards for teaching. She had good lesson plans as reported by the supervising teacher, and adjusted very well to all the unexpected or sudden changes. Though she was herself a very good student, she was conscious of how pupils learn and the difficulties they encounter.

Though her future plans were to work as a home demonstration agent, her interests in doing a good job of teaching was not affected. She

could be rated as the most outstanding teacher in comparison to the other three cases.

Thus it is shown that the courses taken by all four cases did help them to adjust better in the student teaching situations. All of them had developed the basic understanding of nearly all the situations faced by them at the center. Though in Case D, more than in any other case, previous experiences seemed to effect the quality of her work at the center.

Illustrations have been given for each of the four cases to show wherein the hypothesis of the study could be accepted. In the following chapter the summary, conclusions and implications may be seen.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The study undertaken was carried out with the purpose of discovering supervisory practices, which would have implications for Pakistan. It is hoped that a better and stronger teacher education program for home economics may be developed; and thus that more women may be encouraged to take up the teaching of Home Economics at the secondary education level.

The author believes that the purposes of supervision of student teachers in Pakistan are the same as in the United States; and that the modern methods and techniques used in the United States may be helpful if applied to the program in Pakistan.

To fulfill this purpose case studies of four home economics education student teachers at Oklahoma State University were made. Records from the Home Economics Education Office were studied and each case was interviewed to secure further information. They were observed in professional classes prior to student teaching and during student teaching, to discover the guidance given to each individual student teacher. The supervising teachers at the centers where student teaching was being done were interviewed for information concerning the student teachers' progress and for the adjustments which they made.

When data was analyzed it was shown that the hypothesis might be considered true for the particular cases studied. However, differences

in the four cases were not as great as they might be in some situations. The choice of student teachers for the study had several limitations: . (1) the students who were enrolled for the semester in which the study was made; (2) choice of the centers by the student teachers; (3) the particular centers assigned to the college supervisor with whom the writer was working; (4) the schedule of the writer as well as that of the college supervisor.

Thus the choice was random and resulted in cases that had sound family backgrounds with no special physical, economical, or emotional problems. The two cases who came from rural communities did not show noticeable differences from the ones who came from urban communities.

From the study the following conclusions may be drawn:

1. Effective supervisory practices can help and encourage student teachers' adjustment to the teaching program.
2. Knowledge of the student teachers background on the part of the supervisor will help to determine the kind of guidance needed.
3. Student teachers working in pairs at one center seem to be better adjusted when given the opportunity to choose their partners.
4. Since all four cases had difficulty with classes organized for group work, especially in the area of food it would seem important that more emphasis be given to this problem in the professional courses prior to student teaching.
5. Student teachers who have been participating as members of youth organizations in high school as well as in college, seem to have developed more self confidence and poise before groups.

6. The supervising teacher plays an important role in the extent to which the student teachers progress: her program, her resource material, interrelation with pupils.
7. Acceptance of the student teachers by the school and community at the student teaching center is more apt to make student teaching an interesting and enjoyable experience.
8. Student teachers with sound home background seem to adjust more readily.
9. A co-operative working relationship between the college supervisor and the supervising teacher provides a better working situation for the student teacher.

As has been stated the chief value of this study for the writer will be the implications which can be made for supervisory practices for home economics education in Pakistan. The following are those which seem to be of greatest value or significance.

1. Since fewer opportunities for extra curricular activities are provided to the students in Pakistan, at high school and college level, home economics education courses should provide experiences that would help these students develop social awareness.
2. Since there is a great difference in the personal and academic background of students coming from rural and urban communities, home economics courses should provide experiences which help students from rural communities in gaining confidence in themselves.
3. The students coming from different homes have different problems in life and in the experiences they gain. An information sheet

such as that in the appendix (p. 83.) can be adapted to help the supervisor and the supervising teacher in understanding their student teachers better, and in providing the kind of guidance needed by them.

4. A training program for teachers at the secondary school level, who would be prospective supervisors of home economics student teachers should be provided. This may be in the form of a summer workshop as well as that of in-service training during the regular school year.
5. Better understanding between the college supervisor and prospective supervising teachers may lead to a better teacher education program in Pakistan. This may also contribute to making student teaching an enjoyable experience for the students concerned.
6. In order to develop quality among the teachers of home economics it would seem desirable to initiate a system where by students would be expected to meet certain grade requirements before being admitted to the teacher education program. Since the teacher education program is in the year following the graduating of Bachelors Degree, some qualifications are already in effect.
7. A testing program to determine the ability and knowledge of the students preparing to be teachers should be developed. This would provide another basis to judge the readiness of the students preparing for teaching.
8. Student teachers should be given an opportunity to make a choice of the schools where they will prefer to do their student teaching. (The choice of the school would of course be limited

as all schools have not as yet introduced home economics at secondary levels.) The choice of the schools give the students an opportunity for a new learning experience and would be helpful in making adjustments to new teaching situations.

9. Very few schools in Pakistan as yet have rooms especially designed and equipped for the teaching of home economics. The teacher education class should include experiences which would be helpful to student teachers, in the use and placement of certain type of temporary or movable equipment necessary for laboratory classes.
10. Due to the lack of resource materials such as: books, and visual aids in home economics, the college supervisor should encourage the student teachers to develop visual aids appropriate and helpful for the teaching of home economics from materials available in Pakistan.
11. Step should be taken to ensure that the directed student teaching centers exemplify good school organization and management, administrative interests in local programs of teacher education, and meet the standards set by the teacher training institutions for good training.

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APPENDIX A

INTERVIEW FORM FOR SUPERVISING TEACHERS

1. How have the pupils reacted to Miss _____?
2. Do they like her or resent her? How did they show their (resentment or liking)?
3. Have they had the same feeling towards her, during the entire six weeks period or was it more during the latter part of the six weeks?
4. Did she have any outside contact with students? What were these contacts? Do you know how they reacted to her on these occasions?
5. Did you feel satisfied with the planning she did for her class? Were the written plans adequate or did you have to get further explanation from her orally during conferences?
6. Did you feel that she was always adequately prepared to teach the classes for which she had responsibility?
7. What do you think was her biggest problem? Did she try to help herself, or did someone have to point out to her what she should do?
8. Does she recognize her strengths and weaknesses? What has she done about overcoming her weaknesses?
9. What do you think are her outstanding qualities?
10. In what areas of home economics do you feel she showed most progress?
11. Are there any other points you care to make concerning Miss _____ progress or lack of progress during student teaching?

APPENDIX B

INTERVIEW FORM FOR STUDENT TEACHERS

1. Why did you select Home Economics Education as a major?
2. Do you expect to take a teaching position in home economics?
3. Are there any other kind of jobs that would interest you more than teaching?
4. Why are you interested in becoming a home economics teacher?
5. Describe the characteristic you admire or like best in persons with whom you would choose to work?
6. What are your strong beliefs about education?
7. What do you think are the qualities of a successful teacher?
8. In recalling the teachers you have had over the past years, point out the one that stands out in your mind and whom you liked or admired most.
9. What did she do? Can you describe her? What was she like? What made you think that she was the best teacher?
10. Are these the same qualities that you think are superior or outstanding in a teacher?
11. Were there teachers you felt that you disliked? What was the thing you disliked about them?
12. What did you take up in homemaking in school and college?
13. What were the extra-curricular activities you were involved in high school and college?
14. Are there other uses you expect to make of home economics education besides being a teacher?
15. What age group do you most enjoy working with?

APPENDIX C

INTERVIEW FORM FOR TEACHER EDUCATION STAFF

1. How did you evaluate the demonstrations given by each of the four girls?
2. What if any were the distinguishing points?
3. Which of the four would you rate at the top? Why?
4. Do you believe these four girls differed from each other in their demonstration classes? How?
5. Would you have been willing to estimate your prediction for the success of these four during student teaching before they went to the centers?
6. Did you feel that out of these four girls there was one or two who needed extra help from you in class?
7. Can you describe any one of the situations? How did you help this particular girl?
8. Did you note any specific evidence of change in these four student teachers when they returned from student teaching? Was the change more evident in some than others?
9. How would you rate these girls in class participation and written work?

APPENDIX D

INFORMATION CONCERNING HOME ECONOMICS
GRADUATES DESIRING TEACHING POSITIONS

Name _____ Date _____

Present Address _____ Tel. _____ Until what date? _____

Teaching Address _____ Home Address _____ Tel. _____

Marital Condition: Single ___ Married ___ Widow, Divorced ___ Widow,

Husband dead ___ No. of children ___ If married, is husband employed? ___

Where? _____

Have you lived on a farm? Yes ___ (Number of years ___) No ___.

Have you lived in a small town? Yes ___ (Number of years ___) No ___.

Church preference _____ Age ___ Height ___ Weight _____

Special abilities (as music, athletics, etc.) _____

Organizations of which you are a member _____

Degree _____ Institution _____ Date _____

Other institutions attended _____
(Undergraduate work) _____Graduate work:
Institution _____ Major _____ Minor _____ Date _____

When do you expect to complete work toward a certificate? _____

Kinds of certificates held or for which you expect to be qualified _____

Do you prefer employment in any particular section of the state? _____
If so, where? _____

Add here any other comments which you wish to make _____

List of places of previous employment: (Any work experience)

<u>Year</u>	<u>Place</u>	<u>Nature of work</u>	<u>References</u>
1959-60	_____	_____	_____
1958-59	_____	_____	_____
1957-58	_____	_____	_____
1956-57	_____	_____	_____
1955-56	_____	_____	_____

APPENDIX E

INFORMATION SHEET - SOPHOMORES AND JUNIORS
 OKLAHOMA STATE UNIVERSITY-DIVISION OF HOME ECONOMICS

NAME _____

RECORD ANY CHANGES IN PERSONAL DATA SINCE LAST YEAR:

ACTIVITIES AND ORGANIZATIONS

1. List college organizations of which you are a member and offices held during the preceding year.

ORGANIZATION

OFFICE

_____	_____
_____	_____

2. List other organizations of which you are a member and offices held during the preceding year.

_____	_____
_____	_____

EXPERIENCE SINCE LAST ENROLLMENT

1. List work experience in business, in teaching, or in homes _____

2. List Homemaking experiences _____

3. Travel: _____

APPENDIX F

INFORMATION SHEET - SENIORS
 OKLAHOMA STATE UNIVERSITY - DIVISION OF HOME ECONOMICS

NAME _____

RECORD ANY CHANGE IN PERSONAL DATA SINCE LAST ENROLLMENT:

Senior
Picture

ACTIVITIES AND ORGANIZATIONS

1. List college organizations of which you are a member and offices held during preceding school year and the Senior school year.

ORGANIZATION	OFFICE	DATE
_____	_____	_____
_____	_____	_____

EXPERIENCE ACQUIRED SINCE LAST ENROLLMENT

1. List work experience in business, in teaching, or in homes _____

2. List homemaking experiences _____

3. Travel _____

PROFESSIONAL DATA

1. Kind of help you may need from the Division of Home Economics now or later: _____
2. Type of work desired _____
3. Do you have your credentials up to date at College Placement Bureau?

Information Sheet - Seniors

4. If employed, state title, nature, salary, and address of position

5. Date of reporting to work _____

NAME

POSITION

ADDRESS

6. References: 1. _____

2. _____

3. _____

7. Additional comments (Honors, awards and activities not listed previously) _____

APPENDIX G

APPLICATION TO ENROLL IN STUDENT TEACHING
HOME ECONOMICS - SECONDARY LEVEL

Name (Printed in full) _____

Year in College _____ Anticipated date of graduation _____
Sem YearMarried yes () no () Children, number and age _____

Preference as to semester and date student teaching desired:

First choice _____ Second choice _____

<u>Major Department</u>	<u>Adviser</u>	<u>Type of Teaching Certificate Desired</u>
CTM _____	_____	General _____
FNIA _____	_____	
FRCD _____	_____	Vocational _____
HEE _____	_____	
HID _____	_____	Other _____
HMGF _____	_____	

The semester in which you pre-enroll for student teaching, fill in the following:

Home Economics subject matter - total hours _____ grade point average _____

Professional Education - check the required courses you have had and list any Education or Home Economics Education courses.

Education 213 _____	Grade _____
Psychology 303 _____	Grade _____
HEED 310 _____	Grade _____
HEED 313 _____	Grade _____
Others _____	Grade _____

Signed _____
Student_____
Adviser (Major Dept.)_____
Adviser (HEED)_____
Date of Application_____
Head of Home Economics Education

APPENDIX H

STUDENT TEACHER INFORMATION

GENERAL

Name _____ Stillwater Address _____ Phone _____

Present home address _____

Father's name _____ Occupation _____

Mother's name _____ Occupation _____

I have

Brothers: older _____; younger _____.

Sisters: older _____; younger _____.

While growing up I have lived principally in the following kind(s) of

community: City _____; Small town _____; Rural area _____.

Church preference _____.

HIGH SCHOOL

I graduated from _____ High School with about _____ in my
graduating class, located in a town of about (population) _____.

Grades in which I studied homemaking: 8th ___; 9th ___; 10th ___;
11th ___; 12th ___.

I was a member of F.H.A.: 0 yrs. ___; 1 yr. ___; 2 yrs. ___; 3 yrs ___
4 yrs. ___; 5 yrs. ___.

Some of my F.H.A. activities and offices:

Other special high school interests, activities, and honors;

Special church and community activities in which I engaged while in
high school:

Student Teacher Information

STUDENT TEACHING

Feeling of adequacy in teaching various areas of homemaking:

Feel most secure in these areas: Feel least secure in these areas:

Put a check mark after those in which you would particularly welcome the opportunity to student teach. Reasons may be related to feeling of security or desire for experience.

Special interests and abilities that might be useful in or out of class:

Any physical limitations which the supervising teacher should know about:

Other (In this space give any other information about yourself which will help the supervising teacher in getting to know you as a person or as a teacher.)

APPENDIX I

RECORD SHEET FOR HOME ECONOMICS EDUCATION MAJORS

Name of Student _____

I. Entrance Tests Date entered O.S.U. _____

A.C.T.	Raw Score	Percentile
English	_____	_____
Mathematics	_____	_____
Social Studies	_____	_____
Natural Science	_____	_____
Composite	_____	_____
Cooperative Algebra	_____	_____
S.R.A. Reading Record		
Comprehension	_____	
Everyday Reading Skills	_____	
Vocabulary	_____	
Total	_____	

Kuder Preference Record (3 vocations - highest ratings)

Johnson Interest Inventory (3 home economics professions - highest ratings)

Clothing Test _____

II. Upper Division Teacher Education Application Dates

Name _____ Sex: M F: Date _____ Passed Speech Test _____

College _____ Passed Upper Div. Examinations _____

Major Teaching Field _____ Writing _____ R.S. _____ %ile _____

Second Teaching Field _____ Math _____

Major Adviser _____ Soc. S. _____

Signature _____ Science _____

Essay _____

Screening Committee Approval: Total PGA _____

Proposed Grad _____

Signature of Committee

Record Sheet for Home Economics Education Majors

III. Watson Glaser Critical Thinking Appraisal	Date Taken	Score
Beginning of professional courses in H.E.E.	_____	_____
Completion of student teaching	_____	_____

APPENDIX J

INFORMATION SHEET FOR INCOMING STUDENTS
OKLAHOMA STATE UNIVERSITY DIVISION OF HOME ECONOMICS

Date _____

PERSONAL DATA:

1. Name _____

Last
First
Middle

 Date of birth: Year ____ Month ____ Day ____ Present Age ____
2. College Address _____ Telephone _____
3. Date of graduation from high school _____ Age at graduation ____
 Name and location of high school _____
 Number in graduating class _____ Your rank in it, if known _____
4. Year in college: Senior ____ Junior ____ Sophomore ____ Freshman ____
 List other colleges and dates attended: _____
5. Your estimate of your present health. Check one. Fair ____ Good ____
 Excellent ____ Special disabilities (i.e. asthma) _____
 Serious illness you have had before entering college _____
6. Church preference _____ Member: Yes ____ No ____
 Attendance: Regular _____ Occasional _____
7. Population of home community: City 100,000 or more ____ City 25,000
 to 100,000 ____ Town 5,000 to 10,000 ____ Town 2,500 to 5,000 ____
 Under 2,500 ____ Farm ____ If farm, give population of nearest
 town _____
8. Father's name _____ Is he living? Yes ____ No ____
 Address _____ Telephone _____
 Occupation (major) _____ Others _____

Information Sheet for Incoming Students

9. Mother's name _____ Is she living? Yes _____ No _____
 Address _____ Telephone _____
 Occupation, if gainfully employed outside the home _____
10. Names of step-parents or guardians _____
 Address _____ Telephone _____
 Occupation _____
11. Number of brothers _____ Number of sisters _____
 How many are older than you? _____ Younger than you? _____
12. Highest grade or year of education completed by father _____
 Highest grade or year of education completed by mother _____
 Highest grade or year of education completed by step-parent or
 guardian _____
13. Your marital status: single _____ married _____ widow _____ widower _____
 divorced _____ separated _____
 Highest grade or year in school completed by husband (or wife) _____
 Occupation of husband or wife _____ Where _____
 Address _____ Telephone _____
 Age and sex of children _____
14. Name of roommate _____
15. Local housing other than dormitory: Sorority house _____
 Apartment _____ Room in boarding house _____ Living with parents _____
 Commuting to campus from: Parents home _____ Apartment or own home _____
16. Name of scholarship you now hold _____

Information Sheet for Incoming Students

ACTIVITIES AND ORGANIZATIONS - Prior to enrollment at Oklahoma State Univ

1. List high school organization of which you were a most active member, office held and dates:

Organization	Office	Date
_____	_____	_____
_____	_____	_____

2. List church and other community organizations of which you were an active member, offices held and dates:

Organizations	Office	Date
_____	_____	_____
_____	_____	_____

3. List special talents: _____

4. Hobbies: _____

EXPERIENCES:

1. What jobs have you held either part time or full time (office, clerking, library, newspaper work, housework, restaurant, etc.)

2. Do you have a job or jobs for the present school year? 1 Sem__ 2 Sem__

If so, where: 1st Sem. _____ 2nd Sem. _____

For whom will you work: 1st Sem. _____ 2nd Sem. _____

How many hours per week or per month will you work? 1 Sem__ 2 Sem__

Number of hours carried (college credit) 1st Sem. _____ 2nd Sem. _____

3. List summer camps or conferences attended and approximate dates:

4. Travel Experiences: _____

5. Reading: Approximate number of books read in addition to the required school reading during the past year ____ Name of those enjoyed most _____

Information Sheet for Incoming Students

FUTURE PLANS:

1. Do you expect to graduate from college? yes _____ no _____
2. If not, how long do you expect to attend? _____
3. What do you expect to do immediately after completing college?

4. What are your long-time goals? (10-20 years after college)

VITA

Abidah Malik

Candidate for the Degree of

Master of Science

Thesis: CASE STUDIES OF FOUR HOME ECONOMICS STUDENT TEACHERS WITH
IMPLICATIONS FOR SUPERVISION IN PAKISTAN

Major Field: Home Economics Education

Biographical:

Personal Data: Born at Karachi, Pakistan, August 15, 1939, the daughter of Mr. Malik Mohammed Hussian and the late Mrs. Gulam Fatima Malik.

Education: Attended Madrassatul-Binat in Lahore, West Pakistan, received high school certificate from the University of Punjab, West Pakistan, in 1955, received the Bachelor of Science degree in Home Economics from the University of Punjab, in 1959; completed requirements for the Master of Science degree in Home Economics Education at Oklahoma State University in May, 1963.

Professional Experience: Assistant in clothing and textile department in College of Home and Social Sciences, Lahore, West Pakistan.