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   A STUDY OF THE ELEMENTARY PRINCIPAL'S
   INFLUENCE ON STUDENT TEACHERS' EXPECTATIONS
   FOR THE ROLE OF THE CLASSROOM TEACHER.

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GRADUATE COLLEGE

A STUDY OF THE ELEMENTARY PRINCIPAL'S INFLUENCE

ON STUDENT TEACHERS' EXPECTATIONS FOR

THE ROLE OF THE CLASSROOM TEACHER

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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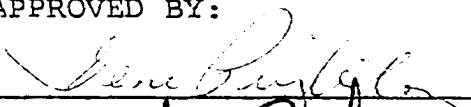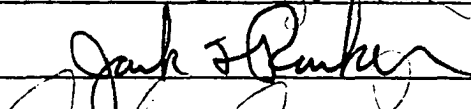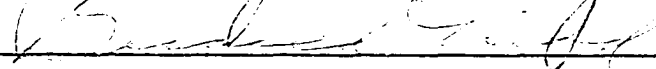
CLAUDE NICHOLS

Norman, Oklahoma

1978

A STUDY OF THE ELEMENTARY PRINCIPAL'S INFLUENCE

ON STUDENT TEACHERS' EXPECTATIONS FOR

THE ROLE OF THE CLASSROOM TEACHER

APPROVED BY:

DISSERTATION COMMITTEE

DEDICATION

To my wife, Elizabeth, and
my three daughters, Claudetta, Melvina,
and Judith, who thought that I could
succeed in this endeavor.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

A STUDY OF THE ELEMENTARY PRINCIPAL'S INFLUENCE
ON STUDENT TEACHERS' EXPECTATIONS FOR
THE ROLE OF THE CLASSROOM TEACHER

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Changing enrollment in teacher education programs, with

emphasis on direct experience, has influenced a movement of

student teaching away from the campus laboratory school to

off-campus school sites. New approaches have been directed

toward shortening the distance between theory and practice

in teacher education. Cottrell (1970) emphasized this fact

by stating that,

> Teacher education must now be conducted in the
> midst of living reflection and social action.
> The gap between theory and practice is being
> closed in the expectation of the students.
> Thus program development for teacher education
> must now cope with and utilize a new dynamism
> and sense of urgency among students preparing
> for teaching careers. p. 7

One consequence of these developments is the increased

emphasis on actual student teaching experience in off-campus

schools. Regardless of the type of program offered in the schools, the elementary principal plays an important role in its development.

As the instructional leader, it would seem logical that the elementary principal would be allocated a major role in the student teaching experience. However, this has not been the case. A number of studies, Wingo (1960), Devor (1964), Saxe (1966), and others indicate the neglect of the principal's involvement in the student teaching experience and the need for studies to determine the manner and degree of this involvement.

Statement of the Problem

The problem investigated in this study was to determine the effects of elementary principals' influence on student teachers' role expectations. More specifically, the problem investigated in the study was to determine the amount of change occurring as determined by a pretest and a posttest, in student teachers' role expectations as the result of a planned program of intervention by elementary principals.

Null Hypotheses

The following null hypotheses were tested in the study:

Ho_1 There is no statistically significant difference between the experimental group's

pretest-posttest nomothetic change scores
and the control group's pretest-posttest
nomothetic change scores.

HO_2 There is no statistically significant dif-
ference between the experimental group's
pretest-posttest transactional change
scores and the control group's pretest-
posttest transactional change scores.

HO_3 There is no statistically significant dif-
ference between the experimental group's
pretest-posttest idiographic change scores
and the control group's pretest-posttest
idiographic change scores.

Definition of Terms

The following terms as defined were used in the study.
(Guba and Bidwell, 1957).

Role Expectations: The behavioral expectations included
in the Teacher Behavior Questionnaire (Form T). (Appendix A)

Pretest Expectations: Student teacher participants'
scores taken from the pretest administration of the Teacher
Behavior Questionnaire.

Posttest Expectations: Student participants' scores
taken from the posttest administration of the Teacher
Behavior Questionnaire.

Change Scores: Arithmetic differences between the pre-
test and posttest scores. (Appendix C)

Nomothetic Orientation: Student teachers whose expec-
tations were reflected most often by their choice of nomothetic

4

items from the <u>Teacher Behavior Questionnaire</u>. The test

publishers describe teachers with a nomothetic orientation

as follows: (Guba and Bidwell, 1957) pp. 50-56.

>   (1) A teacher who is concerned primarily with the goals
>   of the institution.
>
>   (2) A teacher who emphasizes the expectations that
>   others hold for his/her behavior, that is, an
>   emphasis on <u>role</u> in behavior.
>
>   (3) A teacher who explains his own or other behavior
>   by external causes, that is, forces in his en-
>   vironment.
>
>   (4) A teacher who defines education as handing down
>   what is known to those who do not know.
>
>   (5) A teacher who feels obligated to do things by the
>   book.

Example of a Nomothetic Statement (Item number 7; page B):

(I) show extreme firmness in the control of pupils since the

best learning takes place in a well disciplined environment.

>   <u>Idiographic Orientation</u>: Teachers whose expectations

were reflected most often by their choice of idiographic

items from the <u>Teacher Behavior Questionnaire</u>. The test

publishers describe teachers with an idiographic orientation

as follows:

>   (1) A teacher who is concerned primarily with the
>   needs of <u>individuals</u>, including his own needs.
>
>   (2) A teacher who emphasizes personality in behavior.

      (3)   A teacher who explains his or her own behavior by <u>internal</u> causes, that is, forces inherent in the individual.

      (4)   A teacher who defines education as helping the person know what he wants to know.

Example of an idiographic statement (Item number 2; page A):

(I) display independence in teaching using supervisory suggestions only when they can be integrated with ones own goals for the class.

    <u>Transactional Orientation</u>: Teachers whose expectations were reflected most often by their choice of transactional items from the <u>Teacher Behavior Questionnaire</u>. The test publishers describe teachers with a transactional orientation as follows:

      (1)   A teacher who seems to steer a course between the extremes of nomothetic and idiographic.

      (2)   A teacher who seems aware of the limits and re- sources of both the individual and the institution within which the teaching-learning process may occur.

Example of a transactional statement (Item number 7; page E):

(I) avoid engaging in any activities which might be considered not in good taste, for one teacher's misconduct may reflect unfavorably on all his colleagues and his school.

Limitations of the Study

The following limitations were established for the study parameters.

The population of student teachers was limited to 63 student teachers from Oklahoma State University, the University of Oklahoma, Bethany Nazarene College, Oklahoma City University, Southwestern Oklahoma State University, Central State University, and Oklahoma Christian College during the spring semester of the 1976-77 academic year and the fall semester of the 1977-78 academic year.

The teacher behavior expectations sampled in the study were limited to the sixty behaviors listed on the Teacher Behavior Questionnaire (Form T). (Appendix A)

Elementary principals were limited to those serving in that capacity at Apollo Elementary School, Central Elementary School, Harvest Hills Elementary School, Hilldale Elementary School, Kirkland Elementary School, Lake Park Elementary School, Overholser Elementary School, Rollingwood Elementary School, Western Oaks Elementary School, Wiley Post Elementary School, and Windsor Hills Elementary of the Putnam City School System, Oklahoma City, Oklahoma, during the 1976-77 and 1977-78 school terms.

Content areas of teacher behavior were limited to the four areas contained on the Teacher Behavior Questionnaire (Form T). (Appendix A) These areas were as follows: (Guba and Bidwell, 1957) pp. 20-21.

(1) Administration:
     Relationships with administration and supervision of the school, local district, or state system (for example, relationships with the principal or supervisor).

(2) Alter Groups:
     Relationships with alter groups other than administration (for example, colleagues, pupils, or parents).

(3) School Program:
     Instructional and extra-curricular aspects of the school program.

(4) Personal Behavior:
     The personal behavior of the teacher; his/her "private life".

Purpose of the Study

The major purpose of the investigation was to determine if principals can influence change in the expectations of student teachers for the role of the elementary classroom teacher during the student teaching experience.

Five specific objectives related to the procedures of this study were pursued in an effort to answer the basic question. The five objectives were as follows:

(1) To determine student teachers' expectations for the role of the classroom teacher before the student teaching experience.

(2) To determine the extent of agreement between student teachers' expectations and elementary principals' expectations for the role of the classroom teacher before the student teaching experience.

(3) To determine the effect of the student teaching experience on student teachers' expectations for the role of the classroom teacher.

(4) To determine the extent to which the expectations of student teachers for the role of the classroom teacher became more like the principals' expectations; that is, to investigate the extent of principals' influence on the expectations of the student teachers during the student teaching experience.

(5) Finally, to determine if principals can be more influential in effecting change in the expectations through a planned program of involvement.

In a school setting, student teachers and principals anticipate or expect certain behavior of themselves and others, particularly the classroom teacher. This anticipated or expected behavior has been referred to by Gross, Mason, and McEachern (1958) as "role expectations". The term as used for the purposes of this study refers to the behavior student teachers and principals expect of the classroom teacher in performance of professional duties as defined by the Teacher Behavior Questionnaire (Appendix A). Presumably, the nature and function of those expectations provide a

framework by which to analyze the attitudes of student teachers and principals regarding the role of the classroom teacher.

Previous studies show little or no influence by elementary principals through the normal, casual association during the student teaching experience.

CHAPTER II

REVIEW OF RELATED LITERATURE

Role Theory

In recent years much research has been conducted within the framework of role theory. Getzels, Lipham, and Campbell (1968) indicate that the term "role" has received many definitions. They conclude that there are only three categories in general use: (1) In relation to personality development. (2) As synonymous with patterns of observed behavior. (3) In relation to specific groups in a social system, roles may be thought of as the structural or normative elements defining the behavior expected of incumbents or actors, that is, their mutual rights and obligations. p. 60.

Getzels, et al indicates that role as it is conceived has a number of identifiable characteristics. They conclude that among these, role (1) represents status, (2) can be defined in terms of role expectations, (3) is more or less flexible, (4) is complementary, and (5) varies in scope. p. 61-63.

They conceive of the social system as being comprised of two dimensions: (1) the nomothetic, consisting of institution, role, and expectations; (2) the idiographic or personal dimension consisting of the individual, his/her personality, and his/her need disposition. p. 56.

Within these two dimensions of the social system may be found individuals who fit into a nomothetic or institution, and others who fit into the idiographic dimension. Also, there are those individuals who may weave a pattern of behavior which utilizes the nomothetic dimension in one situation, and the idiographic dimension in another. Getzels identifies this dimension as transactional. He indicates that it is the least defined yet more often used than either the nomothetic dimension or the idiographic dimension. p. 149. These three dimensions are the basis for the research in the present study.

Other researchers (Haberman 1963, Spindler 1963, Secord 1964) found that there is value in studying the role expectations that are held by certain individuals or actors in regard to their own behavior as well as the role of other actors in the same setting. They concluded that each group or actor within each group involved in student teaching - student teachers, cooperating teachers, pupils, college supervisors, and principals - hold expectations for each of the other

groups and actors within that group. This seems to indicate that each group could be studied as it relates to any of the other groups.

Barnard (1938), in the development of his theory of management, concluded that there is for each person in the subordinate role a "zone of indifference" within which orders are acceptable without a conscious questioning on the part of the individual. That individual would fall into the nomothetic role when juxtapositioned with Getzel's model. Barnard describes the zone of indifference as follows:

> If all the orders for actions reasonably practi-
> cable be arranged in order of their acceptability
> to the person affected, it may be conceived that
> there are a number which are clearly unacceptable,
> that is, which certainly will not be obeyed; there
> is another group somewhat more or less on the
> neutral line, that is, either barely acceptable or
> barely unacceptable; and a third group unquestionably
> acceptable. This group lies within the "zone of
> indifference". . ."The zone of indifference may be
> wider or narrower depending upon the degree to
> which the inducements exceed the burdens and
> sacrifices which determine the individual's ad-
> hesion to the organization." p. 168-169.

It would appear that Barnard has, from a different approach, reached some of the same conclusions that Getzels espoused in his model.

Guba and Bidwell (1957) defined role as "the set of complementary behavioral expectations which relate the role

incumbent to other individuals (also role incumbents) in the situation." Each role incumbent holds certain role expectation for that role which he/she occupies, and for other role incumbents in a given instiution. Each role incumbent also contributes to the role his/her own personality and beliefs. Guba and Bidwell concluded that role occupancy has at least two identifiable aspects: (1) behavior which attains institutional or group goals and (2) behavior which satisfies individual needs.

Gross (1958) applied the following identification or definitions to "role":

(1) A role represents the dynamic aspect of status. When the individual puts the rights and duties which constitute the status into effect, he is performing a role.

(2) As individual's definition of his situation with reference to his and other's social position.

(3) A pattern or type of social behavior which seems situationally appropriate to the individual in terms of the demands and expectations of the group.

(4) A set of expectations applied to an incumbent of a particular position. p. 12-13.

Getzels and Guba (1954) did research in the application of role theory to the study of administration. Their concern was the effectiveness of the role incumbent in performing

his own organization role. Their work pointed up the value of role theory in predicting success in a given position or role in an institution.

Secord (1964) in identifying social roles concluded that "persons develop common perceptions concerning the positions occupied by each member in group structure." p. 467. He concluded also that group members agree in holding expectations for the behavior of persons in the group structure, and that those expectations represent what he identifies as the "anticipatory and normative" quality of interaction. Secord uses social role as a general term to refer to both the position and its associated expectations. He further defines role expectations as "how actors in a role category are supposed to behave, and role behavior as "the behaviors of an actor that are relevant to the role he is performing." p. 458.

Role Expectations

Fishburn (1962) p. 55-59, in his study of how teachers and administrators perceive teacher roles, developed an instrument based on the six roles listed in Factors in Teaching Competence of NEA, National Commission on Teacher Education and Professional Standards, 1954. The term "role"

as it was used in Fishburns study refers to expectations for behavior connected with status. He listed them in what he considered their order of importance: (1) mediator of culture, (2) member of the school community, (3) director of learning, (4) guidance and counseling person, (5) liaison between school and community, and (6) member of a profession.

Fishburn also found that teachers and administrators perceive teachers' roles in a contradictory manner. For example, of the roles listed above, the role perceived as most important by administrators, (5) liaison between school and community, was perceived as least important by teachers while the role perceived as most important by teachers, (1) mediator of culture, was perceived as least important by administrators. No single factor explained the contradictions in the perception of role as it applied to the classroom teacher. He did conclude that age and length of service contributed most to role perception. Location of school in the socio-economic strata contributed least.

Kopper (1973) concluded in her study that student teachers were less dogmatic in their role expectations than the teachers were. Since she was studying student teacher effectiveness based on personality and dogmatism there is a possibility that the student teachers may have been judged more by personality than by skills he/she may have possessed.

There is some evidence of change in attitudes or expectations on the part of the student teacher as a result of the student teaching experience, but survey results appear to be somewhat contradictory. Horowitz (1965) reported that student teachers do indicate changes in attitude as a result of the student teaching experience. According to his findings they see themselves generally as more nomothetic and less transactional after the student teaching experience than they did before. The study did not indicate that the student teachers became more like their cooperating teachers. In fact, results of the study seemed to indicate that they were not significantly influenced by the cooperating teacher.

Haberman (1963) concluded that eleven student teachers with whom he worked during their student teaching experience did change their perception of the classroom teacher. He concluded that most of the eleven changed their perception of the role as follows: (1) increase in the number of out-of-class activities that were the teacher's responsibility; (2) increase in the number of decisions which teacher should make in cooperation with others in defining out-of-class responsibilities; and (3) increase in the number of characteristics which they felt to be of great importance in designating a field of work to be a profession. Haberman

stated that those three generalizations referred to particular kinds of decisions teachers might make in their role as classroom teacher.

Principal's Role

Spindler (1963) indicates that the role of the principal can be given what he chooses to call a simple definition: "Those expectations and directives for behavior connected with the position of school principal." p. 234. Spindler concluded that pressures created by the formal organization of the school system, and by the unique characteristics of the community and its history, interact to form the total set of expectations determining the principal's role. p. 256.

McGeoch (1975) concluded that in the traditional student teaching program that the administrator gave very little thought to the placement of student teachers. She stated that,

> The all too typical situation is for a university
> professor to phone the superintendent and ask
> for a list of teachers who will work with associate
> teachers. Sometimes the teachers are asked if
> they are willing to work with a student; sometimes
> it is assumed that they will and their names are
> placed on a list without their being consulted.
> p. 177.

McGeoch concurs with others that those student teachers may, in many cases, be supervised by practitioners who do not

know what their role as a supervising teacher is. She proposed that school administrators encourage teachers to participate in teacher education programs. She does not indicate that the building administrator should be an integral part of that program.

Sceiford (1977) p. 82-86 concluded that the principals role is not clearly defined. She describes it as being like that of Bartholomew Cubbins of Dr. Seus fame who wore many hats. The principal has been described as manager of buildings and grounds, curriculum developer, child psychologist, budget manager, teacher labor relations negotiator, public relations specialist, police officer, disciplinarian, guidance counselor, and scheduler, to name a few of those hats he/she is expected to wear at different times or simultaneously. As a consequence he/she has little time to devote to the very important role of supervision of subordinates.

Saxe (1966) in a study of student teaching in twelve schools on the south side of Chicago concluded that "principals of schools in this group did not fully exploit the opportunity inherent in the student teaching situation." He also concluded after reviewing the professional literature on the subject of student teaching that, "This review of the

literature supports the position that the relationship of the student teacher to the principal is a neglected topic."

Haines (1960) stated that "the principal is a key person in the school, and his leadership is essential in the effective functioning of the student teaching program." This would indicate that the better informed the principal is, and the better he/she understands what the primary goals and purposes of student teaching are, then all the more likely it is that he/she will experience reasonable success in the administration of the student teaching program at the local site.

Wingo (1955) indicates that the first real contact a principal may have with a student teacher is when a decision is made to consider that particular individual for employment. At that moment the principal determines what attributes should be embodied in the philosophy and capability of the prospective teacher in order for the needs of that school to be served. The principal expects to be able to determine this in spite of the fact that he/she has not yet interpreted those needs for the student teacher who may soon become a beginning teacher in that school.

Woodruff (1960) cites a 1957 bulletin published by the Los Angeles City Schools that makes the principal responsible for all activities in the school including the training

of student teachers. He indicates that there is much to be done by the cooperating teacher, but nowhere does he indicate a close working relationship between the principal and student teacher.

Loy (1955) concluded that the attitudes of student teachers do not significantly change toward teaching as a profession during the student teaching assignment. Specifically their attitudes did not change significantly in any of the following areas: (1) toward teaching as a profession; (2) toward the pupils; (3) toward constructive use of the principles of behavior. The principal was not considered either as a stabilizing influence nor as a change agent in student teacher attitudes.

It must be noted that all of the aforementioned studies fail to identify the influence that the principal might bring to bear on the student teaching process.

One particular study has been conducted to determine the principal-student teacher relationship. Vick (1969) conducted a study which involved 73 student teachers in the College of Education at the University of Houston and 19 elementary principals in the schools of the various school districts in the Houston area. He found in his study that principals and student teachers do not vary greatly in the

way they perceive the role of the elementary classroom teacher. Vick also found that the elementary principals in his study did not influence the student teachers' expectations of the role of the elementary classroom teacher. However, he concluded that the principal's lack of involvement in the student teaching process may have accounted for the lack of effectiveness of student teachers' role expectations.

Vick indicated that perhaps principals, through participation in a planned, structured, program, could be a vital instrument for change in the student teaching process.

It is significant to note that many texts on student teaching almost completely ignore the principal-student teacher relationship. A text by Lamb (1965) fails to list the principal in the identification of persons involved in the student teaching process. Another text by Devor (1964) in describing relationships of the student teacher to individuals and groups entirely neglects the principal. Spindler (1963) concluded that the principal is the person who must make decisions that directly affect the manner in which education is different at the classroom level yet does not include him/her in the student teaching process.

Teacher's Role

Brookover (1955) in his study indicated that in the

framework of role theory the assumption is commonly made

that a divergence between a teacher's behavior and parents'

and administrators' expectations is related to the teacher's

effectiveness, and that dismissal is often deemed justi-

fiable because of the teacher's failure to behave in the

expected manner. He indicates that it does not always

follow that because teachers deviate from the role expec-

tations that they are ineffective in teaching youth the

expected role behaviors.

Getzels (1952) conceived of the following role areas

for teachers:

(1) Socio-economic: In most communities teachers
     are presented to be at least a quasi-
     professional group for whom middle class
     standards of living are expected, but
     receive inadequate remuneration to conform
     to those expectations.

(2) Citizen Role: Adult members of a community
     are generally assumed to be responsible
     citizens whose judgment can be trusted.
     Not so for teachers.

(3) Expert or Professional Role: Teachers are
     certified and, it is assumed qualified, but
     may be challenged by parents. p. 31.

Thompson (1963) indicated that little information

about supervising teachers and their role expectations are

given to student teachers prior to the internship assignment. He concluded also that student teachers do little reading about student teaching, and that reading about it does not make much of an impression on them.

A number of studies of relationships in the student teaching process have been made. Horowitz (1965) studied the relationships between the expectations of 168 student teachers and the expectations of their cooperating teachers. He found that student teachers see themselves as being more concerned with expectations of others after student teaching than they were before. Horowitz did not conclude from his study that individual student teachers became more similar to their cooperating teachers as a result of the changes they felt had occured in themselves.

Marquez (1964) concluded that role perceptions can be identified, and that slight change does occur in the way student teachers perceive the role of classroom teachers after the student teaching experience. She also concluded that there was no significant difference in the way different groups of student teachers perceived the role of the class-room teacher. Marquez indicated that such variables as sex, content area, grade point average, and the amount of pre-student teaching experience did not appear to be factors in

how the student teacher perceived the role of the classroom teacher.

Procop (1971) studied student teachers' self-perceptions to determine changes which might occur during the student teaching experience. He concluded that student teachers' self perception changed over the duration of the program, but at the same time, their ideal role perceptions remained generally unchanged.

McConnell (1960) studied the reactions of 120 student teachers to the student teaching experience. He found that the student teachers felt that they should have been told at the beginning such things as the classroom routine, the duties and responsibilities of the student teacher, the attitude of school officials in relation to the standards of behavior for pupils, the authority which could be exercised in such matters, and attitudes toward teacher dress and grooming.

Castillo (1971) compared the role expectations of cooperating teachers as viewed by student teachers, college supervisors, and cooperating teachers. He concluded that some form of planned activities such as seminars, discussions, and conferences should be a part of the student teaching experience. Castillo also concluded that the above would aid in the development of increased clarity and consensus in defining or identifying the role of the cooperating teacher.

Thompson (1963) in a study conducted to identify anxieties felt by student teachers submitted a list of 25 types of anxieties felt by student teachers, both in anticipation of and during internship, to a group of 125 student teachers. His hypothesis that the results could be represented graphically by a normal probability curve was not borne out by the data collected. However, the data did show that females experience more anxieties than males. It also indicated that more anxieties originate in what has been heard or imagined by the student teacher than from any other source. This was especially noticeable among the females. Thompson concluded that perhaps this was because females are more prone to communicate with each other. Thompson further concluded that anxiety is cumulative during the waiting period.

Ferguson (1954) concluded that prospective teachers suffer many misconceptions of what lies before them in the field of education. They also are totally ignorant of some of the conditions and situations which they will face when they become teachers. He found that student teachers felt that among many negative aspects of teaching were such things as no freedom from school work on weekday evenings; finding few objective parents, interested pupils, and little

freedom from community prejudice. Ferguson concluded that the principal was a key figure in the investigation since almost fifty percent of the unfavorable comments were directed toward the administrator at the local school site.

A trend toward teaching centers that serve both prospective teachers and those already in the field has provided an opportunity for the student teacher, through a hands-on experience to determine what the classroom teacher's role expectations are. Ruchkin (1974) p. 171 described one such effort jointly staffed and conducted by a metropolitan school system and an elementary teacher preparation program of a major urban university. A new elementary school with an enrollment of just under nine hundred accommodated semester-long junior methods courses, senior year student teacher placements and seminars, as well as onsite master's level courses for those who were already in the field. This experience was utilized by some four hundred new elementary teachers over a five year period plus follow-up support.

Collins (1974) stated that there is much confusion about what a teaching center is. He did conclude that the words teacher center, teaching center, and other combinations tend to focus on in-service teacher development and renewal.

One might assume that the clientele are exclusively those who are already in the field and have need to better

define their role. However, he states that this is not always the case. Collins lists as follows those centers which serve both undergraduates and teachers in the area schools: The University of Pittsburg Elementary Teacher Center Network, The West Texas State University Teacher Center in Canyon, Texas, (initially limited to only under-graduates) The Rhode Island Teacher Center, The Dallas, West Virginia, Maryland, Syracuse University - West Genese, and Marshall Minnesota Teaching Centers. p. 14. Thus one can conclude that those who are served by teacher centers are not only professional teachers but student teachers as well.

Summary

The present investigation developed and grew out of the investigator's responsibility of assigning student teachers from the surrounding colleges and universities to cooperating teachers within the elementary schools in the Putnam City School System. Contact with hundreds of student teachers over a period of years caused the investigator to realize that there were problems, tensions, conflicts, and a lack of understanding of their role in regard to the student teaching experience.

Student teaching, which usually occurs toward the end of the professional education of the teachers, is the

culmination of many years of anticipation and preparation.
It provides an opportunity for prospective teachers to make
application of the principles and theories learned in a
college classroom, in an actual teaching situation under
the guidance of an experienced school staff, and to become
oriented to the many facets of a teacher's responsibilities.
It affords for the first time an arena for experiencing
personal ambitions and rewards relative to their chosen
profession.

Student teachers bring to the student teaching experi-
ence their own attitudes toward education and toward indivi-
duals in the profession. They also hold certain preconceptions
concerning anticipated results and personal satisfaction in
the field of education.

Principals also hold certain attitudes about the
educational process and toward individuals in the profession.
Their attitudes are usually the result of a series of
intimate contacts with the educational environment over what
usually has been an extended period of time. Because of
these contacts, which student teachers have not experienced,
one would expect to discover differences between the atti-
tudes of the principals and those of the student teachers.

It was anticipated that student teachers would change their attitudes as they progressed through the student teaching experience. The principal, on the other hand, under the usual circumstance of only limited contact with student teachers, was not expected to change his/her attitudes appreciably during the time of the student teachers' tenure in the building.

In order to determine if the principal did make significant change during the study the principals were administered the Teacher Behavior Questionnaire (Appendix A) at the beginning and end of the fall semester of the 1977-78 school year. This time period corresponded to that which they were involved in the planned program of involvement with the 31 experimental group student teachers involved in the study.

Previous studies have shown that slight changes in the attitudes of student teachers do occur. No studies were found that dealt with the notion that student teachers' expectations do change in the direction of those held by the building principal during the student teaching experience. This study is an attempt to explore this area of the student teacher's expectations.

CHAPTER III

METHODS AND PROCEDURES

In the present study, 63 student teachers in the
Putnam City School System acted as subjects to determine the
effects of principals' relationships to the student teachers'
role expectations. Supervising principals conducted 30-
minute weekly sessions with student teachers concerning four
general areas of the teachers' behavior. The Teacher Be-
havior Questionnaire (Form T) (Appendix A) was administered
to a control group and an experimental group of student
teachers on a pretest-posttest basis.

The control group was composed of those student teachers
who were assigned to the elementary schools for the spring
semester of the 1976-1977 school term. The experimental
group was composed of those student teachers who were assigned
to the elementary schools for the fall semester of the 1977-
1978 school term. A total of eleven elementary principals
were involved in administering the planned program of

involvement to the experimental group. The control group had no formal contact with the planned program. The data collected from the student teachers were used to test the null hypotheses.

The methods and procedures followed in conducting the study were divided into three phases; (1) pre-experimental procedures, (2) experimental procedures, and (3) data analysis procedures.

Pre-Experimental Procedures

The pre-experimental procedures consisted of those tasks which were completed before the data were collected from the participants. The most important of those procedures are explained in the following sections.

Choice of Research Design

The first pre-survey procedure was to choose the proper research design for the conduct of the study. Kerlinger (1973) p. 300-301 indicates that the words "research design" are intended to mean the plan, structure, and strategy of investigation conceived to obtain answers to research questions and to control external sources of variation. The plan is the overall scheme or program of the evaluation problem; the structure is the more specific model of the

actual manipulation of the independent variables being con-
trolled; and the strategy is even more specific than the
structure as it is the actual methods to be used in the
gathering and analysis of the data.

According to Kerlinger a research design serves two
basic purposes: (1) it provides answers to research questions
posed by the investigator; and (2) it controls external
sources (independent variables) of variation. In other
words, it is through the design of a study that research is
made effective and interpretable. Kerlinger makes the
following statement in regard to research and evaluation
designs:

> . . .Research design sets up the framework for
> 'adequate' tests of the relations among vari-
> ables. The design tells us, in a sense, what
> observations to make, how to make them, and how
> to analyze the quantitative representations of
> the observations. Strictly speaking, design
> does not 'tell' us precisely what to do, but
> rather suggests the directions of observation-
> making and analysis, how many observations should
> be made, and which variables are active variables
> and which are assigned. We can then act to
> manipulate the active variables and to dichotomize
> or trichotomize or otherwise categorize the
> assigned variables. A design tells us what
> type of statistical analysis to use. Finally,
> an adequate design outlines possible conclusions
> to be drawn from the statistical analysis. p. 301.

The research design chosen for this study was a multiple
sample design composed of the scores derived from an

Experimental Group and a Control Group comprised of student teachers from seven of the colleges and universities in the area and the sources of the supervising principals in the local school in the Putnam City School System to which the student teachers were assigned for the student teaching experience.

Instrumentation

Role expectations defined in the Getzels-Guba model of social systems were measured by the Teacher Behavior Questionnaire, (Appendix A) an instrument developed by Egon G. Guba and Charles E. Bidwell (1957) at the Midwest Administration Center, University of Chicago, for their study of role relationships between classroom teachers and principals. Guba and Bidwell state that the Teacher Behavior Questionnaire (Appendix A) is based on an original Q-technique developed by William Stephenson for the study of individuals. They indicate that in this method developed by Stephenson, a universe of items is defined relative to characteristics under study, and from this universe a certain number of items are selected which may be identified as representing the universe. Those items are then arranged into a Q-sort, which is a ranking according to some pre-determined criterion.

In developing the <u>Teacher Behavior Questionnaire</u>, the authors interviewed teachers and principals and solicited descriptions of teacher behavior. Members of the team of researchers at the Midwest Administration Center, University of Chicago analyzed the statements and grouped them into four content areas: (1) relationship with the <u>administration</u>; (2) relationship with <u>alter groups</u> other than the administration: colleagues, parents, and pupils; (3) instructional and extracurricular aspects of the <u>school program</u>; and (4) <u>personal behavior</u> of the teacher. Those statements were then reformulated so that each referred to a dimension of behavior, that is, <u>nomothetic</u>, <u>idiographic</u>, or <u>transactional</u> and to one of the content areas of behavior--administration, alter groups, school programs, or personal behavior. These reformulated items were reviewed by a panel of experts to eliminate all statements which could cause disagreement in categorization by behavior dimension and content area.

The final form of the <u>Teacher Behavior Questionnaire</u> consisted of five replications, of twelve items each. Each set of twelve items contained one item for each combination of three dimension and four content areas. The twelve combinations were as follows:

1. Nomothetic Teacher-Administrator Relationships

2. Transactional Teacher-Administrator Relationships

3. Idiographic Teacher-Administrator Relationships

4. Nomothetic Alter Groups

5. Transactional Alter Groups

6. Idiographic Alter Groups

7. Nomothetic School Program

8. Transactional School Program

9. Idiographic School Program

10. Nomothetic Personal Behavior

11. Transactional Personal Behavior

12. Idiographic Personal Behavior

The final version of the Teacher Behavior Questionnaire contained sixty items printed with twelve items to the page, each page containing one item representative of each of the twelve-item categories or combinations. Each item had to be susceptible to interpretation as an expectation, as a behavior, or as an ideal expectation. An answer sheet with five columns, twelve blanks to the column, was provided for marking the choices called for in the instructions.

Reliability of the Teacher Behavior Questionnaire

In a study conducted at the University of Houston, Vick (1969) reported-test-retest reliability coefficients as follows:

Total Instrument . . . r = 0.87 (p <.05)

Nomothetic . . . r = 0.43 (p <.05)

Idiographic . . . r = 0.61 (p <.05)

Transactional . . . r = 0.51 (p <.05)

In all cases the test-retest reliability coefficients were significant. p. 19.

Validity of the Teacher Behavior

Questionnaire

Guba and Bidwell (1957) p. 20 used two methods to establish validity of the TBQ. First they used the jury or consensus method by assigning their staff associates and three staff consultants the task of applying the jury system or consensus of opinion method. First, this group classified each item into one of the twelve categories, and retained only those items on which a majority of the group could agree. The raters retained a total of eighty-four items. Second, those eighty-four items were administered to a group of principals and teachers.

Items which caused conflict or confusion were discarded. From the results a total of 60 items were retained. Those items make up the questionnaire.

Program of Involvement for Principals

The principals were asked to participate in a planned

program that brought them in contact with the experimental

group of student teachers at least once each week for a

minimum of thirty minutes to deal with one of the content

areas of behavior which are included in the questionnaire.

The control group had no planned contact with the principals.

The program for the experimental group was as follows:

Week 1:
Relationships with administration and super-
vision of the school, local district, or state
system. (For example, relationships with the
principal or supervisors). The principal met
with the experimental student teacher group
for at least thirty minutes per week to discuss
his/her interpretation of board policy as it
related to enforcing such policy that may apply
to administering those rules on a day to day
basis. He/she also discussed the student
teacher's expected relationship with supervisors
and directors in carrying out rules and guide-
lines.

Week 2:
Relationships with alter groups other than
administration. (For example, colleagues,
pupils, parents). Responsibility of the student
teacher for interaction with the different
groups was discussed. How one should relate
to colleagues, parents, and pupils in carrying
out local building and board policies.

Week 3:
Instructional and extracurricular aspects of
the school program. The principal discussed
with the student teacher all aspects of the

school program. Student teachers were made aware of what progress was expected from the child in the instructional area. Principals also discussed supervision of the various extracurricular activities.

Week 4:
The personal behavior of the teacher. The principals discussed with the student teachers the type of behavior that was expected of them at the local school site.

After week four, the procedure was repeated for the remaining weeks of the student teachers assignment in order for the principals to have continued contact with the student teachers.

Data Collection

The Teacher Behavior Questionnaire (Form T) (Appendix A) was administered to the experimental group, control group, and supervising principals on a pretest-posttest basis. The TBQ was administered as a pretest to the teachers on the first day they reported for their practice teaching assignment. The posttest was administered during the final week of the practice teaching assignment, and was usually administered on the final day of the assignment.

Supervising principals were administered the TBQ at the beginning of the school year before any student teachers had been assigned to them, and again at the end of the semester

after all student teachers had completed their practice teaching assignments.

Scoring of Responses

The authors of the Teacher Behavior Questionnaire (Form T) (Appendix A) suggest a format for scoring teachers' responses as follows: (Guba and Bidwell, 1957) p. 26.

A value of three (3) was to be assigned to the four items on each page which the respondent considered to be most appropriate for describing the role of the elementary classroom teacher. A value of two (2) was assigned to those items considered neither most nor least appropriate, and a value of one (1) was assigned to those items considered least appropriate for describing the role of the elementary classroom teacher. If, for example, all twenty of the idiographic statements were marked as "most important," the total idiographic score was 60. If, on the other hand, the twenty idiographic statements were marked as "least important," the idiographic score was 20. Thus, the range of values for each of the three dimensions was from 20 to 60. A copy of the TBQ instrument, scoring sheet, and directions are presented in Appendix A.

Data Analysis

The three null hypotheses were tested by comparing the pretest and posttest change scores of the experimental and control groups on the three dimensions of the Teacher Behavior Questionnaire (Appendix C, Tables 7 and 8). A comparison of the experimental and control groups' change scores was made by using an analysis of covariance. The principals' change scores (Appendix C, Table 9) were treated as the covariant. This procedure allowed the researcher to determine the amount of influence the application of the experimental procedure had on the role expectation of the experimental group. The mean value for the control group's change scores were computed, and the adjusted mean scores of the experimental group were then compared to the mean scores of the control group. The three hypotheses were tested for significance at the .05 level of confidence.

CHAPTER IV

RESULTS OF DATA ANALYSIS

In the present study, 63 student teachers from eleven elementary schools in the Putnam City School System acted as subjects to determine the effects of the experimental procedure on the student teachers' expectations for the role of the classroom teacher. The experimental group held regular meetings with the supervising principals in which different aspects of the teachers' behavior were discussed. The experimental treatment was intended to cause changes in the student teachers' expectations for the role of the classroom teacher. The control group, did not participate in the regular meetings with the principals.

The Teacher Behavior Questionnaire was administered to both groups of teachers and the supervisory principals on a pretest-posttest basis. Pretest-posttest change scores on the three dimensions of the instrument were used to test three null hypotheses.

This Chapter contains the results of all data analysis. The method used in considering each null hypothesis was as follows: (1) a restatement of the null hypothesis, (2) the descriptive statistics used in the data analysis, (3) procedures used to test the null hypothesis, (4) results of the statistical analysis, and (5) the decision made from the results derived.

Demographic Data Concerning the Student

Teachers and Principals

Characteristics of Student Teachers

As indicated in Table 1 all thirty-two student teachers in the control group were female. In the experimental group of 31 student teachers there were 24 females and seven males.

Each student teacher gave his or her age at the time of assignment. The age range for the control group was from the youngest at 20 years of age to the oldest at 43 years. The age range of the experimental group was from 20 to 38 years. The mean age of the control group was 24.37 years and the mean age of the experimental group was 23.43 years.

Characteristics of Principals

Table 2 shows that there were eleven principals involved in the study. The age range of this group was from

TABLE 1

DEMOGRAPHIC INFORMATION OF THE STUDENT TEACHERS
PARTICIPATING IN THE STUDY

	Control Group		Experimental Group	
AGE	Mean	24.37 yrs.	Mean	23.43 yrs.
	Female	32	Female	24
SEX	Male	0	Male	7
	Total. . .	32	Total. . .	31

TABLE 2

DEMOGRAPHIC INFORMATION OF THE PRINCIPALS
PARTICIPATING IN THE STUDY

AGE	Mean	41.18 yrs.	Age Range	26-51 yrs.
YEARS OF EXPERIENCE	Mean	6.73 yrs.	Range	1-20 yrs.
	Females	2		
	Males	9		
	Total. . .	11		

the youngest at 26 to the oldest at 51. Experience ranged from two beginning principals to one with 20 years as an elementary principal. All eleven held at least a Masters degree and one held an Ed.D. The mean age of the group was 41.18 years, while the mean years of experience was 6.73 years.

Preliminary Analysis

Prior to testing the null hypotheses, descriptive statistics were computed for the participants pretest, posttest, and change scores on each of the instrument's three dimensions. (Appendix C, Tables 7, 8, 9). The participants raw scores and descriptive statistics are presented in Appendix C. The mean values considered in the data analysis are presented in Table 3, p. 48.

The adjusted mean values in Table 3 resulted from the analysis of covariance applications to the experimental group's raw scores. In this study the application of the linear regression model adjusted the experimental group's scores to a predicted value of what their expectation score should have been if the principals' had all had comparable expectations from the Teacher Behavior Questionnaire. For instance, those teachers in the experimental group would

TABLE 3

MEANS AND STANDARD DEVIATIONS OF THE EXPERIMENTAL AND
CONTROL GROUPS' PRETEST-POSTTEST CHANGE SCORES

	Experimental Group's Mean Change Scores	Experimental Group's Adjusted* Mean Change Scores	Control Group's Mean Change Scores
NOMOTHETIC DIMENSION	$\overline{X}$ = 0.000 s = 3.408	$\overline{X}$ = -1.35* s = 2.117	$\overline{X}$ = 0.906 s = 3.954
TRANSACTIONAL DIMENSION	$\overline{X}$ = -0.125 s = 2.981	$\overline{X}$ = 2.238* s = 3.459	$\overline{X}$ = -1.164 s = 3.352
IDIOGRAPHIC DIMENSION	$\overline{X}$ = 0.125 s = 3.338	$\overline{X}$ = -1.203* s = 2.189	$\overline{X}$ = 0.258 s = 2.984

*The experimental group's pretest-posttest change scores were
adjusted according to the type of role expectations expressed
by the supervising principal. A one-way analysis of covariance
was used to make these statistical adjustments.

change their expectations to be more commensurate with their supervising principal's expectations if they were being influenced to do so. At the same time, the expectations of the supervising principals varied considerably. The analysis of covariance technique derived a mean expectation for the principals and adjusted the teachers scores accordingly. In this manner the effects of the principals' expectations could be seen when the experimental group's adjusted change scores were compared with the control group's change scores. The results of these comparisons are presented in the following sections.

Results of Testing Null Hypothesis

Number One

The first null hypothesis tested was stated as follows:

Ho_1 There is no statistically significant difference between the experimental group's pretest-posttest nomothetic change scores and the control group's pretest-posttest nomothetic change scores.

The first null hypothesis was tested by comparing the control group's mean change scores on the nomothetic dimension with the experimental group's adjusted mean change scores on the nomothetic dimension. Results of the data analysis are presented in Table 4.

TABLE 4

RESULTS OF COMPARING THE EXPERIMENTAL AND CONTROL GROUPS'
CHANGES IN THEIR NOMOTHETIC ROLE EXPECTATIONS

Source of Variation	Degrees of Freedom	Adjusted Mean Squares	F-Value	Significance Level
Between Groups	1	218.50	5.219	$< .05$
Within Groups	61	41.87		
TOTAL	62			

The results presented in Table 4 show that there was a significant difference between the pretest-posttest nomothetic change scores of the experimental group and the control group ($F = 5.219$; $df = 1/61$; $p < .05$). These results allowed the researcher to reject the first null hypothesis. A comparison of the two groups' mean values in Table 4 will show that the control group changed significantly more toward the nomothetic dimension than the experimental group.

Results of Testing Null Hypothesis

Number Two

The second null hypothesis tested was stated as follows:

> Ho_2 There is no statistically significant difference between the experimental group's pretest-posttest transactional change scores and the control group's pretest-posttest transactional change scores.

The second null hypothesis was tested by comparing the control group's pretest-posttest change scores on the transactional dimension with the experimental group's adjusted pretest-posttest change scores on the transactional dimension. Results of the statistical analysis are presented in Table 5.

The results presented in Table 5 show that there was a significant difference between the pretest-posttest

TABLE 5

RESULTS OF COMPARING THE EXPERIMENTAL AND CONTROL GROUPS'
CHANGES IN THEIR TRANSACTIONAL ROLE EXPECTATIONS

Source of Variation	Degrees of Freedom	Adjusted Mean Squares	F-Value	Significance Level
Between Groups	1	305.42	6.917	$< .05$
Within Groups	61	44.15		
TOTAL	62			

transactional change scores of the experimental group and the control groups (F = 6.917; df = 1/61; p $<$.05). These results allowed the researcher to reject the second null hypothesis. A comparison of the mean values in Table 5 will show that the experimental group moved more toward the transactional dimension, while the control group moved away from the transactional position.

Results of Testing Null Hypothesis

Number Three

The third null hypothesis tested was stated as follows:

Ho_3 There is no statistically significant difference between the experimental group's pretest-posttest idiographic change scores and the control group's pretest-posttest idiographic change scores.

The third null hypothesis was tested by comparing the control group's pretest-posttest change scores on the idiographic dimension with the experimental group's adjusted pretest-posttest change scores on the idiographic dimension. Results of the statistical analysis are presented in Table 6.

The results presented in Table 6 show that there was not a significant difference between the pretest-posttest idiographic change scores of the experimental group and the

TABLE 6

RESULTS OF COMPARING THE EXPERIMENTAL AND CONTROL GROUPS'
CHANGES IN THEIR IDIOGRAPHIC ROLE EXPECTATIONS

Source of Variation	Degrees of Freedom	Adjusted Mean Squares	F-Value	Significance Level
Between Groups	1	117.54	3.127	$> .05$*
Within Groups	61	37.59		
TOTAL	62			

*at .05 level of significance F (1, 60) = 4.00

control group (F = 3.127; df = 1/61; p > .05). These results would not allow the researcher to reject the third null hypothesis. The experimental group moved slightly away from the idiographic position, while the control group moved slightly toward the idiographic position.

Summary of Results

The following is a summary of the results of testing the three null hypothesis:

First, the test results indicated that the experimental group scores changed significantly away from the nomothetic dimension while the control group scores changed significantly toward the nomothetic dimension.

Second, the experimental group scores remained significantly in favor of the transactional dimension while the control group moved significantly away from the transactional dimension.

Third, the experimental group scores changed slightly away from the idiographic dimension and toward the transactional dimension, while the control group scores changed slightly toward the idiographic dimension and away from the transactional dimension. However, there were no significant differences between the change scores of the two groups in the idiographic dimension.

Chapter V contains a summary of the study, conclusions drawn from the results, and implications for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

FOR FURTHER RESEARCH

The purpose of this study was to determine the effects of the treatment on the student teacher's expectations for the role of the classroom teacher in eleven elementary schools in the Putnam City School System. In conducting the study, 63 student teachers from seven teacher training institutions served as subjects. The experimental group met regularly with the supervising principal during which time the principal discussed different aspects of the teacher's role expectations. The experimental treatment was intended to cause the student teachers to change their role expectations for the teachers. The control group did not take part in the principal-student teacher meetings.

Changes in the experimental and control groups' role expectations were determined by comparing scores from a

pretest-posttest administration of the <u>Teacher Behavior</u>

<u>Questionnaire</u> (Form T) (Appendix A). Pretest-posttest change

scores from the three dimensions of the TBQ were used to test

three null hypotheses.

<u>Findings</u>

1. From the results obtained by testing the first null

hypothesis Ho_1 (Table 5, p. 50) it was found that the ex-

perimental group which received the treatment did not change

significantly toward the nomothetic dimension, while the

control group, which had no planned regular contact with the

principals did move toward the nomothetic dimension.

2. From the results obtained by testing the second

null hypothesis, Ho_2 (Table 5, p. 50) it was found that the

experimental group which received the treatment moved toward

the transactional dimension, while the control group who did

not receive the treatment moved away from the transactional

dimension during the student teaching experience.

3. From the results obtained by testing the third

hypothesis, Ho_3 (Table 6, p. 52) it was found that the ex-

perimental group which received the treatment became less

nomothetic in orientation during the student teaching experi-

ence than did the control group who did not receive the

treatment. It was also found that the experimental group became slightly less idiographic in orientation while the control group became slightly more idiographic in orientation.

Conclusions

In this study the emphasis was placed on the student teacher's expectations for the role of the classroom teacher, and how that role was identified by student teachers and elementary principals. It was assumed from the initiation of the study that both groups held some kind of beliefs about the expected behavior of the classroom teacher, and that those expected norms of behavior were identifiable. It was further assumed that those expectations of student teachers and principals were related to certain kinds of expected behavior which had occured over a period of time.

With the above assumptions, subject to the limitations of this study, some conclusions and implications seem justifiable. Those conclusions are as follows:

1. The expectations of student teachers and principals for the role of the classroom teacher can be identified.

2. Some change in the student teacher's expectations for the role of the classroom teacher does occur during the student teaching experience.

3. The elementary principal, through a planned program of involvement, can be a positive

influence in the change in the student
teacher's expectations for the role of
the classroom teacher.

4. The principal should be a member of any
team or committee of professionals who
develop for use at the local level any
plan expected to enhance the student
teaching experience.

Implications for Further Research

This study was based on the concept of the school as

a social institution and the anticipated behavior of those

actors within that institution. The major emphasis was

placed on the expectations of two groups of actors, student

teachers and principals, and how their expectations were

alike or different. It further assumed that the expectations

of these two groups of actors relating to the classroom

teacher were related to groups or sets of expected behavior

which have over the years become attached to the role of

the classroom teacher.

The sociological aspect or dimension of the Getzels

and Guba model was used in the assessment of the role

identification in the study. In their model they define

individual and institutional dimensions of behavior. In

the model an actor may behave within a social system any-

where on a continuum between exclusive concern with

institutional goals and needs to exclusive concern with

personal goals and needs.

One concern of the investigator in this study was the

difficulty attached to the control of the planned program of

involvement on the part of the principals. It was extremely

difficult to control input in the program of involvement

when working with such a divergent range of talent, interest,

and ability. One manner of exercising control could have

been to video-tape each session of a highly motivated prin-

cipal and use that tape, or instruct the remaining principals

to use it, in the weekly sessions.

Another manner of exercising control could have been to

develop a plan that could be outlined in writing and instruc-

ting the principals to strictly adhere to the written plan.

In the analysis of the scores an experienced researcher

might determine a method of catagorizing by graduation of

high-low' ranges in each of the three categories of nomothetic,

idiographic, and transactional.

This study might be expanded to encompass more student

teachers and extended over a longer period of time so that

more conclusive evidence might be gathered in a manner such

as previously suggested. From the data so gathered a plan

of further involvement could be written. A more thorough

training program might then be developed to include professors, principals, and others in the student teaching process. This might help to take some of the pressure, fear, and intimidation off the classroom teacher if he/she knew others were equally responsible for the student teacher's "tour of duty" at the local site.

A longitudinal study might also be conducted to determine change in the student teacher's role expectation as he/she progresses through the student teaching experience. One might, through such an approach, determine if student teachers make a conscious effort to play certain roles as they progress through the experience. Also, do they play roles which they deem important, or roles which they think others deem important?

Spindler (1963) refers to the effect of both the massive forces of disjunctive social, technological, and cultural change and the history of a particular school, of a particular community, of a particular neighborhood or school district within the community on the role expectations of principals. No doubt, the role expectations of others in the school setting are also affected. This could be another factor in need of further study in determining change in student teachers role expectations during their

student teaching experience. If the school is observed as a social institution which is a segment of a larger culture, but one that has characteristics of its own, then one might attribute any change on the part of the student teacher as being caused by that total culture. In other words, the total experience might effect a change rather than any treatment devised by the investigator and should be included as a variable in further study.

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APPENDIX A

TEACHER BEHAVIOR QUESTIONNAIRE (FORM T)

<u>TEACHER BEHAVIOR QUESTIONNAIRE</u>

<u>FORM T</u>

Midwest Administration Center
The University of Chicago

INSTRUCTIONS FOR TEACHER BEHAVIOR QUESTIONNAIRE

FORM T - EXPECTATIONS

The <u>Teacher Behavior Questionnaire</u> (Form T - Expectations) consists of sixty items which relate to different aspects of teacher behavior. These statements are arranged in five sets of twelve, each set printed on a separate page. There are thus five such pages lettered from A to E.

For each page you are to select the <u>four items</u> (and only four), from among the twelve on that page that you consider <u>most appropriate</u> for describing what <u>you expect</u> the elementary school teacher to do. Mark the four most appropriate items with an (X) sign in the spaces provided on the answer sheet.

For each page you are to select the <u>four items</u> (and only four), from among the twelve on that page that you consider <u>least appropriate</u> for describing what <u>you expect</u> the elementary school teacher to do. Mark the four least appropriate items with a minus (-) sign.

<u>Four items</u> on each page (and only four), which in your judg- are neither most nor least appropriate should be <u>left blank</u>.

E[1]

It is essential for you to follow these directions. One error may invalidate your responses.

In responding to these items, you should remember that there are no "right" or "wrong" answers. The only thing of importance is how you feel about the items in question. You will probably find it difficult on some pages to identify exactly four appropriate and four inappropriate items, or you may feel that none of the items on a page describes exactly how you feel. Please do your best and follow the instructions carefully. Do not spend too much time on any one item; first impressions are preferable to laboriously thought out answers. You should not spend more than five minutes on any page.

Your replies will be kept strictly confidential and will be available only to the researchers from the College of Education at the University of Oklahoma. You have been asked to write your name and give your birth date because it is essential to have these data for the kind of analyses that will be employed. In no case will it be possible to identify your personal responses in the report which will be made.

READ CAREFULLY

In reading the items in this questionnaire, preface all items with the following: I EXPECT THE ELEMENTARY SCHOOL TEACHER TO:

E^2

Thus, item No. 1, Page A, should be read as follows: I expect

the elementary school teacher to "maintain a wholesome home

environment because of the close relationship between the

home and the school."

PAGE A

1. Maintain a wholesome home environment because of the close relationship between the home and the school.

2. Display independence in teaching, using supervisory suggestions only when they can be integrated with one's own goals for the class.

3. View the principal primarily as a colleague rather than as a superior, but remember that he is more than just a personal friend.

4. Take part in setting the educational objectives for the school, making sure that everything considered personally important is included therein.

5. Adhere to the same standards of morality typical of responsible community members, remembering that such behavior is expected of teachers by both their superiors in the school system and other community leaders.

6. Evaluate pupils primarily on the basis of their relative standing in the class, since in the world at large achievement is a competitive matter.

7. Utilize detailed knowledge of each child in motivating learning, since each child's problems will require a somewhat unique approach.

8. Adapt curriculum guides to the needs and interests of the pupils.

9. Follow proper channels in dealing with the front office, since this is the best way to keep in touch with latest developments in the principal's thinking.

10. Feel free to be selective about participating in community affairs, choosing those activities, if any, which are interesting and enjoyable.

11. Cooperate with other teachers to obtain maximal usefulness from limited facilities, since every teacher is entitled to share equally in using them.

12. Respect established patterns of subject matter organization and content, since they have stood the test of time and demonstrated undoubted worth.

PAGE B

1. Maintain rigorous standards of personal health, since physical fitness and freedom from communicable disease are the least the principal can expect of the teacher.

2. View supervision as a means of clarifying the teacher's own ideas and desires about various aspects of the teaching job.

3. Participate willingly in the extra-curricular activities of the school, since in terms of its own objectives the extra-curriculum is as important a teaching function as most of the more traditional classroom activities.

4. Permit students to choose and organize their own games and play activities on the playing field, since after all the recreational period is a time for the child to relax and do what he wants to.

5. Maintain impartiality in the face of parental pressures for special favors and privileges, realizing that the teacher has an equal obligation to the parents of all students.

6. Live a full and normal personal life outside the classroom according to the dictates of conscience.

7. Show extreme firmness in the control of pupils since the best learning takes place in a well disciplined environment.

8. Talk freely to other teachers about their problems, since what is important to them is important to the school.

9. Develop definite curriculum objectives in line with the thinking of experts in the field, following them closely once they are developed as the best means of assuring a clearcut program for the schools.

10. Take community opinion into account in matters of personal behavior, even if it means being more circumspect than most.

11. Leave the conduct of administrative affairs to the discretion of the principal.

12. View supervision as a help in solving teaching problems in terms of general concepts and policies.

PAGE C

1. Instill good work habits into students as the first order of business, since adequate learning of content presupposes adequate methods of study.

2. Work cooperatively with the principal on problems of importance to the school, seeking his assistance where it will be helpful but handling familiar aspects without further consultation.

3. View supervision as a means for discovering the intentions of the principal or supervisor regarding the nature of the teaching process.

4. Assume full responsibility for everything that takes place within the classroom, since the teacher knows best what activities are appropriate to the students.

5. Cooperate with other members of the staff in the guidance of students, since each may have special insights to bring to bear upon the student's problem.

6. Follow closely the desires of individual parents when dealing with their children, since parents have the right to determine the form and content of their children's education.

7. Conduct classes with an eye for public relations, remembering that the school can be damaged through the misinterpretation of even a casual comment made by the teacher.

8. Adapt the content contained in standard study guides to the conditions found in the individual classroom, since the good teacher incorporates student needs into the lesson plan.

9. Take personal responsibility for most aspects of health, since physical limitations differ from one person to another and it is hard to write school rules to cover all possibilities.

10. Set a proper example to students in matters of personal behavior, being careful to avoid any activities which might be misunderstood or misconstrued by them.

11. Live in surroundings exemplifying the best standards of
    family life, since only then can the principal convince
    responsible community leaders of the fitness of the
    teacher to deal with children.

12. Maintain personal integrity in all contacts and dealings
    with the principal.

PAGE D

1. Dress in any way that is personally pleasing, since the kind of clothes that one wears is one's own business.

2. Relegate all important problems with parents to the principal for solution, since he is best qualified by legal position and training to handle such critical issues.

3. Follow supervisory suggestions carefully, since this is the only way that established school objectives can be attained.

4. Assume full responsibility for giving special academic help to students, since the teacher is the best judge of individual needs.

5. Participate actively in the development of school rules, but abide by them once they have been formulated.

6. Base teaching upon a clear awareness of individually determined goals, excluding from consideration practices used elsewhere in the school which are not seen as useful.

7. Keep in close touch with other teachers about school problems, remembering that the best solutions are usually achieved when everyone involved has the opportunity to voice his own opinion.

8. Behave impeccably, remembering that self-control is part of the teacher's contractual obligation.

9. Show, flexibility in the interpretation of the rules, since rules are often a restraint to intelligent personal action.

10. Develop and use a detailed lesson plan, because good planning means good teaching.

11. Maintain the physical vigor and high efficiency which the teaching job requires, so as to be able to meet the most exacting physical demands of teaching.

12. Participate actively in the determination of curriculum objectives, since each teacher has special competencies and insights to bring to the process.

PAGE E

1. Deal personally with frustrating and ambiguous situations, which most teachers would probably refer to the principal, without guidance from the front office.

2. Utilize the guidance process as a means of instilling in the students a realization of their obligations as citizens of their school and their community.

3. Do everything possible to facilitate the flow of orders and information from the principal to the teachers, because it is important that the teachers know exactly what the principal wants them to do.

4. View guidance as a means of mirroring and clarifying the pupil's own needs and desires.

5. Devote a good deal of time to keeping posted on new developments in teaching method and in subject matter content, since only by so doing can the teacher best serve the students.

6. Disagree with other teachers when such disagreement is appropriate and necessary for the healthy operation of the school.

7. Avoid engaging in any activities which might be considered not in good taste, for one teacher's misconduct may reflect unfavorably on all his colleagues and his school.

8. Participate actively in community affairs, since such participation is as much a part of the teacher's contractual obligation as is competent performance in the classroom.

9. Maintain the classroom in whatever state of order and appearance is personally felt to make teaching easiest.

10. Display independence in teaching without, however, slighting supervisory suggestions and criticisms.

11. Maintain membership in important professional organizations, since it is the business of every professionally-minded teacher to belong.

12. Perform willingly all statistical and reporting functions which are assigned, since the principal would not ask the teacher to do something which he did not feel was important.

APPENDIX B

ANSWER SHEET FOR SCORING <u>TEACHER</u>

<u>BEHAVIOR QUESTIONNAIRE</u>

ANSWER SHEET

Name:_____School:_____
       (please print)   (please print)

PAGE A   PAGE B   PAGE C   PAGE D   PAGE E

1._____   1._____   1._____   1._____   1._____

2._____   2._____   2._____   2._____   2._____

3._____   3._____   3._____   3._____   3._____

4._____   4._____   4._____   4._____   4._____

5._____   5._____   5._____   5._____   5._____

6._____   6._____   6._____   6._____   6._____

7._____   7._____   7._____   7._____   7._____

8._____   8._____   8._____   8._____   8._____

9._____   9._____   9._____   9._____   9._____

10._____   10._____   10._____   10._____   10._____

11._____   11._____   11._____   11._____   11._____

12._____   12._____   12._____   12._____   12._____

APPENDIX C

PRETEST-POSTTEST AND CHANGE SCORES OF

EXPERIMENTAL AND CONTROL SUBJECTS

AND SUPERVISING PRINCIPALS

TAKEN FROM THE TEACHER

BEHAVIOR QUESTIONNAIRE

TABLE 7

THE EXPERIMENTAL GROUP'S PRETEST, POSTTEST, AND CHANGE SCORES
TAKEN FROM THE TEACHER BEHAVIOR QUESTIONNAIRE

Subject Number	Pretest Scores			Posttest Scores			Change Scores		
	Nomo.	Trans.	Idio.	Nomo.	Trans.	Idio.	Nomo.	Trans.	Idio.
1	45	46	29	40	48	32	-5	+2	+3
2	32	52	36	37	52	31	+5	0	-5
3	37	49	34	37	48	35	0	-1	+1
4	37	46	37	37	50	33	0	+4	-4
5	35	46	39	35	45	40	0	-1	+1
6	35	48	37	42	43	35	+7	-5	-2
7	37	52	31	37	50	33	0	-2	+2
8	35	47	38	34	47	39	-1	0	+1
9	39	49	32	37	50	33	-2	+1	+1
10	39	46	35	39	45	36	0	-1	+1
11	38	42	40	33	45	42	-5	+3	+2
12	39	47	34	37	47	36	-2	0	+2
13	38	49	33	39	44	37	+1	-5	+4
14	35	46	39	33	50	37	-2	+4	-2
15	32	49	39	31	48	41	-1	-1	+2
16	40	33	47	39	40	41	-1	+7	-6
17	35	47	38	46	44	30	+11	-3	-8
18	33	49	38	34	44	42	+1	-5	+4
19	36	47	37	31	49	40	-5	+2	+3
20	33	50	37	33	49	38	0	-1	+1
21	36	46	38	35	49	36	-1	+3	-2
22	33	46	41	37	44	39	+4	-2	-2
23	32	51	37	33	50	37	+1	-1	0
24	37	47	36	35	44	41	-2	-3	+5
25	32	50	38	34	49	37	+2	-1	-1
26	30	52	38	32	48	40	+2	-4	+2
27	36	50	34	37	47	36	+1	-3	+2
28	35	50	35	35	53	38	0	+3	-3
29	42	46	32	36	46	38	-6	0	+6
30	40	51	29	38	50	32	-2	-1	+3
31	37	41	42	38	45	37	+1	+4	-5

TABLE 8

THE CONTROL GROUP'S PRETEST, POSTTEST, AND CHANGE SCORES
TAKEN FROM THE TEACHER BEHAVIOR QUESTIONNAIRE

Subject Number	Pretest Scores			Posttest Scores			Change Scores		
	Nomo.	Trans.	Idio.	Nomo.	Trans.	Idio.	Nomo.	Trans.	Idio.
1	37	50	33	30	53	37	-7	+3	+4
2	40	48	32	40	49	31	0	+1	-1
3	40	45	35	39	50	31	-1	+5	-4
4	32	52	36	39	47	34	+7	-5	-2
5	36	43	41	42	42	36	+6	-1	-5
6	35	48	37	36	47	37	+1	-1	0
7	34	47	39	29	51	40	-5	+4	+1
8	37	47	36	37	46	37	0	-1	+1
9	33	44	43	36	46	38	+3	+2	-5
10	35	47	38	33	45	42	-2	-2	+4
11	33	48	39	34	45	41	+1	-3	+2
12	43	42	35	34	47	39	-9	+5	+4
13	40	45	35	40	45	35	0	0	0
14	37	52	31	36	47	37	-1	-5	+6
15	42	44	34	41	46	33	-1	+2	-1
16	38	44	38	40	40	40	+2	-4	+2
17	39	49	32	38	48	34	-1	-1	+2
18	34	51	35	40	45	35	+6	-6	0
19	36	48	36	39	44	37	+3	-4	+1
20	37	50	33	39	49	32	+2	-1	-1
21	34	47	39	32	43	45	-2	-4	+6
22	32	46	42	31	48	41	-1	+2	-1
23	36	48	36	45	41	34	+9	-7	-2
24	31	47	42	31	48	41	0	+1	-1
25	38	48	34	46	44	30	+8	-4	-4
26	33	45	42	34	46	40	+1	+1	-2
27	31	51	38	34	49	37	+3	-2	-1
28	38	44	38	41	38	41	+3	-6	+3
29	33	46	41	30	48	42	-3	+2	+1
30	30	54	36	31	48	41	+1	-6	+5
31	36	45	39	38	45	37	+2	0	-2
32	34	48	38	38	46	36	+4	-2	-2

TABLE 9

PRINCIPALS' PRETEST, POSTTEST AND CHANGE SCORES
TAKEN FROM TEACHER BEHAVIOR QUESTIONNAIRE

Subject Number	Pretest Scores			Posttest Scores			Change Scores		
	Nomo.	Trans.	Idio.	Nomo.	Trans.	Idio.	Nomo.	Trans.	Idio.
1	33	47	40	32	47	41	-1	0	+1
2	34	49	37	27	54	39	-7	+5	-2
3	42	48	30	42	46	32	0	-2	+2
4	38	44	38	37	47	36	-1	+3	-2
5	34	49	37	34	51	35	0	+2	-2
6	25	48	47	23	47	50	-2	-1	+3
7	41	49	30	43	42	35	+2	-7	+5
8	38	50	32	36	48	36	-2	-2	+4
9	40	43	37	38	46	36	-2	+3	-1
10	41	45	34	43	44	33	+2	-1	-1
11	40	40	40	36	48	36	-4	+8	-4

APPENDIX D

PRINCIPAL'S AND STUDENT TEACHER'S

BIOGRAPHIC INFORMATION SHEETS

PRINCIPAL

Summary of Reply

Name_____Sex: Male_____Female____

Date of Birth_____Married____Single_____

How many grades are there in your school?_____

What is the name of your school?_____

What is the school's address?_____

_____

How many years have you been principal of this school?_____

How many years total have you been a principal?_____

What is the most advanced degree you hold?_____

How many years total have you worked in education?_____

How many student teachers do you have this fall?_____

RESEARCHER'S SUMMARY

Pretest Expectations   Posttest Expectations

Nomothetic_____   Nomothetic_____

Transactional_____   Transactional_____

Idiographic_____   Idiographic_____

STUDENT TEACHER

Confidential Summary of Replies

Name_____Age_____

Date: Pretest_____Posttest_____ Sex: Male____Female_____

School in which you are doing your student teaching_____

Grade in which you are doing your student teaching_____

RESEARCHER'S SUMMARY

Pretest Expectations | Posttest Expectations

Nomothetic_____   Nomothetic_____

Transactional_____   Transactional_____

Idiographic_____   Idiographic_____

STUDENT TEACHER

Confidential Summary of Replies

Name_____Age_____

Date: Pretest_____Posttest_____ Sex: Male____Female____

School in which you are doing your student teaching_____

Grade in which you are doing your student teaching_____

RESEARCHER'S SUMMARY

Pretest Expectations   Posttest Expectations

Nomothetic_____   Nomothetic_____

Transactional_____   Transactional_____

Idiographic_____   ·   Idiographic_____