THE UNIVERSITY OF ALBERTA

THE ATTITUDES OF STUDENT TEACHERS TOWARD

THEIR STUDENT TEACHING EXPERIENCE

by

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ABSTRACT

The purpose of this study was to determine the attitudes of student teachers, at the University of Alberta, Edmonton, enrolled in the Education Practica 301, 350, 400 (Integrated and Discrete) and 450 programs, toward their student teaching experience. The respondents were asked to indicate the degree of favourable or unfavourable attitude that they held toward aspects of their student teaching experience. These aspects were represented by items in the questionnaire adapted from one developed by Whooley (1969) entitled "Attitudes of Student Teachers Toward One's Student Teaching Experience."

The questionnaire items were based on a model that included the two institutions responsible for student teaching experience, four psychological needs and 17 aspects of a student teaching experience.

The sample consisted of 158 student teachers from the five Education Practica who completed the instrument at the end of the winter round of student teaching.

Student teachers enrolled in the different programs did show a difference in attitude toward aspects of their student teaching experience. The 400 (Integrated) and 450 respondents showed the greatest degree of favourable attitude toward all aspects of their student teaching experience when compared to the other programs. The 400 (Integrated) respondents showed the most favourable attitude. The response of the 301, 350, and 400 (Discrete) students indicated less favourable attitudes toward their time schedule, the rules and responsibilities of student teaching, the diversity of student teaching experience offered them, their transition into instructional responsibility, the orientation for student

teaching, the observation of classroom teaching, their university subject matter courses, and their supervision.

The findings of the study suggest that (1) the lack of time and division of time for student teaching practicum is a source of dissatisfaction for students in the 301 and 350 programs; (2) the creation of favourable student teacher attitudes toward a student teaching program is dependent to a large extent upon the ability of the student teaching personnel to individualize and integrate the total curriculum for student teachers.

ACKNOWLEDGEMENTS

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CHAPTER 1

THE STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

Introduction

Student teaching is considered by education students and faculties of education as the most valuable or potentially valuable segment of the teacher education program (Clarke, 1962:9, Conant, 1967:87, Johnson, 1971:10, Joint Committee on State Responsibility for Student Teaching, 1969:2, Sorenson, 1967:173).

The basic purpose of the student teaching experience has been the enhancement of readiness for entry into professional responsibility as a teacher. Professional educators responsible for student teaching cannot assume that a particular student teacher's experience achieves this basic purpose. Hetenyi (1968:106), in his partial analysis of the politics of school-university co-operation in student teaching, discussed the power base of the student teacher and took the position that:

> A student teacher's development is critically determined by the quality of the student teaching experience, by the skills and attitudes of the supervising teacher, by the atmosphere of the school, and by the competence of the college supervisory staff. At the same time, the student teacher has very little power to safeguard his interest . . . in student teaching, therefore, the most vitally affected party has the least effective power to change the situation.

If the interests and needs of student teachers are to be protected and if the objectives of the student teaching program are to be achieved, their perceptions and attitudes are one of the vital sources of feedback.

Purpose of the Study and Statement of the Problem

The purpose of this study was to determine the perceptions of student teachers enrolled in the Education Practica 301, 350, 400 (Integrated and Discrete), and 450 with respect to the following research questions:

1. How do the student teachers enrolled in each of the five programs perceive their performance in achieving selected objectives and intended outcomes of the student teaching component of the teacher education program?

2. How do students in each of the Education Practicum compare in their attitudes toward their student teaching experience?

Specific Statement of the Problem. Specifically, this study investigated the following question:

Are there differences in the attitudes of student teachers to the following psychological objects?

The psychological objects identified by Whooley (1969) are:

1. Orientation

2. Observation

3. Placement

4. Demands

5. Facilities and resources

6. Transition into instructional responsibility

7. Pupils

8. Diversity of experience

9. Time involvement

10. Outcomes

11. Regulations

12. Course structure

13. Inherited situation

14. Intercommunication

15. Schedule

16. Supervisors

17. Perceived personal status.

Definitions for each of these 17 objects are to be found in Appendix B.

Significance of the Study

This study should provide some measure of the satisfaction of student teacher needs as well as a measure of the student teacher's perception of the effectiveness of the student teaching program in achieving the intended outcomes of the program.

The study should provide a source of information for the institutions involved in the student teacher program. The feedback from students regarding their perceptions of their performance in achieving intended outcomes of the programs should be of value in considering changes in existing programs.

The *Student Teaching Handbook* (Appendix G, Section V,4) suggests a number of limiting factors when the student is establishing priorities for the objectives outlined for student teachers. The limiting factors suggested were the lack of time, rights of the school systems, nature of the particular teaching situation and conflicts with supervisory personnel. One of the purposes of this study was to describe the student teacher perceptions of their program to determine the extent to which

they perceived the potential limiting factors as barriers to their attainment of success.

Evaluation of a program like student teaching should utilize many means and methods if a complete picture of the program's effectiveness is desired. A questionnaire administered to participants, who are in an excellent position to provide some of the essential feedback, is one means of providing information on the effectiveness of the program as well as a source of information for decision making for persons involved in the planning of programs.

Definition of Terms

Student Teaching or Field Experience

The period of guided teaching during which the student teacher takes increasing responsibility for the work with a given group of learners in a school setting. (Other terms used: practice teaching, internship.)

Co-operating Teacher

One who teaches children or youth and who also supervises student teaching. (Other terms used: supervising teacher, critic teacher, directing teacher.) He works with the student teacher in the actual teaching situation and is the person with the greatest direct influence on the student teacher.

Faculty Consultant

The University representative who is responsible for supervising a student teacher or a group of student teachers. (Other terms used: University supervisor.) He serves as a person maintaining liaison

between the school and the University. He shares responsibility with the co-operating teacher in the evaluation of student teachers.

Attitude

According to Thurstone (1967:77), attitude may be defined as "the sum total of man's inclinations and feelings, prejudices or bias, preconceived notions, ideas, fear, threats and convictions about any specific topic."

Program

The term program is used in a narrow sense in this paper. It refers to the course of study or the planned events of the student teaching practicum.

Assumptions

This study assumed that:

1. Student teacher attitudes are an indication of the effectiveness of the student teaching experience as perceived by the student teacher.

2. Random samples of student teacher attitudes from each of the major programs provided a basis for generalizing about the perceived effectiveness of the five Education Practica in 1971-72.

3. The size of the program samples was adequate.

4. The instrument used in the study provided for adequate responses to accommodate the perceptions of the respondents.

Delimitations

This study was limited to student teachers in the Education Practica 301, 350, 400, and 450 only.

Students enrolled in Education Practicum 301 were surveyed prior to their Spring student teaching experience. The pressures of time forced this delimitation.

A stratified random sample of students from each of the subject areas (secondary level) was not taken because of the difficulty of obtaining a significant sample for each of the subject areas.

Limitations

This study has the following limitations:

1) the use of a questionnaire as the only instrument to obtain student teacher perceptions;

2) the degree of participation as indicated by the rate of returned and usable questionnaires;

3) the difficulty experienced by respondents in the completion of items that dealt with the satisfaction of individual needs as a partial component of the item.

Outline of the Study

How does student teaching help a student to become a teacher? Brottman (1970:143-151) argues that an answer may be found by examining teacher education as a social system. If we view student teaching in this way we can examine the interactions of role expectations and individual need dispositions or needs. The instrument developed by Whooley combines basic psychological needs (the ideographic) and psychological objects (the nomothetic). Organizational effectiveness can be increased by integrating individual needs with organizational goals (McGregor, 1960).

Student teachers should react to their student teaching experience in a way that reveals their perception of the integration of individual needs with organizational goals. A careful analysis of the objectives for student teaching as outlined in the *Student Teaching Handbook,* 1971-72, Division of Field Experience, Faculty of Education, University of Alberta, revealed a close relationship between these objectives and the items chosen by Whooley (Table 1 and Appendix B).

The questionnaire, adapted from Whooley's, was administered to a random sample of students registered in each of the different Educational Practicum as follows:

1. Bachelor of Education Program (B.Ed.)

   Educational Practicum 301
   Educational Practicum 350

2. Professional Diploma/After Degree Program (PD/AD)

   Educational Practicum 400 (Integrated)
   Educational Practicum 400 (Discrete)
   Educational Practicum 450.

The five Education Practica used for this study were chosen on the basis of their relative importance in the teacher education program. The students enrolled in each of the programs were in their final year of student teaching in preparation for entry into a professional role. The five practica are described briefly below. Appendix F offers additional information on the programs.

1. Education Practicum 301 (Bachelor of Education Program)

Students in Elementary Education who had completed Education Practicum 201 were provided with a continuity of experience wherein the student teacher was "given the opportunity to focus upon part of the role of teacher at a [particular point in] time and to practice that particular

Table 1

Relationship of the Model to the Objectives of Student Teaching as Outlined in the *Student Teaching Handbook*

Questionnaire Items	Psychological Object (Nomothetic)	Psychological Need (Ideographic)	Objectives of Student Teaching
7. "Classroom observation(s) provided during student teaching helps prepare one to handle classroom responsibilities."	Observations	Achievement	"Student teachers should observe teacher behaviour from both a strategical and tactical point of view."[1]
32. "The student teacher is placed in a situation where he has an adequate opportunity to engage in decision making."	Placement	Independence	"Student teaching should provide the student of education with an opportunity to evolve and test theories of hypotheses relative to the profession of teaching."[2]
24. "The University Faculty Consultant offers criticism without hurting the student teacher's self-esteem."	Supervisor	Self-esteem	"Be available for consultation . . . for sufficient time to meet the needs of the student."[3]
26. "Because of school rules, it is unnecessarily difficult for the student teacher to find acceptance by the pupils."	Pupils	Social approval	"Student teachers should participate in the instruction of individual students."[4]

[1]Appendix H, 10.
[2]Appendix H, 9.
[3]Appendix H, 13.
[4]Appendix H, 13.

part rather than being faced with a vast welter of teaching tasks all at once" (Jackson, 1972). Students who took Education Practicum 201 were in school approximately one half-day a week for 20 weeks: ten mornings during the first term and ten afternoons during the second term or vice versa. Education Practicum 301 students were in schools three half-days a week for ten weeks either term: one morning and two afternoons or vice versa, with a culminating week after completion of the final University examinations. Students were expected to continue with classes at the University during student teaching.

2. Education Practicum 400 Elementary (Professional Diploma/
   After Degree Program)

Student holders of approved degrees who were preparing to become elementary school teachers were given options of doing Plan U or Plan V as outlined below.

a) Plan U: Elementary (Discrete Course Program)

Section U1 (Open Area Section). Students in this section volunteered to give one half-day assistance per week in an open area school except during the Education Practicum 400 teaching periods of three weeks each in the Fall and Spring terms when attendance was on a full day basis.

Education classes in which the student was registered were cancelled during student teaching periods. The Curriculum and Instruction classes were cancelled during the half-day assistantships.

Sections U2 and U3. Students in these sections were given the chance to select options in Educational Psychology and Educational Foundations. They followed a similar education practice teaching program

as outlined above for Ul.

b) Plan V: Elementary (Integrated Program)

Students enrolled in this program were placed in one of the
following sections:

Section VI. A team of instructors from all subject areas
co-operatively planned and carried out this program.

Section V2. Students travelled regularly to schools in order
to participate in this program with a team of instructors who co-operatively
planned and carried out this program.

3. Education Practicum 350 Secondary (Bachelor of Education

Program)

Students following the secondary route to the Bachelor of Education
degree generally did their student teaching in a junior high school or
senior high school for five weeks in each term. During each five week
round of student teaching the student was to spend five half-days per week.
University education classes were not cancelled during these periods.
English majors were one of the exceptions to the above pattern. During
the Spring round they spent six weeks in student teaching. Optional
experimental programs were offered for Mathematics and Home Economics
majors.

4. Education Practicum 450 Secondary (Professional Diploma/

After Degree Program)

Student holders of approved degrees who were preparing to become
secondary school teachers did their student teaching in a junior high
school or senior high school for five weeks, full days in each term.
Education classes for the student were cancelled during the practice

teaching period.

Organization of the Thesis

The thesis is organized into five Chapters. The first chapter introduces and states the problem.

Chapter 2 provides a review of the literature and of research and background materials related to the topic under investigation.

Chapter 3 contains the design of the research and the instrument used to gather the data.

In Chapter 4 the data obtained from the findings are analyzed and discussed.

The final chapter summarizes the findings, provides conclusions and implications and some suggestions for further research.

CHAPTER 2

RELATED LITERATURE

Introduction

The literature reviewed focused primarily on the selection of
sources of objectives and the objectives of student teaching. Opinions
on the value of student teaching in teacher education were outlined.
No attempt was made to examine all of the existing sources of literature
on the measured and perceived outcomes of student teaching. However,
an attempt was made to look at surveys of student teacher attitudes as
a source of feedback and as an outcome of their student teaching exper-
ience. Literature on the role of the student teacher and the perceptions
of student teachers was briefly reviewed.

Objectives and Outcomes

An examination of the literature on student teaching revealed a
broad concern for the lack of a rationale and clearly stated realistic
objectives for student teaching. McGeoch (1967:12) described student
teaching as an activity which had not been clearly defined, had no
accepted theoretical basis and was expected to achieve a multitude of
unrealistic objectives. Andrews (1967:30) stated that the objectives
of existing student teaching programs were not clearly defined. In an
earlier article he concluded that:

> Even a perfunctory review of the literature on student
> teaching in the last 73 years leads quickly to the conclusion
> that there is no comprehensive theoretical rationale for the
> contributions of student teaching. (1964:70)

Andrews (1967:30) proposed a set of objectives for student teaching arranged in order of priority from the least important, but still necessary, to the most significant and difficult. His suggestions were:

a. Evaluation (a Judgment Day - for certification purposes),
b. Association with a superior teacher (imitation),
c. Meeting the challenge of reality (keeping school),
d. Skill in directing learning (cookbook perfection),
    attempting to apply the specific steps suggested in
    method books,
e. Professional understanding (Dewey's laboratory function),
f. Insight, judgment 'developing professional perception and
    intuition),
g. Professional decision-making (action based on principles,
    values, and thoughtful analysis),
h. Demonstrated professional competence (consolidated skill
    and assured professional self-confidence).

Dussault (1970:62-4), in a survey of the literature on specific objectives with regard to the competence and effectiveness to be developed during student teaching, concluded that the student teacher should learn the following: to keep discipline and order in conducting the classroom life; to show mastery of the subject matter to be taught; to be clear and logical in his oral and written communication with his pupils; to be able to understand and guide the learning process; to be able to attract interest and get along with his pupils; to become skillful in his human relations with his peers and other adults; to acquire a working knowledge of group processes; and to have experience as a student teacher which offers vision of the role of the school in the community.

Shaplin (1961:34-8) included the elimination of the unfit and the provision of experience as two additional objectives for student teaching.

Brottman (1969:151) in his suggestions for the improvement of student teaching experience stated that:

Institutions must determine their own expectations and the expectations of the local schools; the rationale used to select

these expectations; the most effective method of conveying
these expectations to prospective teachers; and how these
expectations are perceived by developing teachers. Other
aspects of teacher preparation that should be examined and
evaluated are the needs and perceptions of the individual.
These are reflected in his responses to experiences provided
by the program.

One of the most common objectives for student teaching programs
was based on the student teacher as its source. Frequent mention was
made of the desirability of considering the needs of the student teacher
when those responsible for programs selected the objectives. Brottman
(1970:143-151) viewed teacher education as a social system wherein the
interactions of role expectations and individual need dispositions or
needs can be examined. He suggested that in addition to considering
the interaction of needs and role expectations at a moment in time it
was also important to look at needs over time. The satisfaction of these
psychogenic needs was considered as essential for the self-actualization
of the student teacher and for his eventual assumption of a professional
role as a teacher.

Many sources referred to a specific need of the student teacher.
Wilhems (1967:242) stressed the need for student teaching to "provide
optimum opportunity for the development of self-insight and a valid self-
concept" in order to help each student teacher to value his unique self.

Brottman (1969:149) concluded that when lowered self-esteem is
one result of a training program the program cannot be considered truly
effective and must be re-examined. Michaelis (1960:1474-7), Purpel
(1967:252), and Lindsey (1968:288) all referred to the need to help pro-
tect the student teacher's professional autonomy so that the student
teacher is able to develop his own autonomous teaching style.

Trusty and Sergiovani (1966:176-7) in their study discovered that the largest need deficiencies for all educators, categorized by professional role, had to do with esteem, autonomy and self-actualization. In order to provide opportunity for more need fulfilment at higher levels of the Maslow hierarchy, the authors suggested restructuring teacher roles. Their proposal would mean a redefinition of the relationship within the ranks of teaching and a reallocation of professional responsibilities among teachers. The basic premise underlying their proposal was:

> . . . that as teachers increase in professional competence and maturity they should and need to, be given more responsibility for their professional behaviour and more opportunity for personal and professional growth (Trusty and Sergiovani, 1966: 176).

They suggested that a new teacher entering the profession would function as an intern and as such he would be exposed to a variety of insight-producing experiences and benefit from a co-operative working experience with experienced teachers.

While there was considerable support in the literature for the value of the student teaching practicum from student teachers and educational institutions, there was no evidence to show that those who rated their experience as student teachers as favourable were those who derived the most professional value from it. Correlational studies showing relationships between student teacher marks and actual teacher performance were often negative and inconclusive (Smith, 1962:70). Several studies cast serious doubt on the traditionally held value of the student teaching experience after an examination of the outcomes of student teaching.

MacDonald and Zaret (1971:12), in their study on the improvement

of decision-making and problem-solving behaviour in student teaching,
found that initial observations and predictions of teacher success made
by university instructors remained significantly correlated to perform-
ance at the end of student teaching. They also found that over half of
the problems verbalized during student teaching were related purely to
the conditions of student teaching and not to pupil learning problems.
Their findings supported Bach's (1952:57-80). Bach discovered no rela-
tionship between student teaching success and success in the field
following student teaching. MacDonald and Zaret recommended an alterna-
tive student teaching experience that would provide the student teacher
with the opportunity for free expression of problems and concerns and
the opportunity for systematic classification and re-focusing of the
student's orientation to his problem.

Too much concern for survival or with evaluation was one of the
negative outcomes of student teaching that several studies noted (Aspy
1961:30-309, Sorenson 1967:176, Sorenson and Halpert 1968:28-33). Student
teachers who were more concerned with their own survival were not likely
to be primarily concerned with their pupils' learning. The student
teacher's university courses, the above researchers pointed out, were
based on the assumption that the student teacher was more concerned with
teacher competence and not with his immediate real need, the need for
survival.

Sorenson and Halpert (1968:28-33) concluded, after surveying
research done, that the nature of the stress symptoms which student
teacher candidates attributed to practice teaching and the proportion of
candidates who reported these symptoms were impressive as were the variety
and extent of disagreement between teacher candidates and their supervisors,

as perceived by the teachers. They recommended that further attention

to the relationship between teacher candidates and supervisory personnel

was warranted.

In another earlier investigation of what student teachers think

they are expected to learn in student teaching, Sorenson (1967:176)

stated that:

> It is apparent that in a great many cases student teaching
> is an anxiety-producing and hostility-provoking experience.
> It may be argued that a certain amount of anxiety on the part
> of the student teaching is to be expected, that it may serve
> as a motivating force, but it is my belief that the degree of
> anxiety engendered in student teaching is frequently excessive
> and detrimental.

MacDonald and Zaret (1971:58) supported Sorenson's findings that

the students rarely referred to what they were trying to accomplish with

their pupils but only to how, and not at all to the application of theory

except to warn against it. Aspy (1969:308-9) recommended that the student

teachers needed to feel assured that they can survive as teachers in the

classroom before taking their first professional position. His recom-

mendations, based on Maslow's hierarchy of needs theory, were applied to

a teacher education program, BRUTEP (Brockport-Rochester Urban Teacher

Education Program), begun in 1968. Garland and Foster (1972:47-50) stated

that BRUTEP had been successfully implemented but they offered no evidence

in their article to support their claim.

The Role of the Student Teacher

One of the ways in which the student teaching experience has been

viewed, as previously mentioned, was as a social system. The use of

social systems theory to examine student teaching requires a description

of role expectations for the teacher as well as a determination of his

needs as an individual.

Krech (1962:338) defined roles as follows:

> Roles prescribe the behavior expected of people in standard
> situations. The pattern of wants, goals, beliefs, feeling,
> attitudes and actions which members of a community expect
> should characterize the typical occupant of a position.

A lack of clarity of role definition and role expectations for

the student teacher places him in a difficult situation, since supervisors

clearly have the authority to apply sanctions by evaluating the student

teacher as "unsatisfactory" (Prokop 1971:38). Dussault (1969:56), in a

review of the literature, recommended that the supervisor should help the

student teacher develop a sense of security by defining what is expected

of the supervisee.

Combs (1965:125) viewed the purpose of the student teaching

practicum as threefold:

1) as an important learning experience in itself;

2) as an experience for the creation of needs to know; and

3) as an opportunity for the student to try himself out in

   a practical laboratory.

In a later work he referred to the dehumanization in teacher education

as a disaster and advocated new practices that did not threaten or corrode

the "students' concepts of themselves as persons of worth, dignity and

capability," (1966:214). Involvement in planning the professional pro-

gram, treatment of the student teacher as a responsible person, the

identification and utilization of the student teachers' immediate needs

were means that he suggested for improving the student teaching experience

(1966:30-32).

The most commonly applied models for student teaching, the "apprentice model" and the "professional model" were rejected by Warren (1971:287-91), who advocated a new role for the student derived from a "participant-observer" model. This model was based on methods used by ethnographers. In this new role the student teacher would be freer to penetrate the school culture and to resolve discrepancies between it and the world the student teacher observes. The student teacher would begin as an observer and gradually develop the role of participant. Warren suggests that at least two distinct school sites and classrooms be used, one for training and a second for field work. The "participant-observer" model offered a possible means of helping to provide an alternative student teaching experience wher; the student teacher would be freer to express his problems and concerns and to clarify and re-focus his orientation to his problems.

Student Teacher Attitude Change

Attitudes as defined by Thurstone (1967:77-9) are "the sum total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic."

Katz (1967:339), Rokeach (1968:112) and Rosenberg (1960:1) all emphasize the evaluation dimension of attitude and refer to the individual's predisposition to evaluate some symbol or object or aspect of his world in a positive or negative way. Krech (1962:139) refers to attitudes as ". . . enduring systems of positive or negative evaluations, emotional feelings and pro or con action tendencies with respect to social objects." Attitudes have a direct bearing on behaviour but they do not

alone predict behaviour. Krech (1962) states that the behaviour of an individual in any situation is a reflection of his cognitions, wants or needs and interpersonal response traits as well as his attitudes. Attitudes may be described as having three components as follows:

1) a cognitive component,

2) a feeling component, and

3) an action tendency component.

The action tendency component refers to the individual's disposition toward the given object and will have a bearing upon how the individual may act if given a choice.

In a review of the research literature on student teacher attitude change, Dussault (1970:76) examined 18 studies. Six of the studies considered the global experience of student teaching as the independent variable influencing professional attitudes. Two of the six studies found no change, two found positive changes and two found changes in a negative direction. These six studies tended to support the view that to consider student teaching as the independent variable is not likely to yield significant knowledge on attitudinal change. Most of the studies used the MTAI (Minnesota Teacher Attitude Inventory) to measure the subjects' attitudes and in every study the attitudes had been measured before and after the student teaching laboratory experience.

In a study done at the University of Alberta, Neufeld (1971) identified differences and similarities in three personality characteristics as exhibited by prospective teachers who were completing their teaching training programs. One of the personality characteristics examined was their attitude toward teaching. The study's findings

tended to suggest that the different groups of student teachers exhibited more similarity than difference in the personality characteristics examined. Student teachers registered in the elementary programs scored significantly higher than those in the secondary programs, on teacher attitudes as measured by the MTAI. Neufeld (1971:102) discovered these results were in support of previous research findings.

In the remaining 12 studies, Dussault (1970:77-80) identified 12 variables within the complex reality of student teaching that might be related to attitude changes of student teachers. These variables were:

a) with regard to the supervisors: the college supervisor, the attitudes of the co-operating teacher, the competence of the co-operating teacher;

b) with regard to the student teachers: the type of concurrent curriculum, the academic background, the level of anxiety, the sex;

c) with regard to the experience of student teaching: the time pattern, the grade level, the number of placements, the method of self appraisal, the quality of the experience.

Jacobs (1968:416) maintained that teacher education programs should be designed to mold attitudes that would equip the prospective teacher to deal with the teaching role that would bring the greatest benefit to his students in terms of individual growth. In his study of how student teachers' attitudes changed during their teacher education he raised questions that may have serious implications for teacher education programs. He concluded that either the courses offered by the university were unrealistic in terms of what prospective teachers found in the

teaching situation or the student teaching experience presented situations

that created a conflict with previous learning in education courses.

The Perception of Student Teaching

March and Simon (1958:151-2) defined perception as:

> . . . a process which an individual may utilize to make purposive
> behaviour more effective and satisfying. His rational behaviour
> involves substituting for complex reality a model of reality of
> his own making which fits in with his own needs and expectations.
> He functions in a world with his own needs, expectations and
> values serving as perceptual filters through which he interprets
> his environment.

Litterer (1965:41-65) made a study of perception and how it related

to organizations. He stated that in order to understand behaviour it was

necessary to recognize that people acted on the basis of what they "saw"

and that facts which people perceived as meaningless usually did not

influence their behaviour. Administrative effectiveness of an organiza-

tion is partly influenced by the congruence of expectations and the sensi-

tivity level to the perceptions of others shown by members of the organi-

zation. Miklos (1963:6) stated that:

> . . . the extent to which any social system operates smoothly
> and harmoniously is related to the degree of similarity between
> perceived behaviour and the expectations held by members of the
> system.

In a study of attitude change in student teachers, Jacobs (1968:415)

found that the student teachers' perceptions of the student teaching situ-

ation had a greater relationship to their change in attitude than did

their perceptions of personnel with whom they were associated. Prokop

(1971:33) concluded that perception seemed to be a major variable in

student teachers learning to become teachers; as well as in their growth

of self awareness. The faculty consultant and co-operating teacher were

singled out as major "significant others" in student teacher perceptual change from among all potential perception models in the total student program.

Recent Evaluation Studies of Education Practica
at the University of Alberta

At least two evaluation studies using student teacher opinion were conducted recently at the University of Alberta by members of the Education Faculty teaching staff. Hersom (1971) surveyed PD/AD student teacher opinions for the past three years. The 400(I) and 400(D) students were asked to rate various aspects of their teacher education experience. Appendix H contains excerpts from the 1970-71 Report on the results of the PD/AD program evaluations. Jacknicke (1972), Coordinator of the Education Practicum 301, surveyed teachers in the Spring of 1972. The students were asked their opinions regarding aspects of their student teaching experience. Appendix I contains a summary of the findings from the 301 Report.

A brief outline of important findings from the above Report is outlined below. The 1970-71 PD/AD survey showed that the 400(I) group expressed greater satisfaction than the 400(D) group. The authors of the Education Practicum 301 Report, 1971-72, felt that the overall ratings of the student teachers of their student teaching experience was very encouraging. Data based on the survey's returns from approximately one-third (60 students) of the total first term enrolment (about 180 students) in Education Practicum 301 indicated that, of those students who responded, over 80 percent thought they would have preferred to have consecutive time

in the school and over one-half thought that the time for student teach-
ing should be increased. About 20 percent of the respondents perceived
little relationship between their Curriculum and Instruction courses
and their student teaching. Respondents mentioned the importance of the
help provided by supervisory staff and some indicated that the supervisory
help provided was insufficient for their needs.

Summary

A review of the literature related to this study indicates an
increasing awareness of the present and potential importance of the
student teaching experience.

Although several authors of note refer to the difficulties of
selecting objectives and of measuring and following these objectives,
others offer suggestions which provide some hope. A convincing case is
made for the value of placing the individual student teacher and his needs
as the central concern in both the selection and evaluation of student
teaching experience. At the same time, the dangers of relying on the
student teacher as the only source of objectives and their measurement
is pointed out. Studies that researched the fulfilment of the individ-
ual's psychogenic needs through the student teaching experience are
helping to provide a much needed balance in research on teacher education;
since there is a strong tendency to place most or all of the emphasis on
research into the teaching act itself.

A review of the literature on objectives for student teaching
reveals a similarity of objectives for programs. The *Student Teaching
Handbook*, 1971-72 (Appendix G) for the University of Alberta, in its

statement of objectives, includes most of the objectives outlined in the literature.

The attitude studies examined are, for the most part, not directly related to the purpose of this study which is a terminal assessment of student teachers' attitudes without regard for attitudinal change. Studies using student teachers to measure attitude change as an effect of their student teaching experience were contradictory or inconclusive in their findings.

A brief examination of research and non-research studies of the roles and perceptions of student teachers did provide additional information with regard to the setting of objectives and the measurement of the achievement of these objectives.

CHAPTER 3

THE RESEARCH DESIGN

Introduction

The research technique for this study is described in this chapter. The type of instrumentation used and the methods used in the collection of the data are described. The chapter concludes with an outline of the treatment applied to the data.

The Instrument

The instrument used in this study was a questionnaire entitled Student Teacher Attitudes Toward Their Student Teaching Experience. This instrument was adapted for use by the researcher from an instrument developed by Whooley (1969). A copy of Whooley's questionnaire may be found in Appendix C.

The Development and Testing of the Instrument

Whooley theorized that the attitude of a student toward his student teaching experience would be a function of the extent to which the experience fulfilled the needs for achievement, independence, self-esteem and social approval. Whooley quoted Sells and Trites (1960:104) who stated:

> This class of motives, which includes attitudes, may properly be designated as acquired motives in contrast to primary motives or basic biological drives. Attitudes and other acquired motives are learned responses to stimuli which are reinforced in the satisfaction of primary or previously learned drives.

Whooley (1969:5-6) also assumed that the psychological objects or the

components of the student teaching experience could be compared to "press."

"Press" was defined by Whooley (1969:5) as in Murray's personology theory

as follows:

> Just as the concept of "need" represents the significant
> determinants of behaviour within the person, so the concept
> of "press" represents the effective or significant determin-
> ants of behaviour in the environment. In simplest terms a
> press is a property or attribute of an environmental object
> or person which facilitates or impedes the efforts of the
> individual to reach a given goal. Press are linked to persons
> or objects that have direct implications for the efforts of
> the individual to satisfy his need strivings.

The 18 psychological objects as described by Whooley are listed in

Appendix A and the definitions that describe these objects are listed in

Appendix B.

Items for the instrument were selected by Whooley from a model

(Appendix A) which includes the goals for student teachers set by the

institutions responsible for the student teaching experience, four psycho-

logical needs and 18 aspects of a student teaching experience.

In a survey of the literature, Whooley (1970:3) concluded that:

(1) needs were basic to human motivation and behaviour and
    to understanding and explaining them,

(2) the satisfaction of needs was essential not only to the
    fuller actualization of self, but more basically to the
    very maintenance of conditions necessary to sustain a
    satisfying level of psychological functioning,

(3) since needs were significant both to the reality and to
    the explanation of human motivation and behaviour, and
    since attitudes were seen as products of the individual's
    encounter with environment, it was plausible to attempt
    to assess the attitude of a student toward his student
    teaching experience in terms of need fulfillment.

In order to develop a scale for assessing student teachers' atti-

tudes toward their field experience Whooley (1970:22-3) followed twelve

stages as described below:

(1) [defining] of concepts essential to the instrument,

(2) construction of 144 scale items,

(3) classification of the 144 items according to need
     categories by five judges,

(4) classification of the 144 items on a Thurstone-type
     seven-point favorableness-unfavorableness scale by
     18 judges,

(5) determining the reliability of the judging,

(6) selection of items for a preliminary Likert-type scale,

(7) administration of the Likert-type 106-item scale to the
     pilot group (N=87),

(8) selection of items for the final scale,

(9) establishing split-halves of the final scale [to get
     a measure of reliability],

(10) administration of the final 50-item scale to the
     population (N=87),

(11) completion of a scale by each of eight college student
     teaching supervisors for each of five of his student
     teachers,

(12) analysis of students' and supervisors' responses.

Results of the pilot study indicated that the inter-correlations

among the need categories were such that they were accounted for by one

factor. The Spearmen-Brown reliability coefficient for the total scale

was 0.926. The attitude scale contained three distinguishable sub-scales

corresponding to the school, college, and mutual categories. With few

exceptions, the supervisors' summated scores suggested that they perceived

the students' attitudes as favourable toward the school and college

involvement in the student teaching experience. The students' mean item

scores for the three institutional categories and for the entire scale

indicated that, with but few exceptions, the student population had

favourable attitudes toward the school and college involvement in the

student teaching experience and toward the student teaching experience.

Whooley concluded that the internal validity of the scale seemed

satisfactory. He did not establish construct validity. He suggested that the scale would seem to be a reliable measure of attitude toward one's student teaching experience and that it might be of value in helping to evaluate student teaching programs.

The Selection and Adaptation of Whooley's Instrument

The writer became interested in an evaluation or assessment of student teacher attitudes toward student teaching while in the role of faculty consultant. A decision to do a research study of student teachers' attitudes led the writer to the guidelines or objectives for student teaching as described in the *Student Teaching Handbook* published by the Division of Field Experience. An instrument based on the *Handbook* as a source was in the stages of development when research into the ERIC files led to the discovery of Whooley's scale (1970:1-23). Correspondence with Whooley is contained in Appendix E.

Whooley's instrument was selected by the writer because it closely approximated the following requirements: first, that the instrument assess the attitude of a student toward his student teaching experience; second, that the items in the scale be determined by the role expectations or objectives of the institutions involved and the individual's higher order needs, as based on the theories of Third Force psychology (Combs, Rogers, Maslow).

Whooley's theoretical model and questionnaire were both adapted for use in this study. The theoretical model, as adapted, is described in Appendix B. The 18 item psychological objectives were modified as follows: item 15 was deleted after consultation with University personnel and student teachers; items 5 and 6 were combined since they were closely

related. Appendix C contains a copy of the Whooley instrument. The length of the instrument was the major reason for making deletions from Whooley's scale. The original scale was also modified from 50 to 38 items (see Appendix D). Section C provides an opportunity for respondents who experienced two rounds of student teaching during the year to react to both experiences.

Another modification of Whooley's instrument was the addition of an open-ended question, included at the end of the questionnaire, which asked the respondent to make further comments (if he so wished) regarding the field experience program or about the study itself. An open-ended question was included because it was less dependent, as the forced response items are, on specific wording that might introduce bias in determining the reasons for attitudes.

The six category response Likert scaling technique used by the Whooley model was modified to a four category response since little use was made of the extremities of the scale making it, in effect, a four item scale. Whooley's instrument was developed from a model that combined three components of teacher education. For the purposes of this study Part B of the model was considered and Parts A and C were omitted (see Appendix B).

Description of the Sample

This study was conducted with a random sample of 158 student teachers who were enrolled in the Education Practica 301, 350, 400 Integrated, 400 Discrete, and 450. Student teachers were selected, using random sample tables, from the files of the Field Experience Office. These students were in their final year of student teaching experience.

They had completed their student teaching or were either beginning or had completed the Spring round of student teaching. Student teachers enrolled in Education Practica 301 and 350 were completing a B.Ed. degree and had completed two rounds of student teaching but had not yet completed their final Spring round. Appendix F describes in detail the student teaching programs at the University of Alberta offered in 1971-72.

Table 2 provides a description of the characteristics of the total sample.

Collection of Data

The randomly selected sample of respondents was contacted by telephone prior to the mailing of the questionnaire. The researcher in his initial contact by telephone asked each respondent the following questions:

1. Would the respondent be interested in completing a questionnaire on the attitudes of student teachers toward their student teaching?

2. At what address did the respondent reside?

Respondents were told that the attitude survey might be of value for persons involved in planning modifications of present programs, and that the source of all data received would remain anonymous.

The number and percentage of responses to the questionnaire by student teachers enrolled in the five Education Practica are outlined in Table 3. The mean percentage return for all five programs was 76 percent.

Treatment of the Data

The response categories for the items used in the questionnaire were considered to be ordinal in nature. Frequency and percentage

Table 2

Description of Characteristics of Total Sample

Variable Categories	Program				
	301	350	400(I)	400(D)	450
Years in Faculty of Education					
1 year	0	1	25	21	33
2 years	1	0	1	0	2
3 years	42	31	0	0	0
4 years	0	1	0	0	0
Sex					
Male	2	9	13	1	20
Female	41	24	13	20	15
Age					
Under 20 years	3	1	0	0	0
20-24 years	39	27	16	16	25
25-29 years	1	1	4	3	8
30-34 years	0	3	3	1	1
35 or over	0	1	3	1	1

Table 3

Response to Questionnaire by Student Teachers Enrolled

in the Five Education Practica

| Program | Number Sent | Number Returned | | Number Rejected | Number Used | Total Population N |
		N	%			
Ed.Practicum 301	45	43	95.5	0	43	359
Ed.Practicum 350	59	36	61.0	3	33	487
Ed.Practicum 400 (Integrated)	39	27	69.2	1	26	50
Ed.Practicum 400 (Discrete)	35	23	65.7	2	21	85
Ed.Practicum 450	36	36	100.0	1	35	288
TOTALS	214	165		7	158	1269

in each response category for each item were calculated for respondents in each of the five programs. The percentage distribution of responses can give an indication of the direction and strength of the responses on a particular item.

The statistical tests used for the research questions are described below. The level of significance adopted was $P \leq 0.05$ for the chi-square and analysis of variance tests and 0.10 for the Sheffé test of comparison. A level of significance of 0.05 would indicate that the difference between the samples for that particular test would not likely have resulted from sampling error in more than five out of 100 republications of the study. This would suggest that there is a 95 percent likelihood that the differences between samples could be attributed to differences in population.

The setting of a significant level is an individual matter for the researcher and is dependent upon the kind of situation and the importance and practical significance of the findings. Siegel (1959:9) recommended that the researcher should indicate the actual probability level associated with the findings.

A chi-square test was applied to determine the extent to which individual responses to each item were likely dependent upon the program or independent of the program. The chi-square test compared observed response frequencies with the frequency that would be expected if the difference noted in the sample could not be considered attributable to differences in the population. The probability of statistical significance may be calculated from the observed chi-square value and the number of degrees of freedom (Siegel, 1956:104-7).

An analysis of variance (ANOVA-15) was applied to determine the mean scores and variance for each program's response to each item. The Sheffé multiple comparison of means test was used to determine program response differences. The criterion level used for the Sheffé test was 0.10 (Ferguson, 1966:297). The Sheffé test allowed for unequal N's for the groups.

Variance is used to indicate relative degrees of consensus of the groups for the item. Variance may be defined as the sum of the squares of deviations of scores about the mean divided by N, the number of responses. A relatively low variance score indicates a relatively high degree of consensus on an item, while a relatively high variance score indicates a relatively low degree of consensus.

Summary

In this chapter, a description of the instrument used in the study was provided and the sample described. The methods employed in the collection of data for the study were given. Finally, the details of the techniques applied in analyzing the data were presented. The research findings will be presented in Chapter 4.

CHAPTER 4

RESEARCH FINDINGS

Introduction

The major purpose of this study was to investigate the differ-
ences in attitudes of student teachers in five different Education
Practica toward their student teaching experience. Chapter 4 includes
a description of the findings in the study. The significant findings
concerning each research question are provided, followed by a discussion
of the responses. Important data relevant to significant findings are
grouped together in tabulated and figure form at the end of the chapter,
while data for non-significant findings are available in Appendix K.
Over one-half of the items yielded results significant at the 0.05 level,
using the chi-square test.

In the figures used to describe favourable and unfavourable
response scores, one (disagree) and two (probably disagree) were con-
sidered unfavourable and three (probably agree) and four (agree) were
considered favourable. For ease of interpretation, bar charts have been
presented for the collapsed categories.

Tables used to describe data relevant to significant findings
show the percentage response by category for each of the five programs.
Appendix K contains the number of responses by categories for each of
the programs for all questionnaire items.

An analysis of variance was used to determine mean differences
between groups. At a probability level of $P \leq 0.05$, 25 percent of the
items were acceptable for analysis.

Responses to the open-ended question were classified and analyzed. Approximately 71 percent of the respondents made at least one comment regarding their experience or regarding the questionnaire itself.

Findings from Item Analysis

Questionnaire items 20 and 37 were analyzed under the heading of Orientation. Items relating to the psychological objects "schedule" (11, 35) and "time involvement" (29) were analyzed under the heading of Time Schedule. "Rules" and "demands," (13, 14) were analyzed under the heading of Rules and Responsibilities. Items 39, 40, and 44 were analyzed under the heading of Transition into Instructional Responsibility. Items 17 and 19 were analyzed under the heading of Diversity of Experience. Items relating to the psychological objects "pupils" (34), "courses" (44), and "inherited situation" (22) were analyzed under the heading of Inherited Situation. Items 23, 24, 27, and 33 were analyzed under the heading, Supervision. Item 15 related to the psychological object "outcomes," and item 38 related to the psychological object "perceived personal status," and these were analyzed under the heading, Other Items.

None of the items related to the psychological objects "facilities," "resources," "intercommunication," and "placement" showed a level of significance equal to or less than 0.05. These items were not analyzed.

The results of the questionnaire items which provided a significant level of probability are analyzed according to the divisions detailed above.

Orientation

Item 20 dealt with the student teacher's attitude toward the

program orienting him to his initial teaching assignment. Table 4 describes the percentage response to item 20 by category and by program. Data are used from Table 4 in Figure 1 to describe the favourable and unfavourable responses.

The response of the 301, 350, and 400(D) programs showed approximately a one-third favourable and two-thirds unfavourable return. The respondents in the 450 program were more evenly divided in their responses with 57 percent favourable and 43 percent unfavourable. A majority of the 400(I) respondents saw themselves as experiencing no unnecessary anxiety. Over three-quarters of the 400(I) respondents expressed some agreement with their orientation program. Returns from the 350 and 450 programs showed greater variation in attitudes toward their orientation experience.

The 301 and 350 programs showed a significant mean difference with the 400(I) program. The 400(I) program showed a more positive attitude toward the University orientation program as a function of their need for self-esteem (item 20).

The school program orienting the student teacher toward student teaching (item 38) was viewed more favourably by the 450 respondents than by the 350 respondents as indicated by a comparison of means.

Time Schedule

The results of items 11, 35 (rounds one and two), and 29 were combined in Table 5, since all of these items were related to time available and the time schedule for the student.

Figures 2, 3, and 4 describe the favourable and unfavourable response to items 11, 35 (round one), and 29, respectively.

Table 4

Percentage of Responses, by Categories, to Item 20, Related to

Orientation, Based on Program Responses

| Item | Program | Percentage Response | | | |
		Disagree	Probably Disagree	Probably Agree	Agree
20. The University program orienting the student teacher to his initial assignment creates unnecessary anxieties.	301	9.3	27.9	34.9	27.9
	350	24.2	12.1	21.2	42.4
	400(I)	30.8	46.2	19.2	3.8
	400(D)	9.5	23.8	47.6	19.0
	450	22.9	34.3	28.6	14.3

$$\chi^2 = 28.14 \qquad df = 12 \qquad \text{Probability} \leqslant 0.05$$

Table 5

Percentage of Responses, by Categories, to Items Related to

Time Schedule, Based on Program Responses

Item	Program	Percentage Response			
		Disagree	Probably Disagree	Probably Agree	Agree
11. The student teacher's schedule absolutely elimin- ates any chance of getting acquainted with school staff.	301	27.9	25.6	41.9	4.7
	350	24.2	27.3	24.2	24.2
	400(I)	73.1	19.2	7.7	0.0
	400(D)	33.3	33.3	28.6	4.8
	450				
$\chi^2 = 36.40$	df = 12	Probability $\leqslant$ 0.05			
35. (Round One) The student teacher's schedule does *not* sufficiently represent his desires.	301	2.3	11.6	27.9	58.1
	350	15.2	9.1	12.1	63.6
	400(I)	34.6	19.2	19.2	26.9
	400(D)	9.5	38.1	23.8	28.6
	450	20.0	28.6	25.7	25.7
$\chi^2 = 43.24$	df = 12	Probability $\leqslant$ 0.05			
35. (Round Two) The student teacher's schedule does *not* sufficiently represent his desires.	301	2.3	11.6	27.9	58.1
	350	6.1	9.1	9.1	75.8
	400(I)	26.9	30.8	19.2	23.1
	400(D)	14.3	33.3	28.6	23.8
	450	20.0	37.1	22.9	20.0
$\chi^2 = 24.33$	df = 12	Probability $\leqslant$ 0.05			
29. (Round Two) The student teacher has sufficient oppor- tunities to enhance his prep- aration through discussion with school staff.	301	25.6	32.6	14.0	27.9
	350	21.2	27.3	24.2	27.3
	400(I)	7.7	19.2	15.4	57.7
	400(D)	19.0	23.8	38.1	19.0
	450	8.6	8.6	34.3	48.6
$\chi^2 = 24.33$	df = 12	Probability $\leqslant$ 0.05			

Over 90 percent of the 400(I) students felt that their schedule provided some chance of getting acquainted with the school staff but they were divided 46 percent positive to 54 percent negative in their attitude toward their teaching schedule. The 301, 350, and 400(D) response showed about a 50 percent division in their perceptions of their schedule's being able to offer opportunities for getting acquainted with school staff. Over three-quarters of the 450 respondents indicated that they had some chance of getting acquainted with the school staff. The 450 and 400(D) were slightly more favourable than unfavourable in their attitude toward their teaching time schedule. About three-quarters of the 350 and over four-fifths of the 301 responses showed some dissatisfaction with their time schedule.

Item 29 showed a greater favourable return for all programs except the 301 program. The 400(I) and 450 programs showed the highest positive response.

An analysis of variance was performed to determine the mean difference among groups. The Sheffé comparison was used to determine program differences. This test indicated that the 301 and 350 programs differed in their response to items 48 (round one) and 49 (round two) from the other programs. The undergraduate program students were not as favourably disposed toward their schedule. These students also differed with the 400(I) and 450 students since they felt that the undergraduate student teaching program did not offer an opportunity of getting acquainted with the school staff (11). The 301 and 450 programs showed a significant mean difference in their response toward opportunities provided for the student teacher to enhance his preparation through discussion with school staff.

Rules and Responsibilities

The results of items 13 and 14 described in Table 6 and Figures 5 and 6, respectively, are related to the rules or regulations for student teaching.

The greater majority of respondents in the 400(I) program were favourably disposed to the rules and regulations of the University. The remaining programs all showed a significant negative reaction ranging from 33 percent (400[D]) to 61 percent (350) to University rules. The 301 and 350 programs were more negative than positive with over half of the respondents expressing dissatisfaction.

A majority of respondents in the 400(I), 400(D), and 450 programs did not feel unwanted as a result of the light responsibilities placed upon them by the University student teaching personnel. About one-fifth of the 301 program respondents and two-fifths of the 350 program respondents expressed a negative feeling about their experience.

Both the 301 and 350 responses showed dissatisfaction with the University rules for student teaching (13). They indicated a significant mean difference in their responses as compared to the 400(I) program response. The 350 program response also showed a significant difference in means when compared with the 450 program response. The 350 program response, as compared to the 400(I), was also less favourable in its attitude toward the responsibilities placed on its students by student teaching personnel (14) as determined by a comparison of mean scores.

Transition into Instructional Responsibility

Table 7 describes the responses to item 44 for both rounds. Since item 44 is negative, response scores are reversed in the analysis that

Table 6

Percentage of Responses by Categories to Items Related to Rules and

Responsibilities of Student Teaching, Based on Program Responses

Item	Program	Percentage Response			
		Disagree	Probably Disagree	Probably Agree	Agree
13. The rules of the University student teaching program make it impossible to do a self-satisfying job of student teaching.	301	25.6	20.9	34.9	18.6
	350	21.2	18.2	15.2	45.5
	400(I)	46.2	42.3	11.5	0.0
	400(D)	23.8	42.9	23.8	9.5
	450	28.6	34.3	25.7	11.4

$\chi^2 = 34.00$	df = 12	Probability $\leq$ 0.05

Item	Program	Disagree	Probably Disagree	Probably Agree	Agree
14. The responsibilities which the University student teaching personnel place upon the student teacher make him feel unwanted.	301	37.2	46.5	14.0	2.3
	350	27.3	33.3	27.3	12.1
	400(I)	61.5	34.6	3.8	0.0
	400(D)	23.8	66.7	4.8	4.8
	450	40.0	51.4	8.6	0.0

$\chi^2 = 27.39$	df = 12	Probability $\leq$ 0.05

Table 7

Percentage of Responses by Categories to Items Related to

University Subject Matter Courses, Based on Program Responses

Item	Program	Percentage Response			
		Disagree	Probably Disagree	Probably Agree	Agree
44. (Round One) The student teacher is placed in a situation where there is little opportunity to apply University subject matter courses to student teaching.	301	11.6	14.0	41.9	32.8
	350	27.3	21.2	9.1	42.4
	400(I)	26.9	30.8	11.5	30.8
	400(D)	4.8	9.5	33.3	52.4
	450	28.6	17.1	14.3	40.0

$\chi^2 = 25.50$ df = 12   Probability $\leq$ 0.05

Item	Program	Percentage Response			
44. (Round Two) The student teacher is placed in a situation where there is little opportunity to apply University subject matter courses to student teaching.	301	11.6	14.0	44.2	30.2
	350	36.4	15.2	9.1	39.4
	400(I)	30.8	26.9	11.5	30.8
	400(D)	9.5	9.5	23.8	57.1
	450	20.0	2.9	34.3	42.9

$\chi^2 = 29.74$ df = 12   Probability $\leq$ 0.05

follows. Item 44 refers to the student teacher's attitude toward University subject matter courses as they apply to student teaching. Figures 7 and 8 describe the favourable and unfavourable responses to item 44 (round one) and item 44 (round two), respectively.

Respondents in programs 400(I) and 350 showed a higher positive than negative response to University subject matter courses in round two. In the 301, 400(D), and 450 programs, respondents expressed a high negative reaction to item 44 in round two with over three-quarters unfavourable. Respondents in the 450 program indicated a change in attitude after round two. These results showed a 23 percent increase in negative responses over the first round results.

Items 39 and 40 examine a student teacher's attitude toward his transition into instructional responsibility. These results are described in Table 8 and in Figures 9 to 11 inclusive.

All program respondents showed a high favourable response to item 40. The 400(I) respondents expressed a high degree of satisfaction with their transition into instructional responsibility. Their returns in items 39 and 40 ranged between 81 percent to 92 percent favourable. Over one-third of the 400(D) respondents expressed dissatisfaction with the number of opportunities to be responsible for class sessions. The 400(D) and 450 respondents indicated a positive change in attitude in round two with a 50 percent increase.

A comparison of mean differences among programs revealed a significant difference between the 301 and 400(I) programs. The 301 program respondents showed a higher negative attitude response toward the program's provision for transition into instructional responsibility (39, round two; 40, round one). The 350 program and 400(K) program mean

Table 8

Percentage of Responses by Categories, to Items Related to Transition

into Instructional Responsibility, Based on Program Responses

Item	Program	Percentage Responses			
		Disagree	Probably Disagree	Probably Agree	Agree
39. (Round One) The student teacher's classroom responsi- bilities are increased at a pace which enhances his feelings of professional worth.	301	4.7	23.3	30.2	41.9
	350	30.3	9.1	9.1	51.5
	400(I)	11.5	7.7	11.5	69.2
	400(D)	19.0	28.6	9.5	42.9
	450	11.4	20.0	20.0	48.6

$\chi^2 = 23.69$	df = 12	Probability $\leqslant$ 0.05

39. (Round Two) The stu- dent teacher's classroom responsibilities are in- creased at a pace which enhances his feelings of professional worth.	301	4.7	23.3	25.6	46.5
	350	21.2	18.2	24.2	36.4
	400(I)	0.0	7.7	15.4	76.9
	400(D)	14.3	9.5	42.9	33.3
	450	5.7	11.4	20.0	62.9

$\chi^2 = 24.94$	df = 12	Probability $\leqslant$ 0.05

40. (Round One) The stu- dent teacher is *not* provided enough opportunities to be responsible for class sessions.	301	34.9	39.5	18.6	7.0
	350	57.6	15.2	6.1	21.2
	400(I)	76.9	11.5	3.8	7.7
	400(D)	42.9	19.0	28.6	9.5
	450	57.1	11.4	20.0	11.4

$\chi^2 = 27.73$	df = 12	Probability $\leqslant$ 0.05

difference for item 39, round two, was significant. The 350 program respondents did not express as favourable an attitude toward their program's provision for increased classroom responsibility as did the 400(I) program respondents.

Diversity of Experience

The results from items 17 and 19 that examine attitudes toward the diversity of experience provided are described in Table 9.

Figures 12 and 13 describe the favourable and unfavourable responses to items 17 and 19, respectively. The majority of 400(I) respondents indicated a positive response in attitude toward the diversity of experience provided of about 58 percent to item 17 and about 65 percent to item 19. All other programs showed negative responses of 50 percent or more. Their negative response was greater to item 17 than to item 19. The 450 and 301 program students showed the greater variation in response to the two items.

Inherited Situation

Results from items 22, 34, and 36, described in Table 10, are related to the situation the student teacher inherits. The teaching-learning climate in the classroom (22), the pupils (34), and the school courses (36), are all assigned to the student teacher.

All groups showed a higher favourable than unfavourable response to items 22 and 34. Item 34 received the highest favourable ratings among the three items. The 400(I) and 450 students exhibited similar high positive responses to items 22 and 34. The students' positive response on the two items ranged from 69 percent to 85 percent. Classroom climate, item 22, was unfavourable for about 50 percent of the 400(D)

Table 9

Percentage of Responses by Categories, to Items Related to Diversity

of Experience, Based on Program Responses

Item	Program	Percentage Response			
		Disagree	Probably Disagree	Probably Agree	Agree
17. The experiences furnished	301	11.6	16.3	44.2	27.9
the student teacher are *not*	350	15.2	21.2	18.2	45.5
sufficiently diverse to develop	400(I)	23.1	34.6	19.2	23.1
the competencies a classroom	400(D)	14.3	23.8	42.9	19.0
teacher needs.	450	8.6	11.4	62.9	17.1

χ^2 = 24.90　　　df = 12　　　　Probability $\leq$ 0.05

19. The student teacher is	301	18.6	37.2	34.9	9.3
furnished with a sufficient	350	45.5	27.3	15.2	12.1
variety of experiences to	400(I)	26.9	7.7	38.5	26.9
provide the breadth of prepar-	400(D)	23.8	42.9	23.8	9.5
ation necessary for future	450	14.3	40.0	31.4	14.3
classroom responsibilities.					

χ^2 = 22.70　　　df = 12　　　　Probability $\leq$ 0.05

Table 10

Percentage of Responses by Categories, to Items Related to Inherited

Situation, Based on Program Responses

Item	Program	Percentage Response			
		Disagree	Probably Disagree	Probably Agree	Agree
22. (Round One) The teaching-learning climate in the classroom(s) assigned the student teacher would serve to enhance any student teacher's self-respect.	301	9.3	20.9	48.8	20.9
	350	30.3	9.1	33.3	27.3
	400(I)	7.7	23.1	30.8	38.5
	400(D)	14.3	33.3	4.8	47.6
	450	5.7	25.7	31.4	37.1

$\chi^2 = 26.39$ df = 12   Probability ≤ 0.05

Item	Program	Disagree	Probably Disagree	Probably Agree	Agree
34. (Round One) Pupils with whom the student teacher works adapt well to changes he introduces.	301	7.0	16.3	46.5	30.2
	350	21.2	12.1	15.2	51.5
	400(I)	0.0	15.4	15.4	69.2
	400(D)	14.3	19.0	33.3	33.3
	450	14.3	2.9	25.7	57.1

$\chi^2 = 26.62$ df = 12   Probability ≤ 0.05

Item	Program	Disagree	Probably Disagree	Probably Agree	Agree
36. (Round One) Feelings of insecurity result from the manner in which *school* courses are organized.	301	16.3	55.8	20.9	7.0
	350	33.3	21.2	27.3	18.2
	400(I)	50.0	30.8	11.5	7.7
	400(D)	47.6	28.6	4.8	19.0
	450	40.0	37.1	17.1	5.7

$\chi^2 = 23.48$ df = 12   Probability ≤ 0.05

Item	Program	Disagree	Probably Disagree	Probably Agree	Agree
36. (Round Two) Feelings of insecurity result from the manner in which *school* courses are organized.	301	16.3	58.1	18.6	7.0
	350	27.3	30.3	24.2	18.2
	400(I)	46.2	30.8	7.7	15.4
	400(D)	52.4	33.3	4.8	9.5
	450	40.0	37.1	20.0	2.9

$\chi^2 = 22.93$ df = 12   Probability ≤ 0.05

respondents.

The 350 program respondents were about evenly divided in their attitude toward the organization of school courses. The other programs were generally satisfied with the manner in which school courses were organized. Their response ranged from 72 percent to 81 percent.

Supervision

Table 11 describes the results of responses to items 23, 24, and 27. These three items gave the respondent a chance to indicate his attitude toward the psychological object, supervision.

Figure 17 indicates a very favourable attitude toward the co-operating teacher with positive responses ranging from a low of 76 per-cent (350) to a high of 100 percent (400[I]). The 350 respondents showed a 24 percent negative attitude. These students showed a negative response ranging from eight times to three times as high in comparison to the other programs.

The response to items 24 and 27, which examined attitudes toward the help given by the faculty consultant, was mostly favourable. Although the 301 and 400(D) respondents indicated the highest percentage of dissat-isfaction with the work of the faculty consultant, about one-third of the 301 results on item 24 were negative. About 45 percent of their responses to item 27 were negative. The 400(D) respondents were negative in about one-fifth of their replies to item 24. About one-third of their replies to item 27 were negative.

The 400(I) and 450 students were the most positive in response to items related to supervision. A comparison of mean differences among groups revealed a significant attitude difference between the 400(I)

Table 11

Percentages of Responses, by Categories, to Items Related to

Supervision, Based on Program Responses

| Item | Program | Percentage Responses | | | |
		Disagree	Probably Disagree	Probably Agree	Agree
23. (Round Two) The *school* classroom cooperating teacher is a master at making the student teacher feel like a fool.	301	58.1	34.9	7.0	0.0
	350	66.7	9.1	12.1	12.1
	400(I)	88.5	11.5	0.0	0.0
	400(D)	81.0	14.3	4.8	0.0
	450	88.6	8.6	2.9	0.0

$\chi^2 = 34.47$	df = 12	Probability $\leq$ 0.05

Item	Program	Disagree	Probably Disagree	Probably Agree	Agree
24. (Round Two) The *university* faculty consultant offers criticisms without hurting the student teacher's self-esteem.	301	18.6	14.0	25.6	41.9
	350	9.1	6.1	9.1	75.8
	400(I)	0.0	3.8	19.2	76.9
	400(D)	19.0	0.0	19.0	61.9
	450	2.9	11.4	20.0	64.7

$\chi^2 = 21.35$	df = 12	Probability $\leq$ 0.05

Item	Program	Disagree	Probably Disagree	Probably Agree	Agree
27. (Round One) The university faculty consultant's lack of experience in the student teacher's instructional area(s) severely limits the assistance he can render.	301	25.6	30.2	25.6	18.6
	350	51.5	21.2	9.1	18.2
	400(I)	65.4	15.4	15.4	3.8
	400(D)	57.1	14.3	9.5	19.0
	450	65.7	17.1	8.6	8.6

$\chi^2 = 20.68$	df = 12	Probability $\leq$ 0.05

and 450 programs and the 301 and 350 programs.

The 301 response showed a greater dissatisfaction with both the degree of assistance (27, round two) and the nature of the criticism offered by the faculty consultant (24, round two) when compared to the 400(I) and 450 responses. Student teachers in the 350 program were less favourably disposed toward the encouragement (33, round two), and help provided by the co-operating teacher (23, round two) than both the 400(I) and 450 programs.

Other Items of Significance

A comparison of mean scores for item 38, round two, related to how school personnel perceive the status of the student teacher, indicated no significant difference in means for the five programs. An analysis of variance showed a wide range of responses for the 400(D) program. The 400(I) program indicated a consensus of favourable opinion toward item 38.

Student teachers in the 400(I) program evaluated their experience as a function of their need for self-esteem (15) in a very positive way as compared to the 301 and 400(D) programs, as indicated by a comparison of means using the Sheffé test.

Analysis of the Response to the Open-ended Question

Frequency and percentage frequency counts were done for responses to the open-ended question for the five programs (Table 12). The 301 and 350 programs provided the highest returns.

A classification of comments according to major topics in Table 13 led to a breakdown of comments into four categories as follows:

Table 12

Response to Open-ended Question

Program	Responses		No Response		Total number of comments on questionnaires
	f	%f	f	%f	
301	35	81.3	8	18.7	95
350	30	88.1	4	11.9	95
400 (Integrated)	16	64.0	9	36.0	31
400 (Discrete)	11	55.0	9	45.0	25
450	24	68.5	11	31.5	55
Total	116		41		301

Table 13

A Classification of Responses to the Open-ended Question

Classification	Program					Negative	Positive
	301	350	400(I)	400(D)	450		
Supervision							
Cooperating teacher very helpful	9	2	3	1	4	0	19
Freedom restricted by cooperating teacher	4	2	0	5	2	13	0
Cooperating teacher not helpful	2	7	1	3	2	15	0
Faculty consultant very helpful	3	3	0	1	2	0	9
Faculty consultant not helpful	9	6	1	0	5	21	0
Cooperating teacher and Faculty consultant should give continuing evaluation	3	1	1	0	1	6	0
Cooperating teacher and Faculty consultant do not agree or communicate	0	1	0	0	5	6	0
Total	30	22	6	10	21	61	28
Theory and Practice							
University C.I. courses useless, meaningless or irrelevant	9	7	9	2	6		
Difficult or impossible to combine school practicum and university theory	13	23	3	2	1		
Total	22	30	12	4	7		

Table 13 (Cont'd)

| Classification | Program | | | | | Negative | Positive |
	301	350	400(I)	400(D)	450		
Suggestions for Change							
Full term internship as an alternative	8	13	6	4	12		
Field experience for one year	1	4	0	1	0		
Reorganize time and condense program	10	6	0	0	1		
Total	19	23	6	5	13		
Questionnaire							
Questionnaire difficult to interpret or suggestions for change in items	6	5	1	2	5	19	
Total	6	5	1	2	5	19	

1. Supervision (negative and positive).

2. Theory and Practice.

3. Suggestions for Change.

4. Questionnaire.

Supervision drew the greatest number of comments. About 31 percent of these comments were positive. The remaining comments criticized the helper relationship with the faculty consultant or co-operating teacher. Several comments mentioned the lack of agreement or communication between the co-operating teacher and faculty consultant as a problem. The 301 and 350 program responses indicated the greatest degree of dissatisfaction with their experiences in supervision. The 400(I) response was the most positive of the five programs.

Comments on theory and practice were directed at the usefulness, relevance or meaning of education Curriculum and Instruction courses for student teaching practice. The 301 and 350 program responses expressed the greatest negative result. The 400(D) respondents expressed the least negative response.

Suggestions for changing the existing programs for student teachers included references to a full term internship, a field experience for one year and reorganization of time or condensation of time. All of these comments included some specific or implied extension of the time provided for student teaching practicum. The 350 and 301 programs made the greatest number of suggestions for change.

About 3 percent of the respondents to the questionnaire were critical of the questionnaire or made suggestions for modifying the questionnaire. Several criticisms were directed at difficulty in interpreting the questionnaire. Ten respondents made references to the fact

that they were grateful or thankful for the opportunity to state their

opinions or attitudes toward their student teaching experience.

Examples of comments made are as follows:

Faculty consultants need to have fewer students to supervise.

Which is better? A good student teaching report or good grades? This is the alternate I had to chose from.

Would like time to observe good teaching. [nine comments]

The student teaching experience is not valid because the student teacher feels obliged to "baby-sit" the cooperating teacher's class and always to follow her suggestions.

Something has to be done in this [C.I.] area because it is at this point that a number of potential teachers not only become discouraged but disgusted with the entire education program.

I hate being evaluated constantly - especially before you really have a chance to get started. Nothing in University prepares you for this.

Would like more "how to" courses.

Concerned that a longer experience would be an imposition on the school and its pupils, since the cooperating teacher is already overworked.

The student teacher should evaluate himself with the help of the cooperating teacher. It should not just be one way.

Perhaps cooperating teachers should have some pre-training programs in order to be made aware of what to look for and how to criticize constructively.

I would like some field experience during the fourth year of the program.

Location of the school can be a difficulty for some students. [four comments]

Summary

In this chapter a comparison was made of the attitudes of student

teachers, in five student teaching programs, toward their student teacher

experience. All significant findings were examined to determine the extent of the favourable and unfavourable responses.

The findings presented in Table 14 reveal that the 400(I) program results indicated the greatest degree of favourable response. On all of the items the student teacher response was more favourable than unfavourable. On items relating to time schedule and University subject courses they indicated about a 60 percent positive response. Responses to all of the other items showed positive results above 70 percent for the 400(I) program.

The other program responses indicated a high degree of dissatisfaction in items relating to orientation, time schedule, rules and responsibilities of student teaching, University subject courses and diversity of experience provided. All program responses indicated a very favourable reaction to supervision except the 301 program. Student teachers in the 301 program showed a 32 percent negative response toward the work of the faculty consultant. Items relating to inherited situation received a high favourable response in all programs except the 400(D) and 350. The responses to program 350 indicated a 46 percent negative reaction to school courses. The 400(D) program responses indicated a 48 percent negative reaction to teaching-learning climate in the classrooms assigned.

The use of analysis of variance and a further analysis using the Sheffé test were applied to all 40 items. Items with a level of significance of 0.10 or less were analyzed. The results of this analysis support most of the generalizations made from the analysis of items selected by using the chi-square test. The 400(I) and 450 programs revealed significant mean score differences when compared to the 301 and

Table 14

Programs Ranked* According to Percentage of Favourable Response

Items	Table	Program				
		301	350	400 (I)	400 (D)	450
Orientation	4	3	4	1	5	2
Time Schedule	5	5	4	1	2	3
Contact with school staff	5	4	5	1	3	2
Rules	6	4	5	1	2	3
Responsibilities	6	4	5	1	2	3
University Subject Courses	7	4	2	1	5	3
Transition into Instructional Responsibility	7	3	4	1	5	2
Diversity of Experience	9	4	3	1	2	5
Inherited Situation (Classroom climate, Pupils, and Courses)	10	3	5	1	4	2
Supervision a) Cooperating Teacher	11	4	5	1	3	2
b) Faculty consultant	11	5	3	1	4	2
Totals		43	45	11	37	29

*The total response by Program for each item was ranked with the highest favourable percentage score given a value of one and the lowest favourable percentage score a value of five.

350 programs. These differences indicated a less favourable attitude for the 301 and 350 programs toward their student teaching experience.

The following comparisons may be drawn:

1. The 301 and 350 program responses were less favourable in attitudes toward supervision than the 400(I) and 450 responses.

2. The 301 and 350 program responses were less favourable in attitudes toward transition into instructional responsibility than the 400(I) program responses.

3. The 301 and 350 program respondents were less favourable in attitudes toward university rules and student teaching responsibilities as established by the University than were the 400(I) respondents.

4. The 301 and 350 program responses were less favourable in attitudes toward their time schedule than all other program responses.

5. The 301 respondents were less favourable, as compared to the 400(I) and 450 respondents, in attitudes toward their program. They felt that it did not provide opportunity to get acquainted with school staff or to meet with the school staff for the purpose of enhancing their preparation for teaching.

6. The 350 program respondents were less favourable, as compared to 400(I) and 450 respondents, in attitudes toward their program because they felt that it did not provide opportunity to get acquainted with the school staff.

The response to item 46, as outlined in Table 15, indicated that in general most student teachers were very favourable (19.6 percent) or favourable (59.5 percent) in their attitude toward their student teaching experience. The 350 program, with about a 36 percent negative response, and the 350 and 400(D) programs with about a one-quarter negative response

Table 15

The Number and Percentage of Program Responses to Item 46*

Program	Very Favourable		Favourable		Unfavourable		Very Unfavourable	
	f	%f	f	%f	f	%f	f	%f
301	5	11.6	28	65.1	8	18.6	2	4.7
350	4	12.1	17	51.5	5	15.2	7	21.2
400(I)	12	46.2	11	42.3	3	11.5	0	0.0
400(D)	4	19.0	12	57.1	3	14.3	2	9.5
450	6	17.1	26	74.3	2	5.7	1	2.9
Totals	31	19.6	94	59.5	21	13.3	12	7.6

$\chi^2 = 29.21$ df = 12 Probability ≤ .05

*Item 46 - "In general, my attitude toward my student teaching experience is best described as (1) very favourable, (2) favourable, (3) unfavourable, (4) very unfavourable."

were the least favourable. The 400(I) and 450 respondents, showing
about a 12 percent and 9 percent unfavourable response, respectively,
were the most favourable.

In conclusion it may be said that the 301, 350, and 400(D) program
respondents, as compared to the 400(I) and 450 respondents, were less
favourably disposed toward their student teaching experience. The 400(I)
program response indicated the highest degree of favourable attitude
toward their experience as student teachers as compared to the overall
response of the other programs.
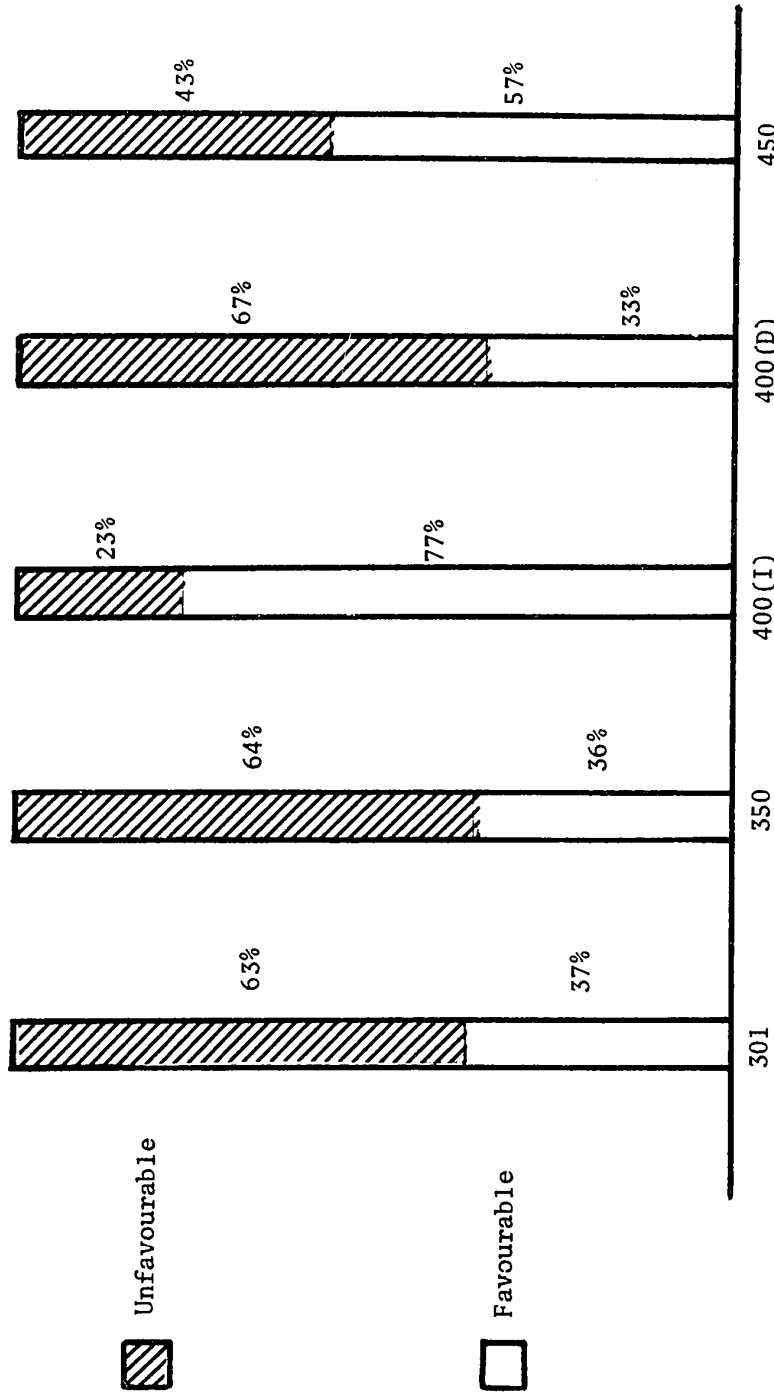
Figure 1. A comparison of Favourable and Unfavourable Responses to Item 20 Related to Orientation Based on Program Responses.

*Percentages are rounded off to the nearest whole number.

64
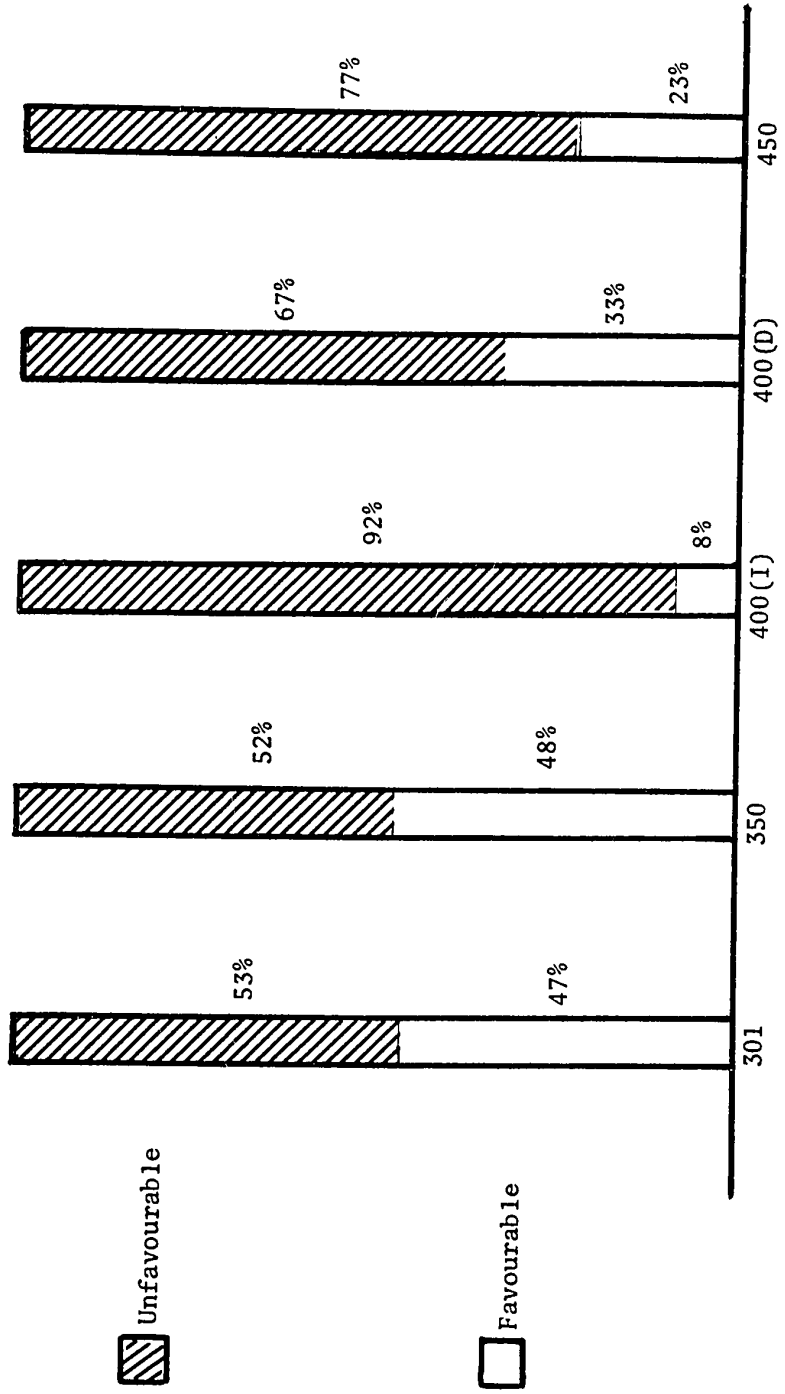
Figure 2. A Comparison of Favourable and Unfavourable Responses to Item 11 Related to Student Teacher's Schedule Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
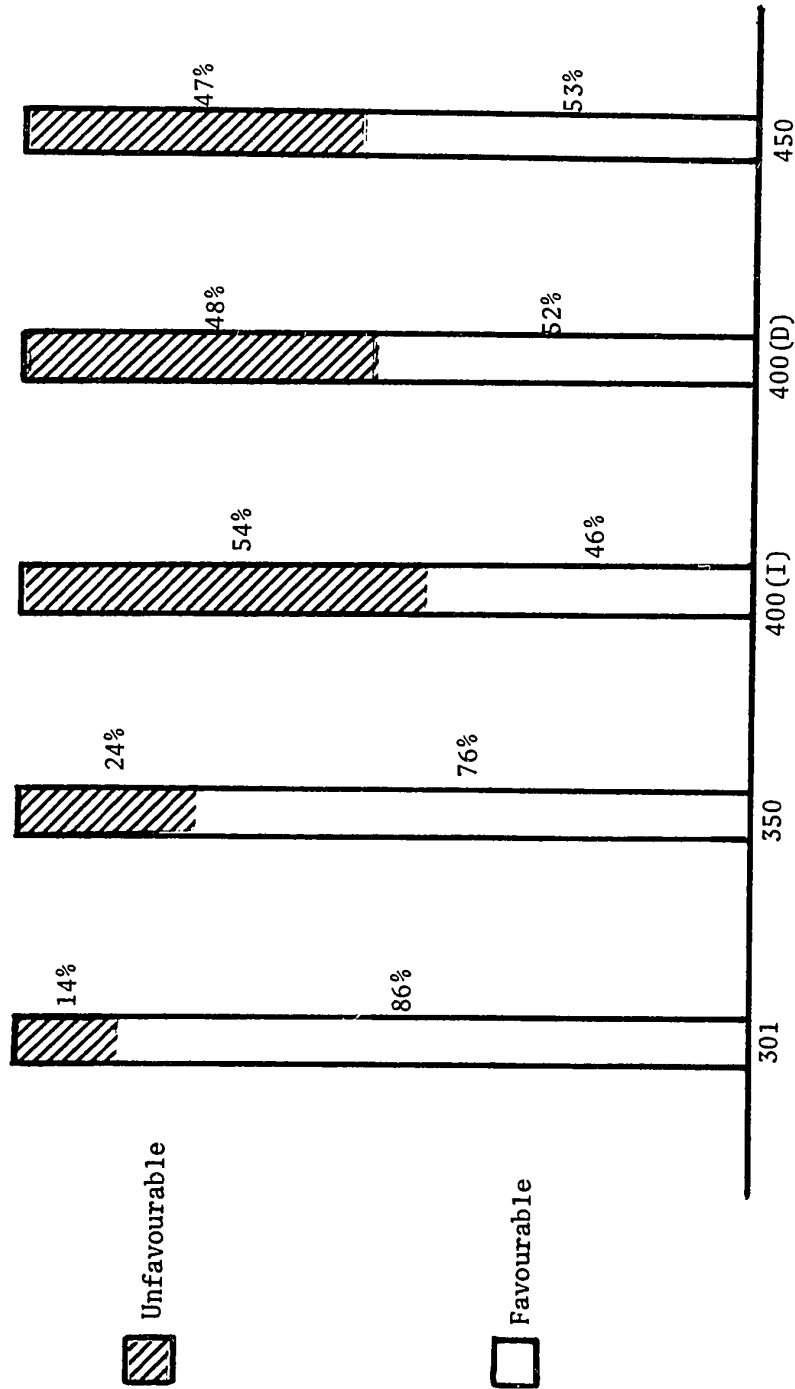
Figure 3. A Comparison of Favourable and Unfavourable Responses to Item 35 (Round One) Related to Student Teacher's Schedule Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
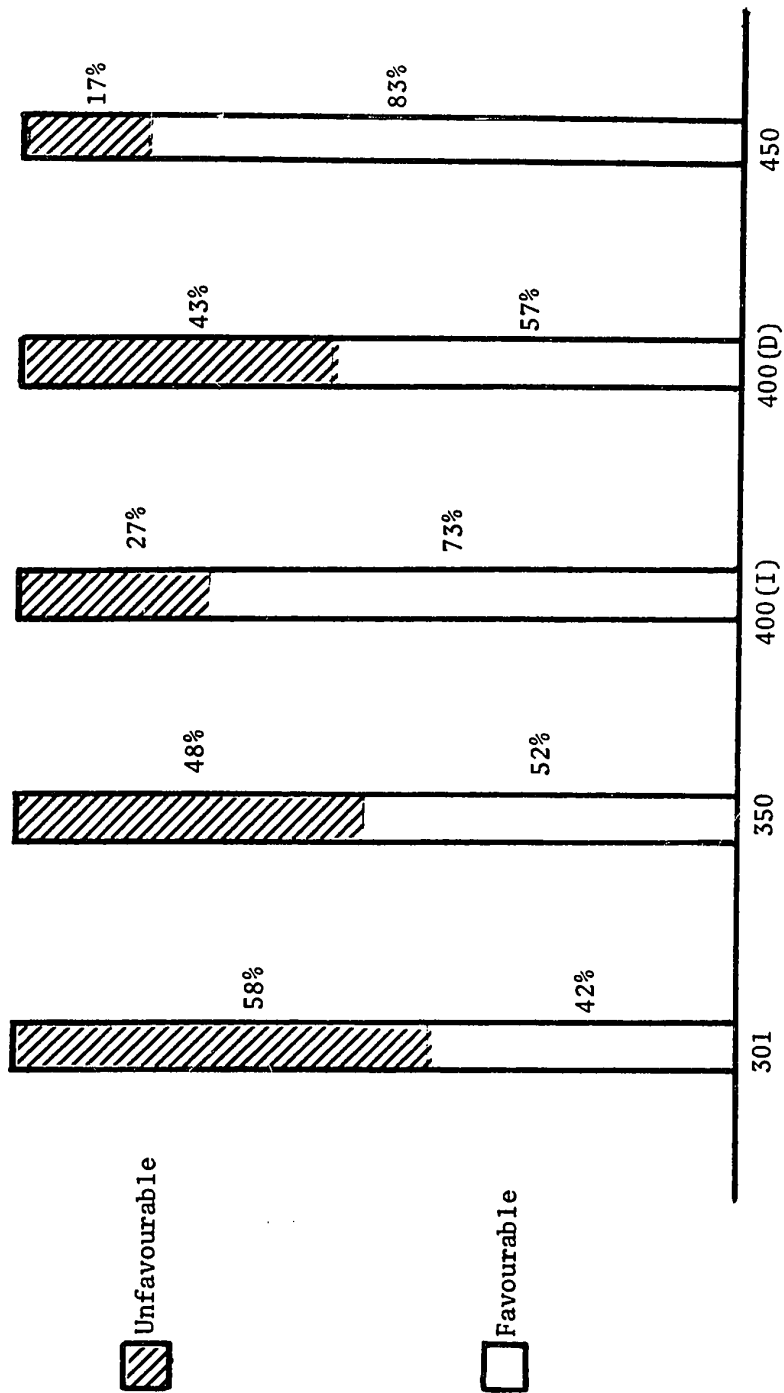
Figure 4. A Comparison of Favourable and Unfavourable Responses to Item 29 (Round Two) Related to Student Teacher's Schedule Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
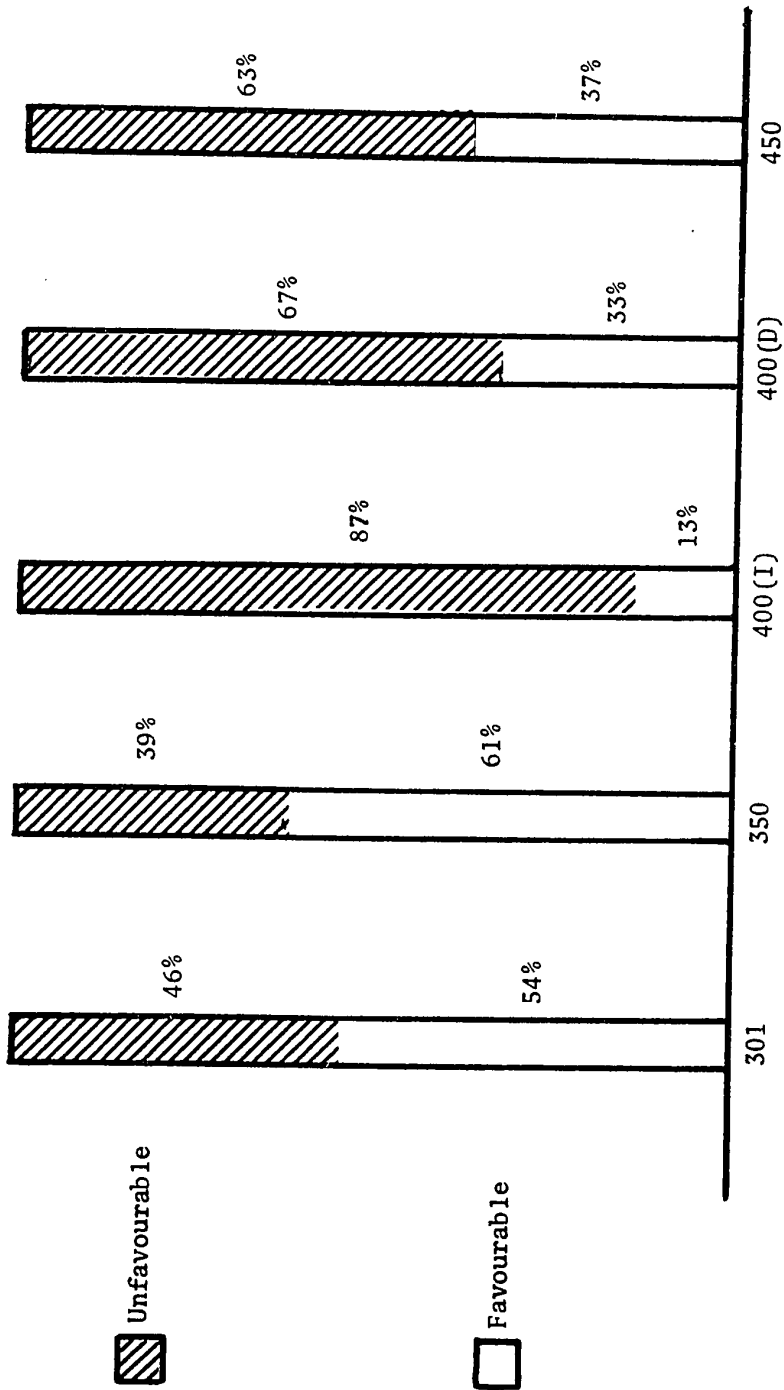
Figure 5. A Comparison of Favourable and Unfavourable Responses to Item 13 Related to Rules for Student Teaching Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
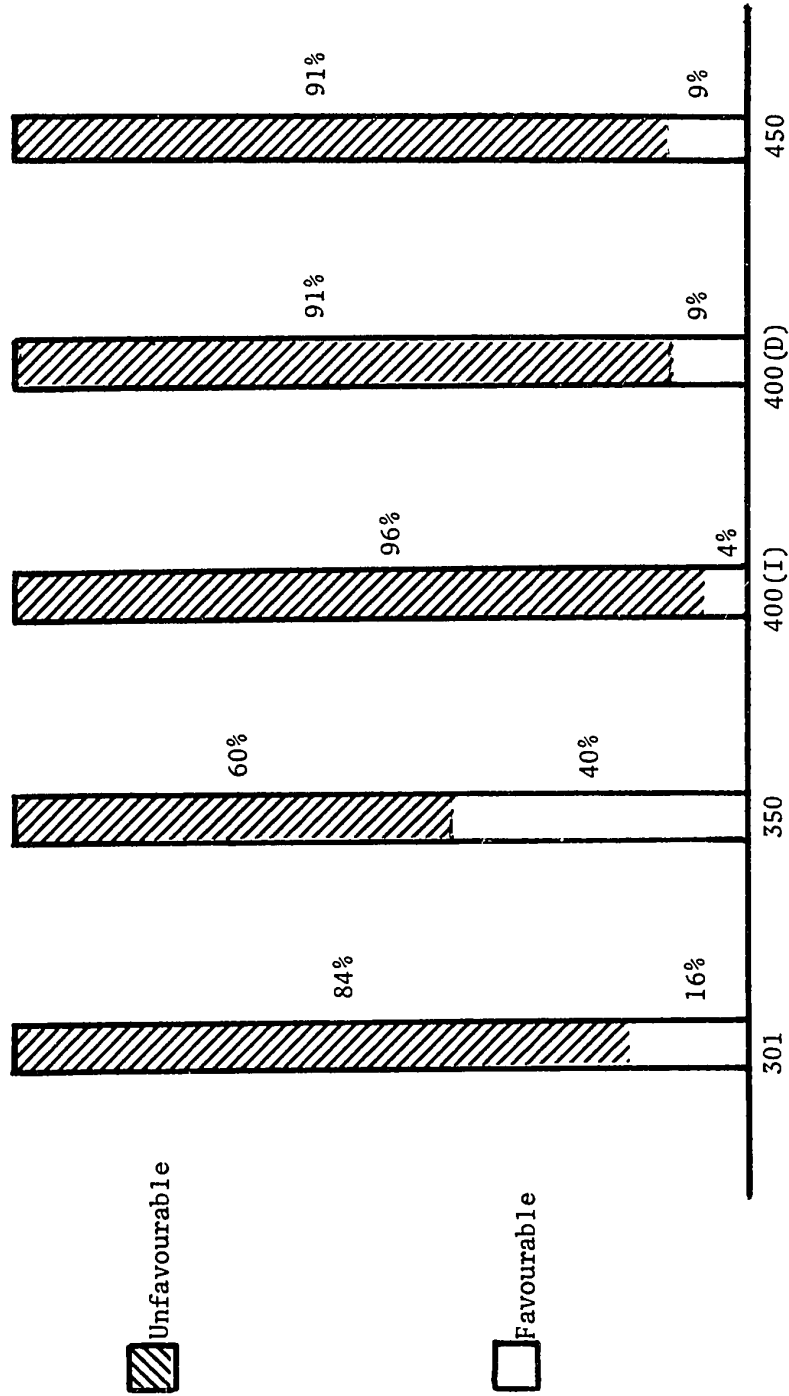
Figure 6. A Comparison of Favourable and Unfavourable Responses to Item 14 Related to Responsibilities Imposed on Student Teachers Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
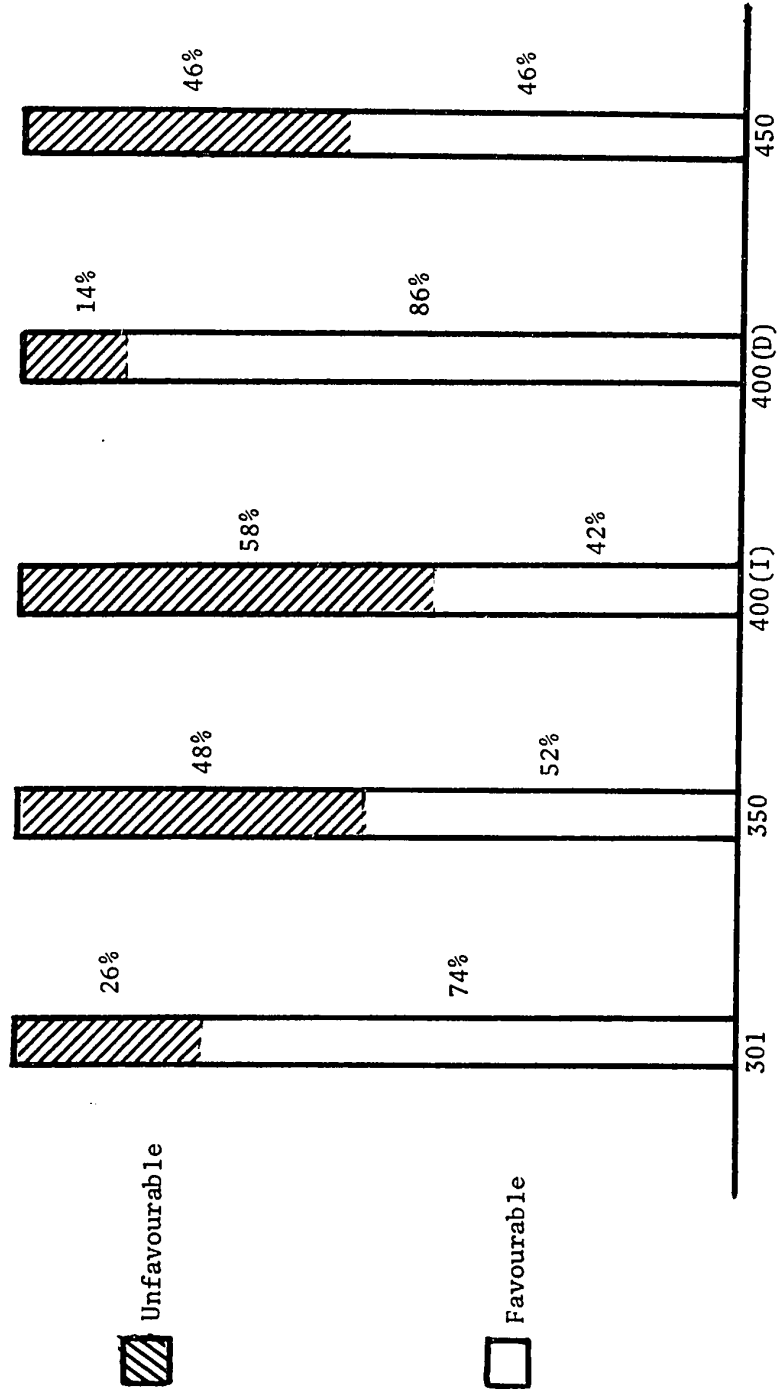
Figure 7. A Comparison of Favourable and Unfavourable Responses to Item 44 (Round One) Related to Subject Matter Courses at University Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
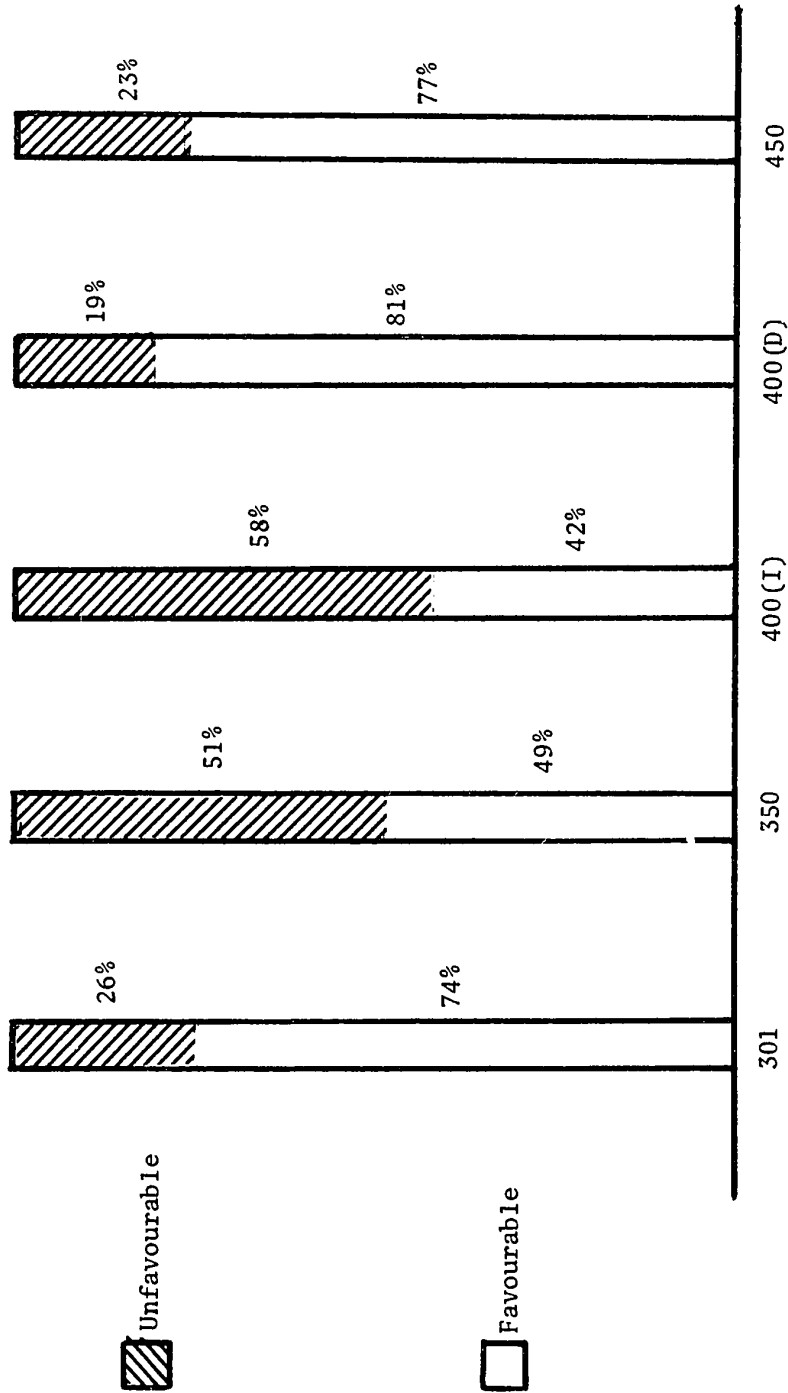
Figure 8. A Comparison of the Favourable and Unfavourable Responses to Item 44 (Round Two) Related to Subject Matter Courses at University Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
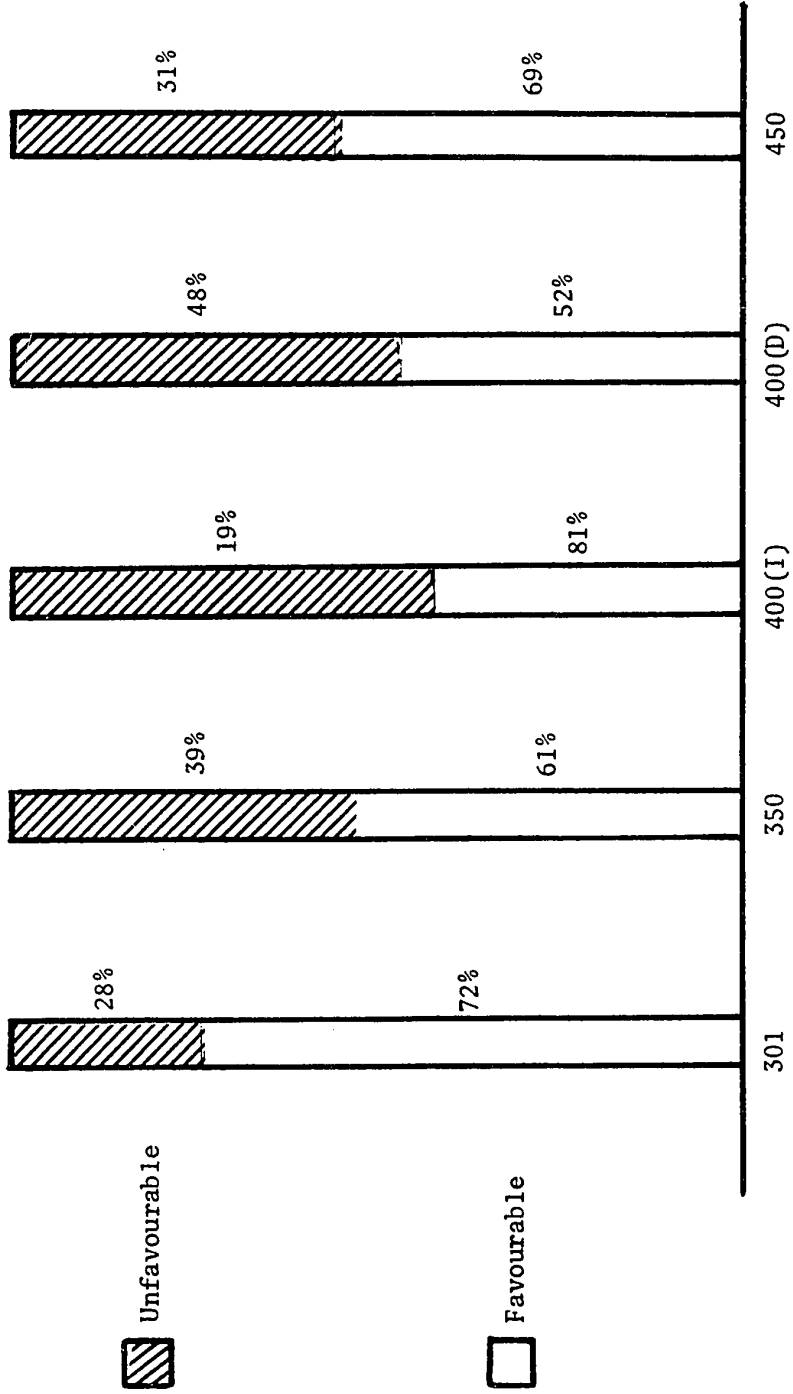
Figure 9. A Comparison of Favourable and Unfavourable Responses to Item 39 (Round One) Related to Responsibilities Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
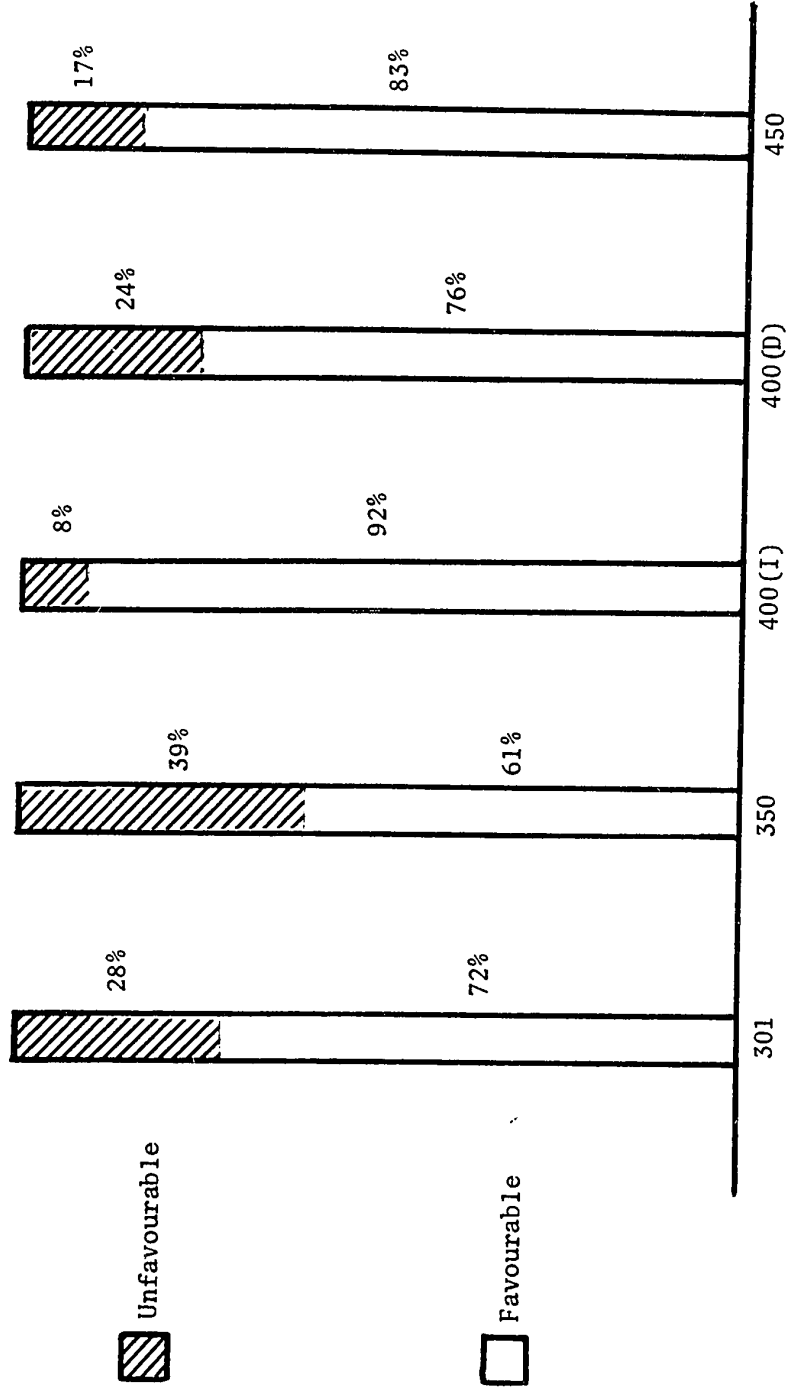
Figure 10. A Comparison of Favourable and Unfavourable Responses to Item 39 (Round Two) Related to Responsibilities Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
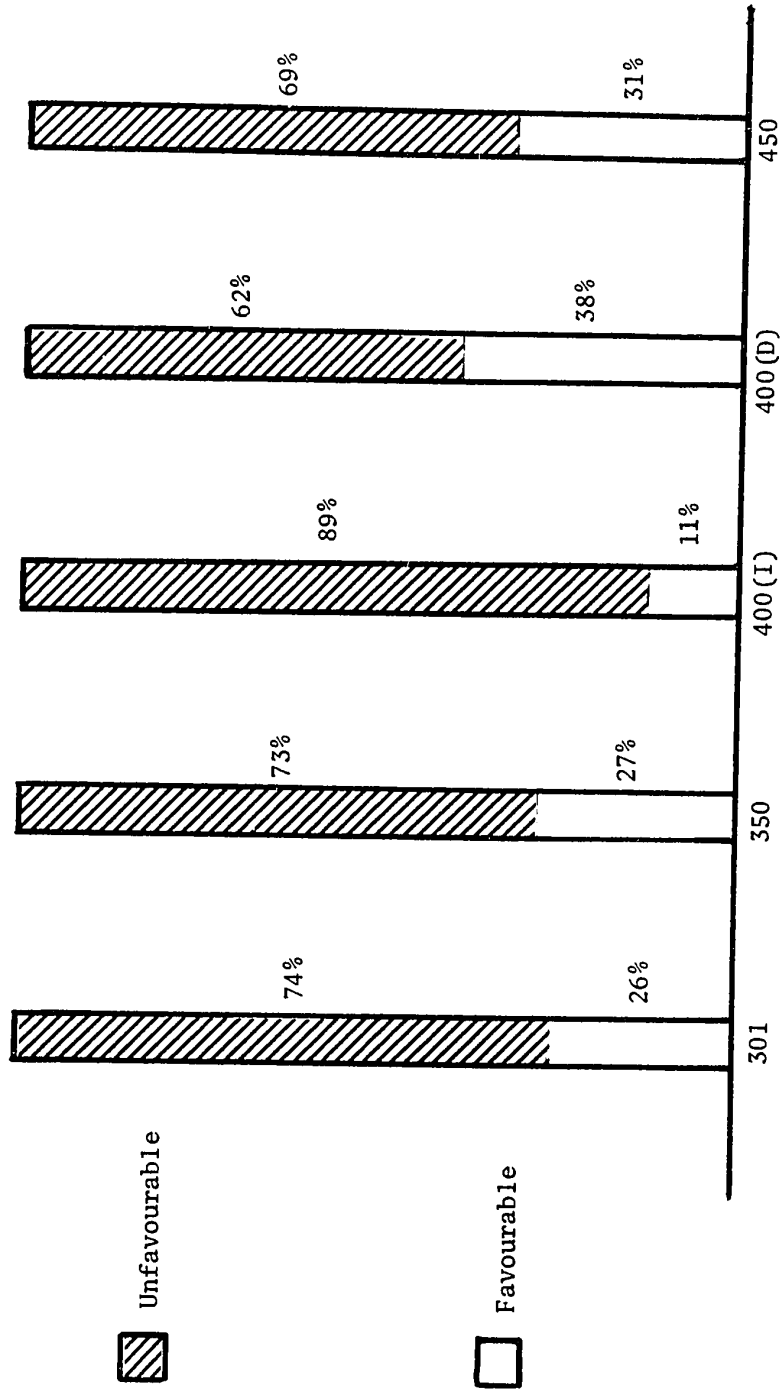
Figure 11. A Comparison of Favourable and Unfavourable Responses to Item 40 (Round One) Related to Responsibilities Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.

74
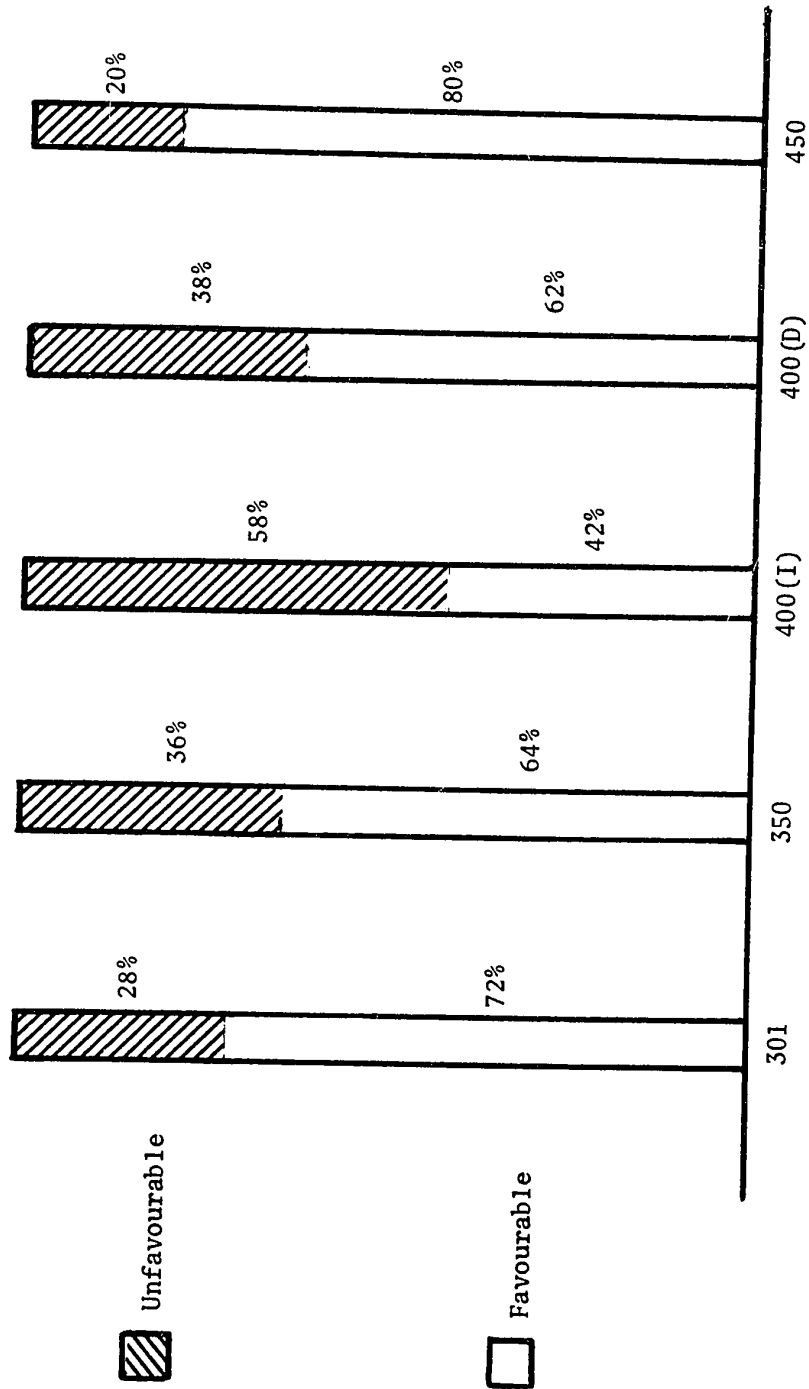
Figure 12. A Comparison of Favourable and Unfavourable Responses to Item 17 Related to Diversity of Experience Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
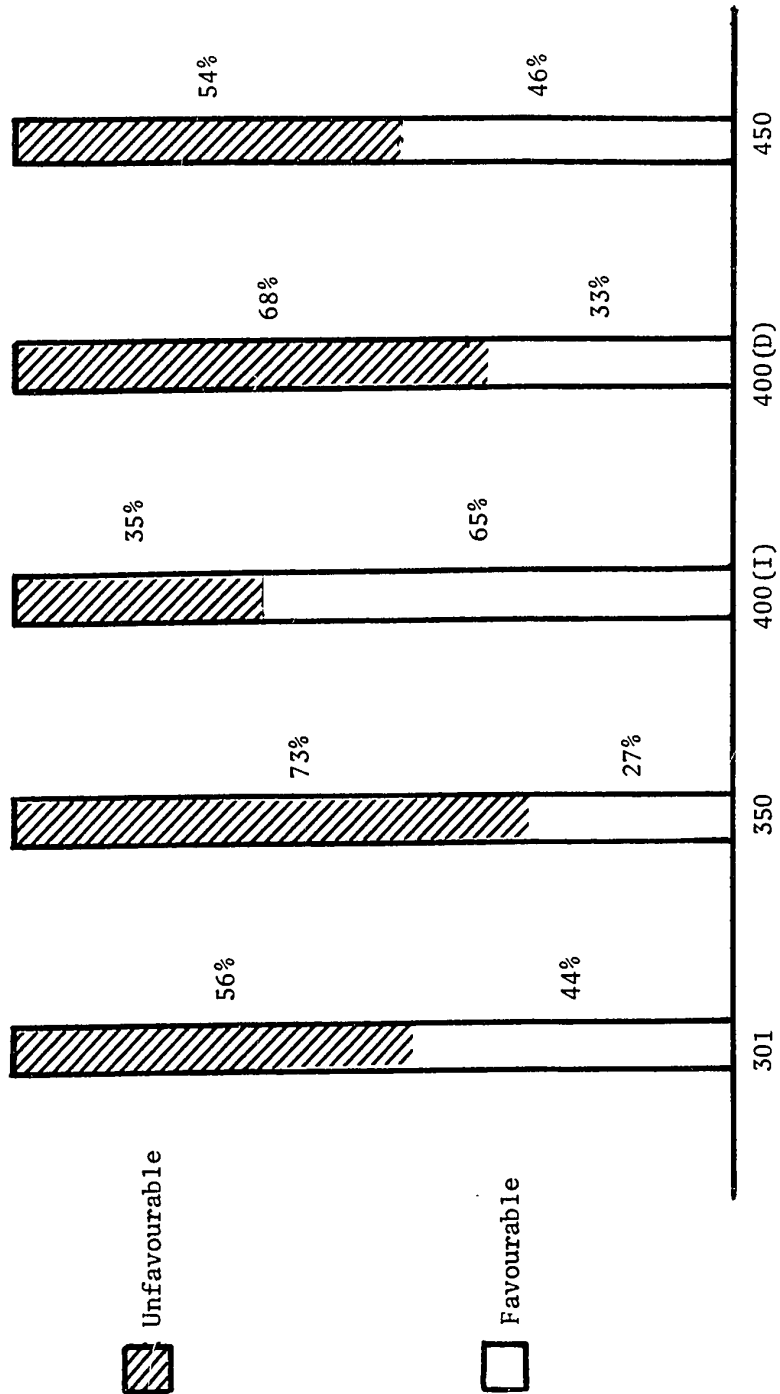
Figure 13. A Comparison of Favourable and Unfavourable Responses to Item 19 Related to Diversity of Experience Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.

31%

69%

450

48%

52%

400(D)

31%

69%

400(I)

39%

61%

350

30%

70%

301

Unfavourable
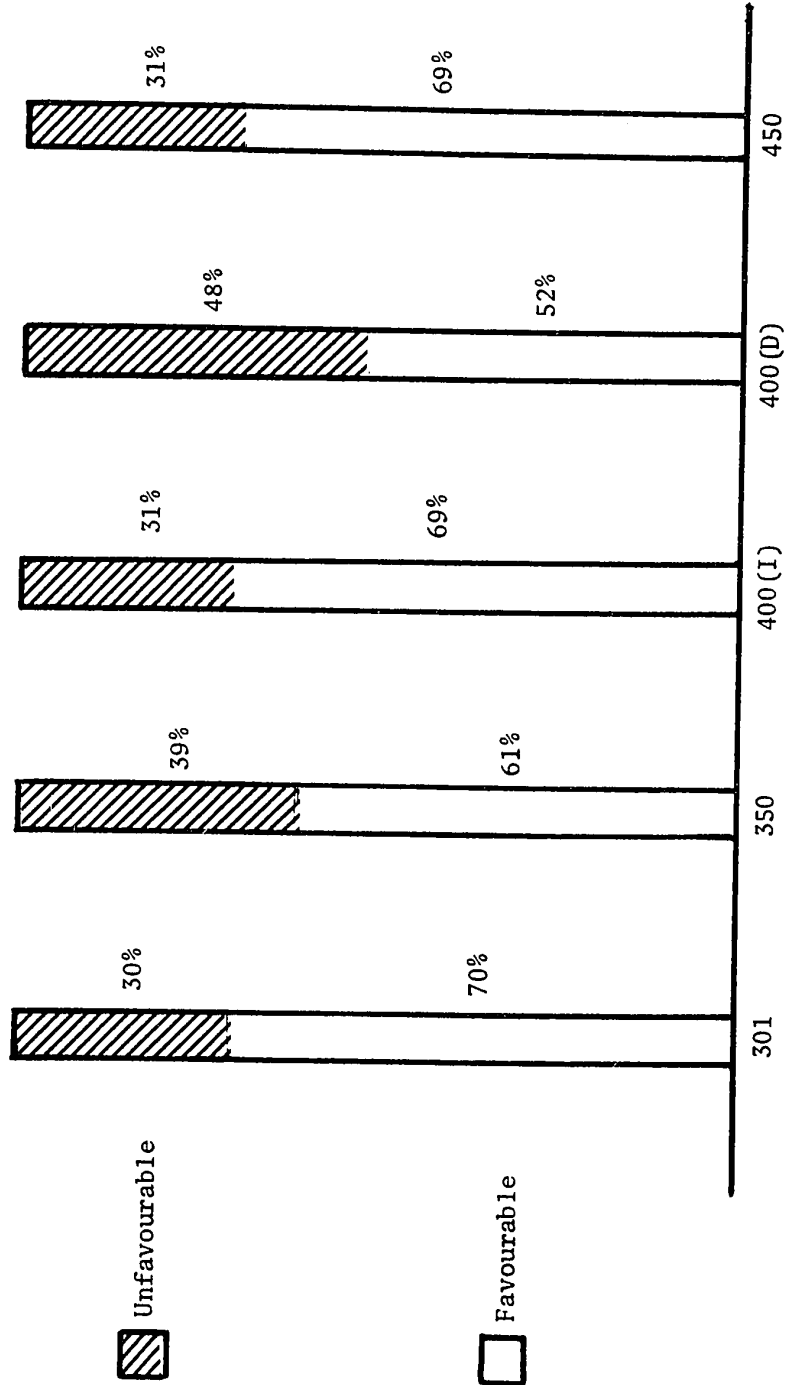
Favourable

Figure 14. A Comparison of Favourable and Unfavourable Responses to Item 22 (Round One) Related to Inherited Situation, Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
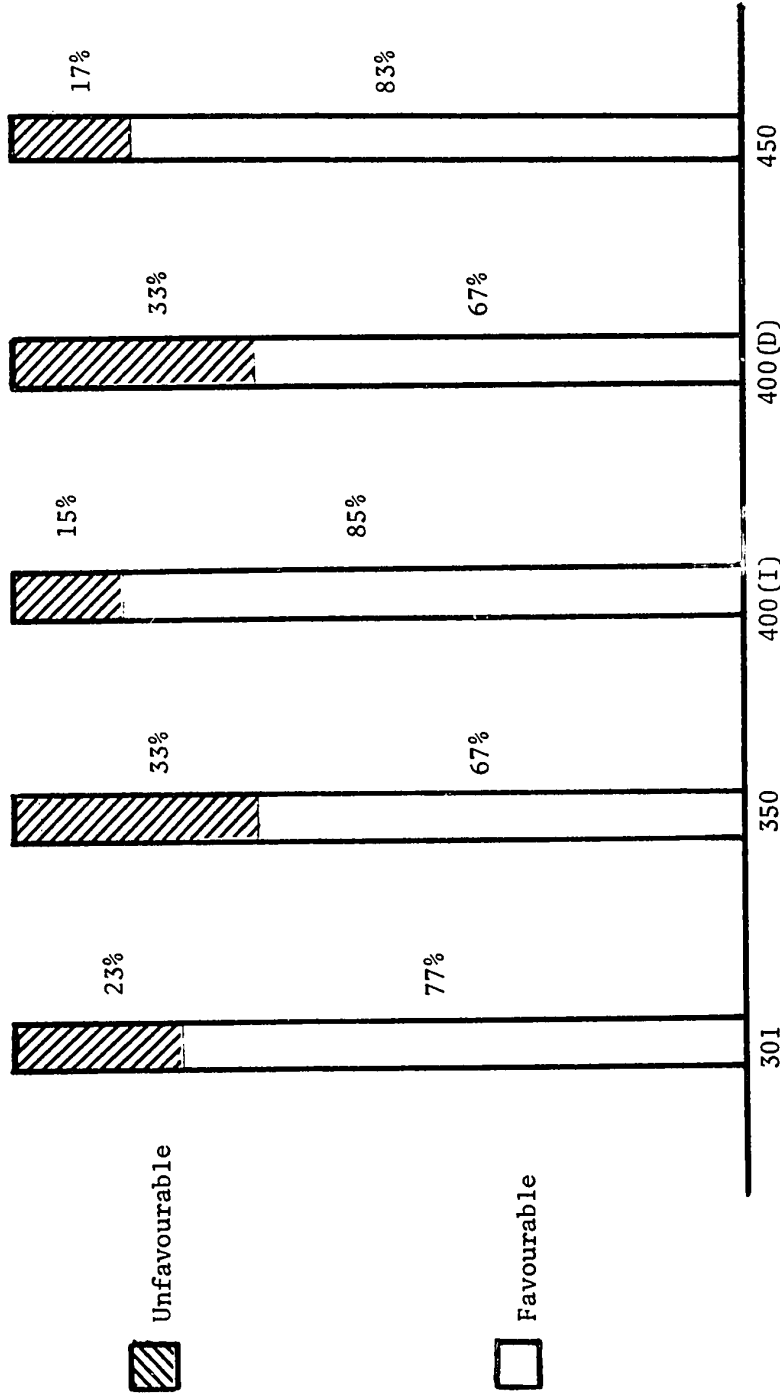
Figure 15. A Comparison of Favourable and Unfavourable Responses to Item 34 (Round One) Related to Inherited Situation Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
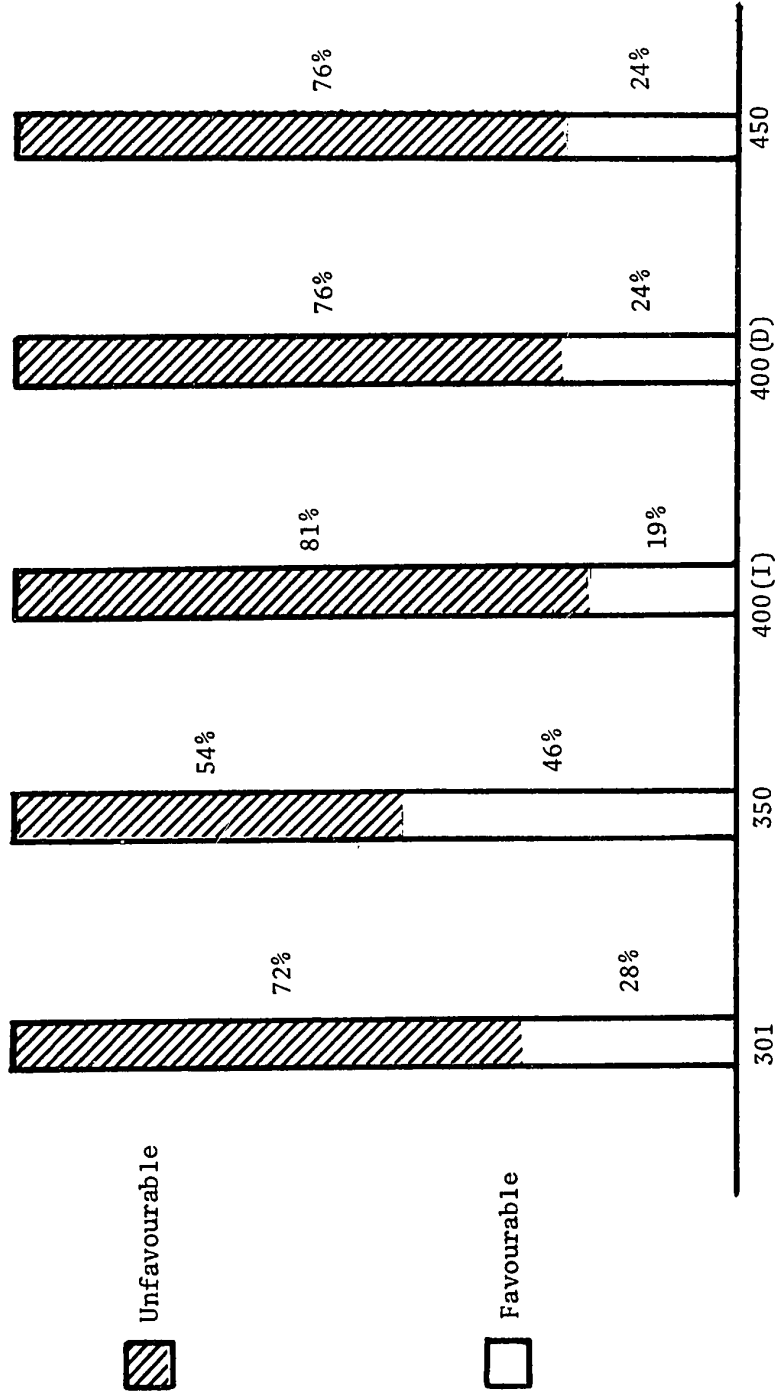
Figure 16. A Comparison of Favourable and Unfavourable Responses to Item 36 Related to Inherited Situation Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
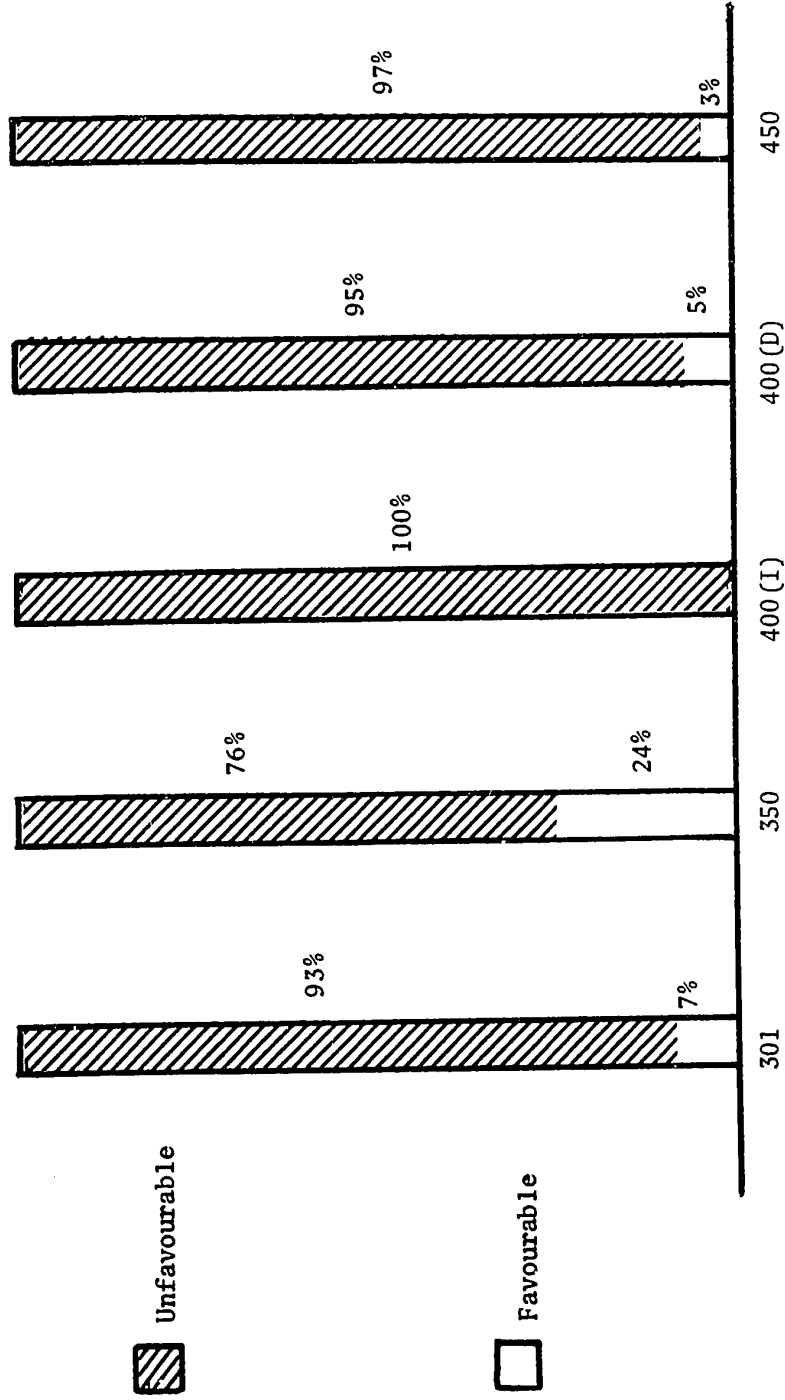
Figure 17. A Comparison of Favourable and Unfavourable Responses to Item 23 Related to Supervision by Cooperating Teacher Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.
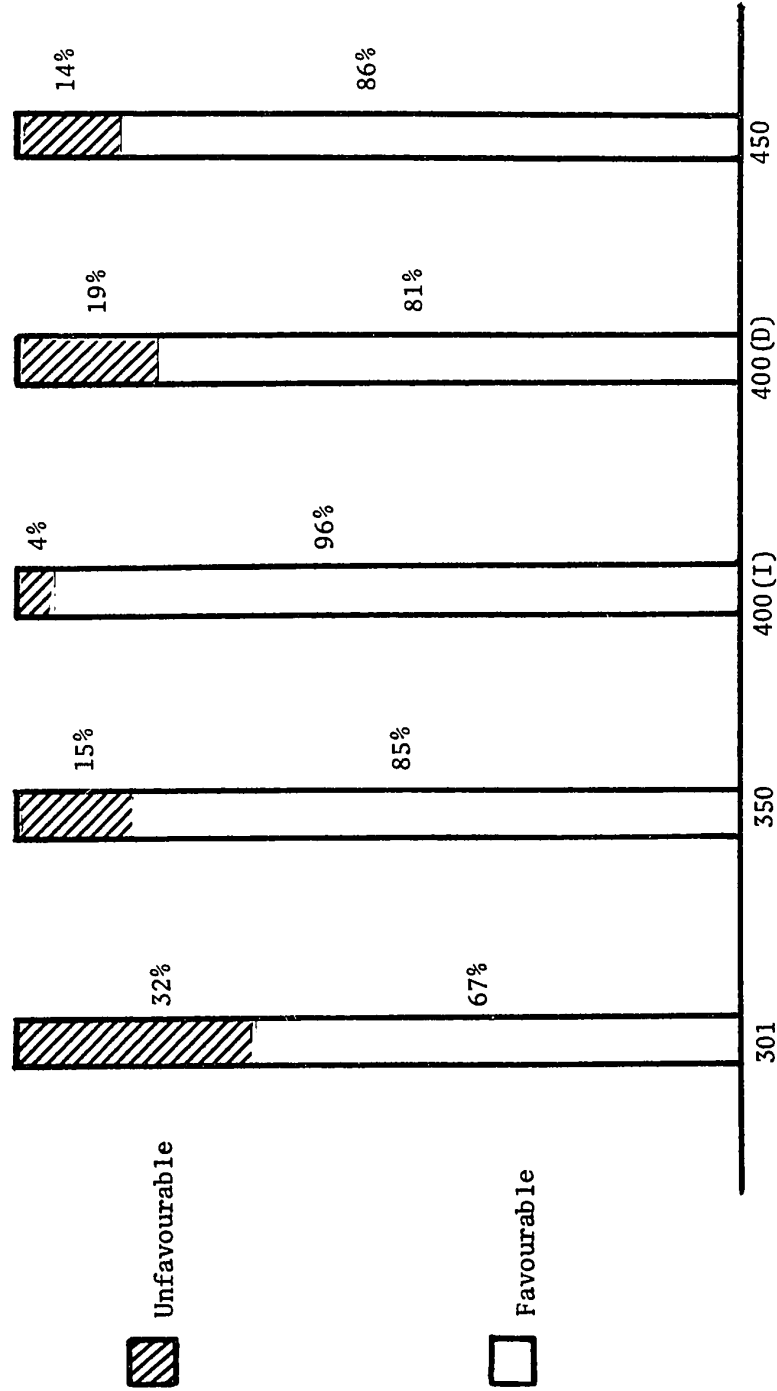
Figure 18. A Comparison of Favourable and Unfavourable Responses to Item 24 Related to Supervision by Faculty Consultant Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.

81
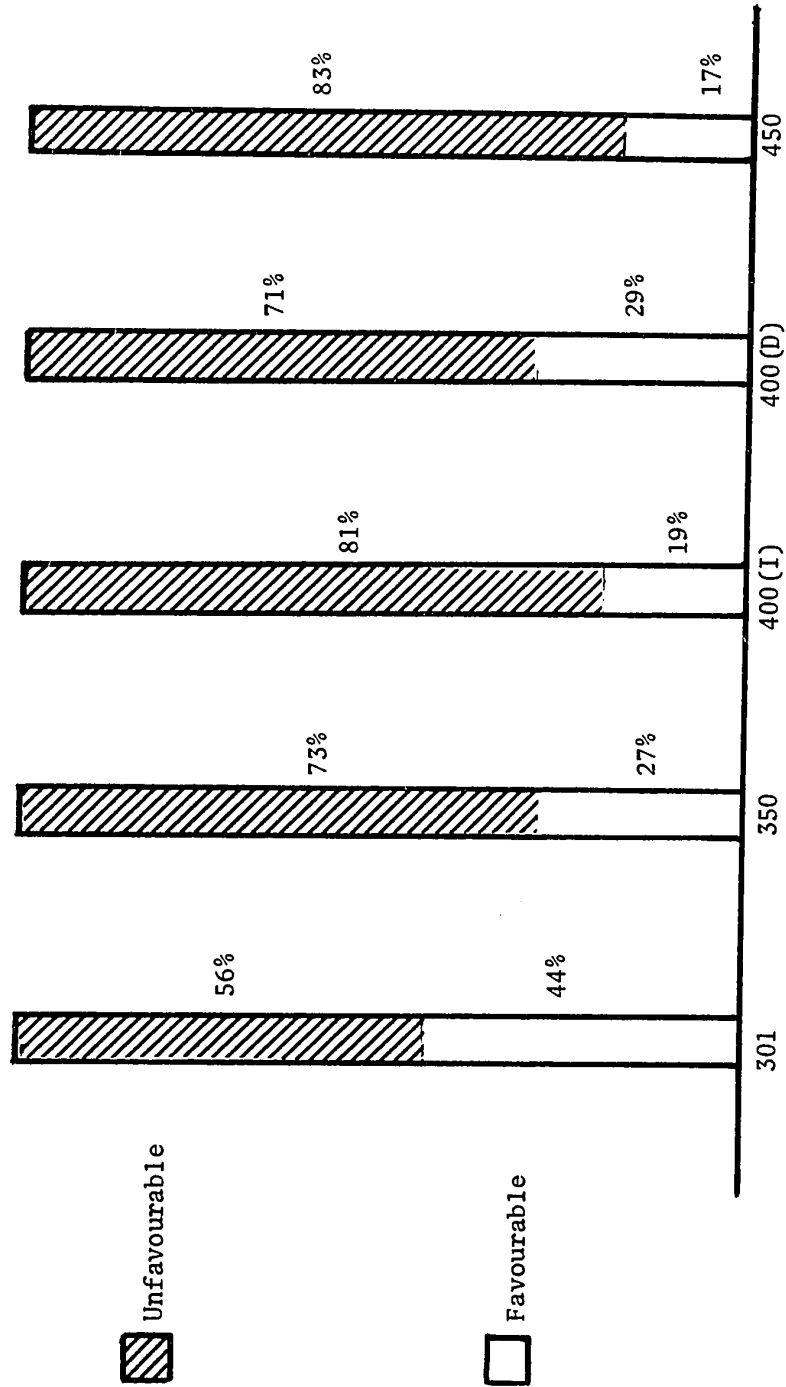
Figure 19. A Comparison of Favourable and Unfavourable Responses to Item 27 Related to Supervision by the Faculty Consultant Based on Program Responses.*

*Percentages are rounded off to the nearest whole number.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The Problem

The problem investigated in this study was to determine the differences in the attitudes of the student teachers enrolled in the Education Practica 301, 350, 400 (Integrated and Discrete) and 450 toward their student teaching experience. Comparisons of the inter-group and intra-group responses were made to determine significant differences in the attitudes of the respondents toward psychological objects that reflected the objectives of the student teaching program as outlined in the *Student Teaching Handbook* (1971).

Related Literature and Research Question

Literature on student teaching objectives was used to discuss the difficulties in selecting objectives. Student teaching, as a social system, was examined; it closely paralleled Whooley's original model (Appendix A). The specific research question was derived from Whooley's model. This question was concerned with describing the attitudes of student teachers toward their student teaching experience as participants in a particular Education Practicum and as a function of their individual psychological needs. The institutions' role expectation for the student teacher was represented by the psychological objects that formed part of each questionnaire item. Individual needs were also considered in the construction of items.

A brief review of the literature related to the role of the student teacher, and attitude change studies, provided evidence of the need to determine and measure the changing role of the student teacher as he moves from novice to professional.

Methodology

The instrument used in the study was adapted from Whooley's scale. The adapted instrument was used to measure the attitudes of student teachers toward specific psychological objects. These psychological objects were related to the overall objectives of the student teaching program as determined for the University of Alberta Education Practica. The questionnaire provided a forced choice four category Likert-type scale for respondents. An open-ended question was included at the end of the questionnaire to avoid some element of bias inherent in forced choice items.

The sample consisted of 158 student teachers enrolled in Education Practica 301, 350, 400 (Integrated and Discrete), and 450. The 301 students were in their second year of student teaching and were completing a Bachelor of Education degree. The 350 students were in their first and final year of student teaching and were completing a Bachelor of Education degree. The 400(I), 400(D), and 450 students were post-degree students who were taking one year of teacher education. The questionnaire was mailed to respondents following the winter round of student teaching. A frequency count of responses and the percentage of favourable and unfavourable responses were determined. Item responses showing a significant level of $P \leq 0.05$ using the chi-square and analysis of variance (ANOVA 15) tests, and a significant level of $P \leq 0.10$ using the Sheffé multiple comparisons

of means were analyzed.

Responses from the open-ended question were divided into four classifications and frequency counts were made of responses by program and classification.

Findings

Student teachers enrolled in the five Education Practica indicated a difference in attitude toward certain aspects of their student teaching experience. The 301, 350, and 400(D) students were less favourable in their attitudes toward certain aspects of their program than were the 400(I) and 450 students. They showed a less favourable attitude toward the following psychological objects: orientation, time schedule, rules and responsibilities, transition into instructional responsibility, and inherited situation.

The 301 and 350 students, when compared to the 400(I) and 450 students showed the greatest degree of difference in satisfaction attained from their student teaching experience. The 400(I) students indicated the highest degree of favourable attitude toward their experience as compared to all of the other programs.

Conclusions

The type of student teaching program in which a student is enrolled does appear to affect his attitudes toward his student teaching experience.

Student teachers enrolled in the Education Practicum 400(I) have indicated rather convincingly that they perceive their student teaching experience in a very favourable way. The survey of PD/AD students conducted in 1970-71 (Appendix H) indicated a higher level of general satisfaction with the program among the 400(I) students than the 400(D) students.

The 400 program offered student teachers a greater freedom of choice than the other programs since student teachers were able to choose either the Integrated or the Discrete Programs. Within these two programs they were also offered a choice. The Integrated Program, as well as offering a choice of sub-programs, was to provide for orientation, gradual transition into instructional responsibility, and close personal supervision by selected Faculty of Education staff members. Close supervision as used in this study refers to the consultative services offered to student teachers by University advisory personnel who were available for consultation with their group of assigned student teachers. These student teachers were able to consult with their advisor on an individual and on a group basis. "Advisors" were in the schools with their student teachers during most of the student teaching period. The Discrete Program participants were to be offered all of the above features with the exception of close personal supervision, yet they were less favourable in their attitudes than the Integrated Program toward every item analyzed. It appears that the very positive response of students in the Integrated Program, as compared to those which were less positive in the Discrete and other programs, may be a result of a difference in their attitude dispositions, their background, their course lecturer, or in the student teaching program they were offered.

The division of time between University course work and student teaching practice appears to be a major source of dissatisfaction for the participants of the 300 programs.

The Education Practica 301 and 350 respondents showed very un-favourable or unfavourable attitudes toward the psychological objects "time schedule," "orientation," "rules", and "university subject matter

courses." The 301 and 350 student teachers were not given options as to the kind of program they would like to follow. It should be noted again that this survey was administered to the 301 program students at the end of the winter round rather than at the end of the spring round. Their time schedule for student teaching differed with the PD/AD program. They were required, during the student teaching period, to divide each day into half-day segments, one for student teaching, the other for university course work. The survey of 301 program students conducted by the instructors of the program in 1971-72 (Appendix I) supports the findings of this study with regard to the unfavourable attitude of the participants toward their time schedule.

The 450 PD/AD program was almost evenly divided between favourable and unfavourable categories in its attitudes toward "orientation," "time schedule," and "university subject matter courses," but showed very positive attitudes toward the other psychological objects. They perceived their experience according to their overall response as a positive or generally favourable one.

Despite attempts made by University personnel to provide for a gradual transition into instructional responsibility, the 300 program respondents were more unfavourable than favourable in their attitudes toward this objective.

From the degree of unfavourable attitudes shown by the program response of all but the 400(I) student teachers, it would appear that a need exists to re-examine their objectives and the process experienced by participants. Since students in all but the 400(I) program showed relatively significant negative attitudes toward their experience with regard to orientation, time schedule, rules, and university subject matter

courses, these aspects of the program need to be re-evaluated. The very favourable response of the 400(I) students suggests that this approach to student teacher education, if applied to other programs, might dispel the unfavourable attitudes experienced by respondents in these programs.

A survey of student teacher attitudes toward their student teaching experience is an important source of feedback from participants to persons responsible for organizing the program. A review of the literature indicated that too frequently attitudes were ignored in the evaluation of human experience. But a teacher education program must also concern itself with a number of other very significant objectives, for example, the questioning skills, curriculum building skills, small group leadership skills, organizational skills, and subject knowledge the student teacher has acquired as a result of his student teacher education.

Implications

This study has several implications for the persons responsible for the organization of student teaching programs. Implications that follow directly from this study will be discussed first. Then implications that arise from the relevant literature and from conversations with student teaching personnel as a result of this study will be discussed.

First, the findings of the study suggest that the existing programs are not providing for a diversity of experience and a gradual transition into instructional responsibility. Variables that have a direct bearing on the above objectives are time available for student teaching, supervision, placement, and the integration of instruction with practice. The following suggestions should provide help in the attainment of the above

objectives. The student teacher's day should not be disjointed so that he spends time travelling between the University for course work and the school where his student teaching is done. Time should be provided for orientation and observation if the University and the school are to be successful in preparing the novice teacher for full professional responsibility.

Second, it would appear that in some of the existing student teacher education programs, insufficient human resources have been allotted to the student teaching part of the teacher education program. There also appears to be a lack of shared decision making for student teachers in some of the programs. An indication of the above shortcomings in existing programs is evidenced by the dissatisfaction with the rules and responsibilities placed on them by the University student teaching personnel and with the work of supervisory personnel as expressed by respondents from certain programs. The major source of the above dis- satisfaction might be the absence of an opportunity to work closely with supervisory personnel in the determination of the verall student teaching curriculum as was done in the 400(I) program, to their student teaching experience.

Third, the findings of the study suggest that the achievement of a gradual transition into instructional responsibility will require an individual curriculum for each student teacher as well as a general guideline for the role phases that a student teacher might move through as he experiences student teaching. Major emphasis should be placed on the development of the student teacher's confidence in his ability to apply or use different strategies and skills in the teaching of his pupils prior to entry into a full time professional role.

A fourth implication is that a much closer integration of theory with practice is required in the student teaching program. In their replies to the open-ended question, students made reference to the gap between theory, as presented at the University, and the practical reality of the school environment. Student teaching programs that integrate theory and practice must involve Curriculum and Instruction (C.I.) professors in active consultation and participation in the field with student teachers, co-operating teachers, and faculty consultants. Student teachers should be able to select subject matter for university courses after observations of classes and consultation with the co-operating teacher and University C.I. professors. Such an approach implies at least a degree of individualization of instruction for the student teacher. Pre-planning of the overall curriculum for each individual is one prerequisite. For example, a student teacher who is planning to teach social studies at the secondary level would consult with his co-operating teacher prior to the student teaching practicum. During his first pre-student teaching observation and consultation with the co-operating teacher, the prospective teacher would be given information on the subject matter and the nature of the pupils that he would be working with in his student teaching. The student teacher would then have an opportunity to prepare his curriculum unit in consultation with both the co-operating teacher and the University C.I. professor. Teaching laboratories or micro-teaching sessions could then be used to trial test some of the skills needed for teaching social studies prior to the practicum.

Several significant implications arose from the relevant literature and from conversations with student teaching personnel.

First, the findings of the study suggest that, since there appears to be no underlying rationale upon which some of the existing student teaching programs have developed and that the subsequent development of requirements for teaching competence and programs supporting these requirements have been developed on a haphazard and varied basis, there is a need for a clearly stated rationale and set of objectives for each student teaching program.

Second, the findings of the study indicate a need to select, to train, and to supervise supervisory personnel. At present the placement of student teachers with co-operating teachers and faculty consultants is unselective. There is no pre-service for supervisory personnel. There is no orientation for supervisory personnel. The criteria for the selection of supervisory personnel are ill-defined. There is little or no supervision of supervisory personnel in the field. Some of the potential dissatisfaction with the field experience program in the future may be removed if more emphasis is placed on the selection, preparation, and supervision of supervisory personnel.

A word of caution may be needed here since it would be wrong to assume that the preparation of supervisory personnel could be achieved by a standardized common program imposed on all supervisory staff. As in the preparation of teachers, the major considerations would have to be program integration and individualization arrived at through careful pre-planning that includes built-in flexibility.

Finally, it would appear that the present emphasis in evaluation of student teaching is on summative evaluation rather than formative evaluation. Too short a period for student teaching practice and the demands of prospective employers for copies of the written evaluation of

student teacher education practicum as submitted by the supervisors are two reasons for this emphasis. Student teachers who expressed a dissatisfaction with their experience because of the threat of evaluation or because they received too little help from their supervisors would likely have been less dissatisfied if the emphasis had been placed on formative evaluation. Supervisory personnel should also require in-service training consultation and supervision with an emphasis on formative evaluation.

Suggestions for Further Research

The limitations of this study imply that replications of this study, using personal interview techniques, are required to provide more evidence in relation to the problems investigated.

Studies which investigated the perceptions and desired outcomes of the student teaching practicum held by co-operating teachers, faculty consultants and university personnel would be helpful in establishing priorities when selecting objectives for student teaching practice.

The administration of the "Need Deficiency Index" (Sergiovani and Starratt, 1971:139) that would provide another measure of dissatisfaction and act as an external criterion for measuring the validity of the instrument used in this study would add to our knowledge of student teacher attitudes.

Performance on the scale used in this study could be compared to grades received by student teachers in related university courses.

The theory and research on which this study was based suggest a number of questions to be answered with regard to the attitudes of student teachers toward their student teaching. Further research could

be conducted using the following questions:

(1) Do student teachers who have undergone an unfavourable student teaching experience hold a negative attitude toward in-service activities and professional development in the years following their student teaching experience?

(2) Are student teachers who have had a favourable student teaching experience more favourably disposed toward in-service work as full time professional teachers?

(3) Are student teacher attitudes toward their involvement with the University and the school significantly different with regard to each of the two institutions?

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APPENDIXES

APPENDIX   A

Theoretical Model

Appendix A

Theoretical Model*

I. Construct: attitude toward student teaching experience

II. Subjects: college students following their student teaching experience

III. Model for item development:

INSTITUTIONAL INVOLVEMENT (School and College):

Distinguishable involvement (school and college categories):

Psychological objects 1, 4, 10, 12, 15, 16, 18

Nondistinguishable involvement (mutual category):

Psychological objects 2, 3, 5, 6, 7, 8, 9, 11, 13, 14, 17

PSYCHOLOGICAL NEEDS:

W = need for achievement
X = need for independence
Y = need for self-esteem
Z = need for social approval

PSYCHOLOGICAL OBJECTIVES:

1. Orientation
2. Observation
3. Placement
4. Demands
5. Materials
6. Facilities
7. Transition into instructional responsibility
8. Pupils
9. Diversity of experience
10. Time involvement
11. Outcomes
12. Regulations
13. Course structure
14. Inherited situation
15. Perceived personal status
16. Intercommunication
17. Schedule
18. Supervisors

*[Whooley, 1970:6]

APPENDIX B

Modified Theoretical Model, Item Classification

and Terminology

Appendix B

Theoretical Model*

    I. Construct: attitude toward student teaching experience.

   II. Subjects: University students following their student teaching experience.

 III. Model for item development:

INSTITUTIONAL INVOLVEMENT (School and University):

Distinguishable involvement (school and University categories):

    Psychological objects 1, 10, 11, 15, 16, 17.

Nondistinguishable involvement (mutual category):

    Psychological objects 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14.

PSYCHOLOGICAL NEEDS (individual need for self-actualization)

    need for achievement, need for independence,
    need for self-esteem, need for social approval

PSYCHOLOGICAL OBJECTIVES

    1. Orientation
    2. Observation
    3. Placement in school
    4. Demands on student by institutions
    5. Resource materials and facilities
    6. Transition into instructional responsibility
    7. Pupils
    8. Diversity of experience
    9. Time involvement
  10. Outcomes
  11. Regulations
  12. Course structure
  13. Inherited situation
  14. Intercommunication
  15. Schedule
  16. Supervisors
  17. Perceived personal status

*Adapted from Whooley, 1970:6.

Table 16

Classification of Items Used in the Questionnaire

Item number	Classification
7	M 2 W
8	U 1 W
9	U 14 Z
10	U 9 Y
11	M 15 Z
12	M 9 W
13	U 10 Y
14	U 4 Z
15	M 10 Y
16	U 4 W
17	M 8 W
18	M 5 W
19	M 8 W
20	U 1 Y
21	M 3 W
22	M 13 Y
23	S 16 Y
24	U 16 Y
25	M 13 W
26	S 13 Z
27	U 16 W
28	S 9 X
29	S 14 W
30	S 4 Z
31	M 5 Y
32	M 3 X
33	S 16 X
34	M 7 X
35	M 15 X
36	M 12 Y
37	S 1 Z
38	M 17 W
39	M 6 Y
40	M 6 Y
41	M 7 Y
42	M 12 Z
43	U 9 Z
44	U 3 X
45	U 7 X

Table 16 (Cont'd)

Key for interpreting table:

Institutional involvement categories -- S = school;
U = University;
M = mutual involvement.

Psychological objects -- 1 = orientation;
2 = observation;
3 = placement;
4 = demands;
5 = facilities and resources;
6 = transition into instructional responsibility;
7 = pupils;
8 = diversity of experience;
9 = time involvement;
10 = outcomes;
11 = regulations;
12 = course structure;
13 = inherited situation;
14 = intercommunication;
15 = schedule;
16 = supervisors;
17 = perceived personal status.

Need categories -- W = achievement;
X = independence;
Y = self-esteem;
Z = social attitudes.

TERMINOLOGY

1. INSTITUTIONAL INVOLVEMENT

Categories of institutional involvement included the three classi-
ficatory divisions of the school and the university separately and the
school and university conjointly; and, therefore, extending to the
psychological objects which the writer perceived were proper to the school
and the university separately, and to the school and university conjointly.

2. NEED CATEGORIES

Need for achievement was a psychological condition of the student
teacher requiring accomplishment of conscious goals, specifically restricted
to the development of competencies deemed important to successfully carrying
on the responsibilities of a classroom teacher.

Need for independence was a psychological condition of the student
teacher requiring certain freedom and opportunities for self-direction
during the student teaching experience and for developing the self-reliance
important to successfully carrying out the responsibilities of a classroom
teacher.

Need for self-esteem was a psychological condition of the student
teacher requiring involvement in a student teaching situation in which his
sense of personal worth--his good feelings about himself, would be
maintained and/or enhanced.

Need for social approval was a psychological condition of the
student teacher requiring acceptance and approbation by and relatedness to
those with whom he worked during his student teaching experience.

3. PSYCHOLOGICAL OBJECT

Psychological object was anything (e.g., idea, person, institution toward which an individual may have an attitude. (Following are the psychological objects used in the model.)

Course structure was the organization of the part(s) of the curriculum in which the student teacher had teaching responsibility.

Demands were the obligations of responsibilities placed upon the student teacher by the school or college during his student teaching experience.

Diversity of experience was the variation in learning opportunities afforded the student teacher during his student teaching assignment.

Facilities included the school's instructional space and equipment.

Inherited situation was the teaching-learning climate existent in the classroom(s) in which the student teacher had instructional responsibility.

Intercommunication was the frequency or nature of the exchange of ideas between the student teacher and school or university personnel.

Resources were the school's instructional aids and supplies.

Observation consisted of the opportunities made available to the student teacher for witnessing classroom instruction.

Orientation included the programs provided by the school and university to relate the student teacher to his initial student teaching assignment.

Outcomes were the results of the student teaching experiences provided by the school and university.

Perceived personal status was the position or standing which the

student teacher felt was accorded him by university and school personnel.

Placement was the assignment of a student teacher to a student teaching experience.

Pupils were members of a classroom group taught by the student teacher.

Regulations were the rules of the school and university in and through which the student teaching was done.

Schedule was the program of activities established for and engaged in by the student teacher.

Supervisors were the individuals who had the responsibility for overseeing, assisting and evaluating the work of the student teacher.

Time involvement was the amount of time spent in carrying out one's student teaching responsibilities, and/or the manner in which the time was spent accomplishing this assignment.

Transition into instructional responsibility consisted of moving from observing and helping to managing classroom learning activities.

APPENDIX C

Whooley's Instrument

ATTITUDE TOWARD ONE'S STUDENT TEACHING EXPERIENCE

PURPOSE OF REQUESTING YOUR ASSISTANCE:

The researcher is trying to develop a valid instrument for assessing the attitude of a student toward his student teaching experience, following that experience. Thus your cooperation is solicited and very much appreciated.

TERMINOLOGY: As you respond to the statements, the following words and meanings are important.

1. School: Refers to the school(s) in which you did your student teaching

2. College: Refers to the institution of higher learning through which the student teaching was done

3. Classroom supervisor: Refers to the elementary or secondary school classroom teacher(s) who supervised your student teaching

DIRECTIONS: Following are some statements regarding the student teaching experience. Please react to each statement solely on the basis of your own student teaching experience.

Circle SA, if you strongly agree with a statement
Circle A, if you agree with a statement
Circle MA, if you mildly agree with a statement
Circle MD, if you mildly disagree with a statement
Circle D, if you disagree with a statement
Circle SD, if you strongly disagree with a statement

Work rapidly; do not spend too much time on any statement.

** PLEASE - INDICATE YOUR RESPONSE TO EVERY STATEMENT

NOTE: Regarding any statement pertinent to college: such a statement refers only to the student teaching component of your college work. Do not consider other courses, events, or persons.

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
1. Classroom observation(s) provided during student teaching helps prepare one to handle classroom responsibilities.	SA	A	MA	MD	D	SD
2. Available instructional materials are such that the student teacher has little choice when selecting instructional strategies.	SA	A	MA	MD	D	SD
3. The college program orienting one to the student teaching assignment provides insights helpful to effective teaching.	SA	A	MA	MD	D	SD
4. The teaching-learning climate in the classroom assigned the student teacher would serve to enhance any student teacher's self-respect.	SA	A	MA	MD	D	SD
5. Communication between school personnel and the student teacher is best described as "the masters speak to the stupid one."	SA	A	MA	MD	D	SD
6. The school classroom supervisor is a master at making the student teacher feel like a fool.	SA	A	MA	MD	D	SD
7. The college supervisor offers criticisms without hurting the student teacher's self-esteem.	SA	A	MA	MD	D	SD
8. Mutual personal respect and acceptance characterize the exchange of ideas between the student teacher and college student teaching personnel.	SA	A	MA	MD	D	SD
9. The student teaching experience is of sufficient length to enable one to develop his confidence in a classroom.	SA	A	MA	MD	D	SD
10. The student teacher's schedule absolutely eliminates any chance of getting acquainted with school staff.	SA	A	MA	MD	D	SD

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
11. The teaching-learning climate in the classroom provided the student teacher is <u>not</u> conducive to developing competent teachers.	SA	A	MA	MD	D	SD
12. Because of <u>school</u> rules, it is unnecessarily difficult for the student teacher to find acceptance by the pupils.	SA	A	MA	MD	D	SD
13. Available <u>school</u> facilities enhance the student teacher's freedom in teaching.	SA	A	MA	MD	D	SD
14. The <u>college</u> supervisor's lack of experience in the student teacher's instructional area(s) severely limits the assistance he can render.	SA	A	MA	MD	D	SD
15. The student teaching experience is a complete waste of time.	SA	A	MA	MD	D	SD
16. The duration of the student teaching experience is too short to develop a feeling of belonging in the assigned classroom(s).	SA	A	MA	MD	D	SD
17. The rules of the <u>college</u> student teaching program make it impossible to do a self-satisfying job of student teaching.	SA	A	MA	MD	D	SD
18. <u>College</u> student teaching personnel perceive the student teacher as one wanting to become an effective teacher.	SA	A	MA	MD	D	SD
19. "Freedom to teach" is a joke when working under the <u>school</u> regulations.	SA	A	MA	MD	D	SD
20. The <u>school</u> program orienting the student teacher to his work contributes absolutely <u>nothing</u> to his competency as a classroom teacher.	SA	A	MA	MD	D	SD

		Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
21.	The school keeps the student teacher too busy for him to feel good about his teaching performance.	SA	A	MA	MD	D	SD
22.	The school provides sufficient school time for the student teacher to attend to school matters he thinks important.	SA	A	MA	MD	D	SD
23.	The responsibilities which the college student teaching personnel place upon the student teacher make him feel unwanted.	SA	A	MA	MD	D	SD
24.	The rules of the college student teaching program foster the use of invalid criteria in evaluating student teaching success.	SA	A	MA	MD	D	SD
25.	Conversations with college student teaching personnel encourage the student teacher to state things the way he sees them.	SA	A	MA	MD	D	SD
26.	The student teacher has sufficient opportunities to enhance his preparation through discussion with school staff.	SA	A	MA	MD	D	SD
27.	The school gives the student teacher responsibilities which help him feel accepted into the school operation.	SA	A	MA	MD	D	SD
28.	The school burdens the student teacher with entirely too many responsibilities unrelated to becoming an effective classroom manager.	SA	A	MA	MD	D	SD
29.	Available instructional materials help the student teacher do a self-satisfying job of teaching.	SA	A	MA	MD	D	SD
30.	The student teacher suffers a loss of self-confidence through the student teaching experience.	SA	A	MA	MD	D	SD

		Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
31.	The student teacher is placed in a situation where he has inadequate opportunity to engage in decision making.	SA	A	MA	MD	D	SD
32.	The student teacher is placed in a situation contributing to growth in ability to handle classroom responsibilities.	SA	A	MA	MD	D	SD
33.	Through the eyes of <u>school</u> personnel, the student teacher is a drag on the educational processes.	SA	A	MA	MD	D	SD
34.	One's feeling of adequacy is enhanced by the classroom observation(s) provided during student teaching.	SA	A	MA	MD	D	SD
35.	The <u>classroom</u> supervisor encourages student teacher self-reliance.	SA	A	MA	MD	D	SD
36.	Pupils with whom the student teacher works adapt well to changes he introduces.	SA	A	MA	MD	D	SD
37.	The student teacher's schedule does <u>not</u> sufficiently represent his desires.	SA	A	MA	MD	D	SD
38.	The responsibilities the <u>college</u> student teaching program places upon the student teacher unquestionably relate to becoming an effective teacher.	SA	A	MA	MD	D	SD
39.	The experiences furnished the student teacher are <u>not</u> sufficiently diverse to develop the competencies a classroom teacher needs.	SA	A	MA	MD	D	SD
40.	Space and equipment available for student teacher use severely limit opportunities to develop skill in utilizing varied teaching techniques.	SA	A	MA	MD	D	SD

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
41. College student teaching personnel regard the student teacher as an unwanted nuisance.	SA	A	MA	MD	D	SD
42. The student teacher is furnished a sufficient variety of experiences to provide the breadth of preparation necessary for future classroom responsibilities.	SA	A	MA	MD	D	SD
43. Feelings of insecurity result from the manner in which school courses are organized.	SA	A	MA	MD	D	SD
44. The college program orienting the student teacher to his initial assignment creates unnecessary anxieties.	SA	A	MA	MD	D	SD
45. The feeling of being accepted results from the school program orienting the student teacher to his assignment.	SA	A	MA	MD	D	SD
46. School personnel perceive the student teacher as interested in developing the capabilities important to becoming an effective teacher.	SA	A	MA	MD	D	SD
47. The student teacher's classroom responsibilities are increased at a pace which enhances his feeling of professional worth.	SA	A	MA	MD	D	SD
48. The student teacher is not provided enough opportunities to be responsible for class sessions.	SA	A	MA	MD	D	SD
49. The student teacher enjoys a sense of self-satisfaction working with the pupils assigned him.	SA	A	MA	MD	D	SD
50. The organization of the school courses makes it easier to gain pupil approval.	SA	A	MA	MD	D	SD

In general, my attitude toward my student teaching (interning) experience is best described as: (encircle one)

       (a) Very favorable

       (b) Favorable

       (c) Mildly favorable

       (d) Mildly unfavorable

       (e) Unfavorable

       (f) Very unfavorable

APPENDIX D

Modified Instrument and Covering Letter Mailed

to Questionnaire Respondents

APPENDIX D

15213 - 84th Avenue,
Edmonton 51, Alberta,
March 1, 1972.

Dear

I am surveying students in the Faculty of Education, to determine their attitudes towards their student teaching experience. The enclosed questionnaire, which I am asking you to complete, is one way of making your opinion known.

A revision of the student teaching program is being considered. YOUR OPINION IS ESSENTIAL IF MEANINGFUL CHANGE IS TO OCCUR.

Please complete the questionnaire at the end of Round 2 and return in the envelope provided, before March 25, 1972.

THANK YOU FOR YOUR CO-OPERATION.

Sincerely,

Ivan H. Roy

STUDENT TEACHER ATTITUDES TOWARDS THEIR STUDENT TEACHING EXPERIENCE*

The researcher requests your co-operation in the completion of this instrument in the hope that this survey will be of value in an evaluation of the student teaching program.

DIRECTIONS FOR RECORDING RESPONSES ON QUESTIONNAIRE

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree or disagree with each statement.

Mark your answers in the following manner:

If you agree with the statement, circle "A"........(A) PA PD D

If you are somewhat uncertain, but probably agree
with the statement, circle "PA".................. A (PA) PD D

If you are somewhat uncertain, but probably disagree
with the statement, circle "PD".................. A PA (PD) D

If you disagree with the statement, circle "D"...... A PA PD (D)

TERMINOLOGY

As you respond to the statement, the following words and meanings are important.

1. School: Refers to the school(s) in which you did your student teaching.

2. Cooperating teacher: Refers to the elementary or secondary school classroom teacher(s) who supervised your student teaching.

3. Any statement pertinent to university: Such a statement refers only to the student teaching component of your university work. Do not consider other courses, events or persons.

PLEASE - INDICATE YOUR RESPONSE TO EVERY STATEMENT

*Instrument adapted by Ivan H. Roy from original questionnaire:
"Attitude Towards One's Student Teaching Experience", Copyright 1961,
Whooley, John E., Wisconsin State University, Eau Claire, Wisconsin.

STUDENT TEACHER ATTITUDES TOWARDS THEIR STUDENT TEACHING EXPERIENCE

Part A

1. In what course are you presently enrolled?

   (1) _____ Educational Practice 301

   (2) _____ Educational Practice 350

   (3) _____ Educational Practice 400 (Integrated)

   (4) _____ Educational Practice 400 (Regular)

   (5) _____ Educational Practice 450

2. How many years have you spent in the Faculty of Education?

   (1) _____ Finishing 1st year

   (2) _____ Finishing 2nd year

   (3) _____ Finishing 3rd year

   (4) _____ Finishing 4th year

3. **Sex**

   (1) ___ Male

   (2) ___ Female

4. **Age**

   (1) ___ under 20

   (2) ___ 20-24

   (3) ___ 25-29

   (4) ___ 30-34

   (5) ___ 35 or over

5. I student taught at the following level(s), 1971-72:

   Round 1 (Winter)

   (1) _____ Primary Grades: 1,2,3

   (2) _____ Grades 4,5,6

   (3) _____ Junior High School

   (4) _____ High School

   Round 2 (Spring)

   (1) _____ Primary Grades: 1,2,3

   (2) _____ Grades 4,5,6

   (3) _____ Junior High School

   (4) _____ High School

6. Subject(s) taught: _____

   _____

   _____

QUESTIONNAIRE

	Agree	Probably Agree	Probably Disagree	Disagree
7. Classroom observation(s) provided during student teaching helps prepare one to handle classroom responsibilities.	A	PA	PD	D
8. The _university_ program orienting one to the student teaching assignment provides insights helpful to effective teaching.	A	PA	PD	D
9. Mutual personal respect and acceptance characterize the exchange of ideas between the student teacher and _university_ student teaching personnel.	A	PA	PD	D
10. The student teaching experience is of sufficient length to enable one to develop his confidence in a classroom.	A	PA	PD	D
11. The student teacher's schedule absolutely eliminates any chance of getting acquainted with school staff.	A	PA	PD	D
12. The student teaching experience is a complete waste of time.	A	PA	PD	D
13. The rules of the _university_ student teaching program make it impossible to do a self-satisfying job of student teaching.	A	PA	PD	D
14. The responsibilities which the _university_ student teaching personnel place upon the student teacher make him feel unwanted.	A	PA	PD	D
15. The student teacher suffers a loss of self-confidence through the student teaching experience.	A	PA	PD	D
16. The responsibilities the _university_ student teaching program places upon the student teacher unquestionably relate to becoming an effective teacher.	A	PA	PD	D
17. The experiences furnished the student teacher are _not_ sufficiently diverse to develop the competencies a classroom teacher needs.	A	PA	PD	D

		Agree	Probably Agree	Probably Disagree	Disagree
18.	Space and equipment available for student teacher use severely limit opportunities to develop skill in utilizing varied teaching techniques.	A	PA	PD	D
19.	The student teacher is furnished a sufficient variety of experiences to provide the breadth of preparation necessary for future classroom responsibilities.	A	PA	PD	D
20.	The <u>university</u> program orienting the student teacher to his initial assignment creates unnecessary anxieties.	A	PA	PD	D
21.	The student teacher is placed in a situation contributing to growth in ability to handle classroom responsibilities.	A	PA	PD	D

Part C

			Agree	Probably Agree	Probably Disagree	Disagree
22.	The teaching-learning climate in the classroom(s) assigned the student teacher would serve to enhance any student teacher's self-respect.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
23.	The <u>school</u> classroom cooperating teacher is a master at making the student teacher feel like a fool.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
24.	The <u>university</u> faculty consultant offers criticisms without hurting the student teacher's self-esteem.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
25.	The teaching-learning climate in the classroom(s) provided the student teacher is <u>not</u> conducive to developing competent teachers.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
26.	Because of <u>school</u> rules, it is unnecessarily difficult for the student teacher to find acceptance by the pupils.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
27.	The <u>university</u> faculty consultant's lack of experience in the student teacher's instructional area(s) severely limits the assistance he can render.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D

			Agree	Probably Agree	Probably Disagree	Disagree
28.	The school provides sufficient school time for the student teacher to attend to school matters he thinks important.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
29.	The student teacher has sufficient opportunities to enhance his preparation through discussion with school staff.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
30.	The school gives the student teachers responsibilities which help him feel accepted into the school operation.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
31.	Available instructional materials help the student teacher do a self-satisfying job of teaching.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
32.	The student teacher is placed in a situation where he has in-adequate opportunity to engage in decision making.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
33.	The cooperating teacher encourages student teacher self-reliance.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
34.	Pupils with whom the student teacher works adapt well to changes he introduces.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
35.	The student teacher's schedule does not sufficiently represent his desires.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
36.	Feelings of insecurity result from the manner in which school courses are organized.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
37.	The feeling of being accepted results from the school program orienting the student teacher to his assignment.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
38.	School personnel perceive the student teacher as interested in developing the capabilities important to becoming an effective teacher.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D

			Agree	Probably Agree	Probably Disagree	Disagree
39.	The student teacher's classroom responsibilities are increased at a pace which enhances his feeling of professional worth.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
40.	The student teacher is <u>not</u> provided enough opportunities to be responsible for class sessions.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
41.	The student teacher enjoys a sense of self-satisfaction working with the pupils assigned him.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
42.	The organization of the <u>school</u> courses makes it easier to gain pupil approval.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
43.	The duration of the student teaching experience is too short to develop a feeling of belonging in the assigned classroom(s),	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
44.	The student teacher is placed in a situation where there is little opportunity to apply <u>university</u> subject matter courses to student teaching.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D
45.	Educational methods courses (Ed.C.I.) prepare the student teacher for the student teaching experience.	Round 1	A	PA	PD	D
		Round 2	A	PA	PD	D

Part D

46. In general, my attitude toward my student teaching experience is best described as:

(1) ___ Very unfavorable   (3) ___ Unfavorable

(2) ___ Favorable   (4) ___ Very unfavorable

COMMENTS

If you wish to make any comments regarding the field experience program, or about this study, please feel free to do so.

THANK YOU FOR YOUR CO-OPERATION

APPENDIX E

Correspondence

15213 - 84th Avenue,
Edmonton, Alberta,
Canada,
December 23, 1971.

Dr. John Edgar Whooley,
Faculty of Education,
Wisconsin State University,
Eau Claire, Wisconsin, 54701,
U.S.A.

Dear Dr. Whooley:

I have just read the ERIC description of your paper
"The Development of a Scale for Assessing the Attitude of a Student
Toward His Student Teaching Experience" that was presented to the
AERA annual meeting in Minnesota in 1970. I am presently enrolled
as a graduate student in the M.Ed. program at the University of
Alberta in Edmonton. I am planning to do a thesis on student
teacher's perceptions of their field experience program and I
would be very interested in examining your scale with a view to
using it in my research.

Sincerely,

Ivan H. Roy

15213 - 84th Avenue
Edmonton, Alberta,
Canada,
January 6, 1972

Dr. John Edgar Whooley,
Faculty of Education,
Wisconsin State University,
Eau Claire, Wisconsin, 54701,
U.S.A.

Dear Dr. Whooley:

Thank you for your offer of assistance. I would

appreciate having the chance to examine a copy of your dissertation.

If I should use your instrument I will honor copyright. I will

also be pleased to send you the results of my study.

Sincerely,

Ivan H . Roy

APPENDIX F

STUDENT TEACHING PROGRAMS

AT U. OF A., 1971-72

The Faculty of Education offers a variety of regular and experimental courses which are generally known as "Student Teaching". These include:

1. **Ed. Pr. 201**

This is a second year course for students following the Elementary Route to the B.Ed. degree. This program involves the assignment of the student teacher to an elementary school for the year. Each student teacher reserved one-half day (either morning or afternoon) per week throughout the year for field experiences. (Students had the option of reserving a morning in one term and an afternoon in another term if so desired). This half-day was used for field experiences directly related to C & I courses as well as assignments by the cooperating teacher and faculty consultant. In addition, a seminar was conducted in connection with Ed. Pr. 201.

There were 422 students enrolled in Ed. Pr. 201.

2. **Ed. Pr. 301**

Ed. Pr. 301 is a third year course for students in Elementary Education who have successfully completed Ed. Pr. 201. Students were placed in classrooms for a minimum of 3 half-days per week in either term I or term II, plus five full consecutive days in the spring following the completion of final examinations. Students were assigned to the same school for the spring experiences as they had for the fall or winter term. They were expected to continue with all classes during student teaching.

359 students were enrolled in this course during 1971-72.

3. **Ed. Pr. 400**

This is a student teaching course offered to holders of approved degrees who are preparing to become Elementary School teachers.

Basically two programs are offered in connection with this course

- 2 -

although there are some variatic :

(a) Integrated Program

    (i)   Section V_1 (twenty-six student teachers)

       Activities were structured on the following basis:

       September 28 - 30
       Orientation to the elementary school.

       October 12 - 14
       Students observed and provided assistance to different
       teachers and groups of pupils.

       October 25 - November 5
       Students taught specifically assigned lessons to small
       groups of children or a class.

       January 17 - February 4
       Students worked with one class practising specific
       techniques.

       March 13 - 31
       During this time, students were given as much teaching
       experience as the cooperating teacher felt they could
       handle successfully.

    (ii)   Section V_2 (twenty-four student teachers)

       During eighteen weeks of the academic year as part of
       the 402 - 403 component, students spent each Thursday in
       a designated school. In general these were the same
       classrooms where Ed. Pr. 400 was conducted. The experience
       was designed to allow students to relate course work to
       classroom practice on an on-going basis, and to make it
       possible for students to know and work with a particular
       teacher and group of children.

       During each of the two terms students spent a three-week
       block of time in the schools as part of the Ed. Pr. 400
       program.

       Under a Self-Initiated Project, individual students
       determined their own field experience. For example,
       kindergartens, the Winnifred Stewart School, and the
       Calgary Demonstration School were visted.

(b) Regular Program

    (i)   Section U_1 (twenty-two students)

Students enrolled in this section were assigned to three open area schools: St. Stanislaus Elementary, Greenfield Elementary and Richard Secord Elementary.

These students were asked to serve as volunteer teacher assistants for one-half day each week throughout the academic year. Their timetables were so arranged that they were free to meet this commitment on Tuesday mornings and Thursday mornings or afternoons. Individual arrangements were made between teachers and students.

The regular Ed. Pr. 400 schedule was followed for three weeks, full days, during fall and spring terms.

Within each school, students were assigned to serve their assistantships in both open area and traditional classroom space. They were also rotated among grade levels. Where students indicated special interests (such as Oral French, Music, Library and IMC) they were assigned part time to curricular associates or specialist teachers within the schools.

Students in the project were encouraged to analyze their observations and experiences in the schools in the light of the curricular possibilities which are available to the professional who is given the opportunity to use spatial arrangements as an instructional resource.

    (ii) Section U_2 (thirty-two students)

In this variation of the regular program students were given extensive opportunities to engage in internship type experiences in three elementary schools: Windsor Park, McKernan and Mount Carmel.

Most of the discrete course-work was completed during term one and included three Ed. C. I. workshops with six concurrent visits to the schools, Ed. Adm. 461, Ed. Psych. and Ed. Fdns. and regular meetings of Ed. C. I. 402. The term culminated with three weeks of student teaching.

During Term II students were assigned to a different school to teach a minimum of four hours per week prior to the second block of student teaching. Ed. C. I. 403 met only once a week and students took one Ed. Psych. and one Ed. Fdns. course except when student teaching occurred and there were no university classes held. This minimum university schedule allows students an extra four hours to spend in the schools. The purpose of this variation is to provide teacher candidates with an actual school setting wherein they can have longer and more in-depth opportunities to implement theory learned in university classes. At the same time they have choices of discreet coursework at the University.

(iii) Section U$_3$ (twenty-one students)

Student teachers enrolled in this program were assigned to a Division 1 or Division 2 classroom for three weeks of full days in each term.

4. **Ed. Pr. 350**

Ed. Pr. 350 is a third year course for students following the Secondary Route to the B.Ed. degree. Normally, this program involved the placement of the student teacher in a junior or senior high school for five weeks in each term. During each round, the student was expected to spend five half-days per week for five weeks in the school unless a laboratory course made this impossible. The other courses in which the student was registered continued during the period.

487 students were enrolled in this program.

5. **Ed. Pr. 450**

Ed. Pr. 450 is the course offered to holders of approved degrees who are preparing to become Secondary School teachers. Students spent five full days per week for three weeks of each round in the schools. Since this is part of a program which is offered entirely by the Faculty of Education the other classes in which the student is registered were cancelled for these periods.

There were 288 students enrolled in this program.

5.1 Experimental Programs

    (a)   Integrated PD/AD Mathematics Program

           Eighteen student teachers enrolled in this program which was offered during Term I. Following is a description of the activities to which students were exposed.

Week	Activities
1	One day of orientation followed by 2 days in schools. Two further half days (2-3 hours) on peer teaching.
2-3	Half days on planning, teaching methods, and peer teaching. Half days on special topics in the Senior High Mathematics curriculum.
4-5-6	Student teaching with ½ day/week in seminars on student teaching problems and special teaching topics.
7	3½ days in Edson with half the time spent in elementary schools and half in secondary schools. There was a four-hour seminar with the teachers on the opening night and two other seminars with opportunities to visit special educational settings and lengthy sessions with administrative personnel. ½ day methods class.
8.	On Campus week. 3 half days on methods for junior high. 3 half days on junior high curriculum. 2 full days in the curriculum lab on a special program.
9-10-11	Student teaching in junior high with ½ day/week in seminar.
12	Special student teaching experience week. Four days in schools. ½ day in methods.
13	6 half days on special instructional techniques (e.g. CAI)

Aspects Tried in PD/AD Mathematics

    1.   Students visited a day in a junior and senior high school the first week of the term, with most asked to work with a class in some way.

2. Students observed or taught in a variety of schools (class
    median was 7 with a range of 5-10). They all did some
    teaching in at least 3 distinct kinds of educational settings
    (elementary, regular junior and senior high, vocational,
    special students, etc.)

3. Students spent at least 2 days in non-mathematics classes.

4. Students had an optional week in which to
    a) extend their second student teaching experience.
    b) have a special student teaching experience; with remedial
       classes, special students, etc.
    c) spend time in various settings such as W. P. Wagner,
       School for the Deaf or with instructional settings of
       special interest to them; e.g., individualized instruction.

5. Students had a 3½ day session in a non-urban school.

(b) Integrated PD/AD Home Economics Program

Thirty-two PD/AD home economics majors participated in this
program during the first term

1. Student teachers were in school part or all of most days;
    the methods course was fitted around the school experiences.
    One ed. option (Ed. Admin 461 or Ed. Fdn. 451) was attended
    one evening a week.

2. Student Teachers visited a representative selection of
    city schools (five junior highs, two to five senior highs,
    one to three special schools).

3. Student teachers spent one week in a rural educational
    setting.

4. Student teachers could opt to spend one week at L. Y. Cairns
    or W. P. Wagner.

5. Student teachers developed teaching skills first with peers,
    then with students with a minimum intervening period of
    ½ day and a maximum intervening period of 4 days.

6. Student teachers spent one day in a junior high and one day
    in a senior high in the capacity of student observer during
    the first week of the course.

7. Junior high and senior high cooperating teachers each
    attended three meetings (the first with student teachers and

course instructor; the last two with instructor only).

8. Faculty consultants were not used; the course instructor visited each student once at each school in a non-evaluative role.

6. **Ed. Pr. 350** (Vocational)

This is a second year course for students following the program leading to the B.Ed. degree in Vocational Education. It is acceptable for students to postpone student teaching until the third year of their program. Normally, this program involved the placement of student teachers in composite high schools in each term. During each round, students spent five half-days per week for five weeks in the school.

39 students were enrolled in this program.

6.1 Modified Program for Experienced Instructors

Sixteen experienced instructors registered in Ed. Pr. 350 (vocational) who previously had extensive practical experience in classroom teaching prior to enrollment in vocational education, were provided an opportunity to choose from the following for the spring round:

(a) Continued assignment to a school as a student teacher.

(b) A special project proposed by the student and acceptable to the Division of Field Experiences.

(c) A structured program involving — field trips, micro-teaching, television productions, and seminars.

7. **Ed. Pr. 450** (Vocational)

This is the Student Teaching course offered to holders of approved degrees. This program involved the placement of student teachers in composite high schools for four weeks in each term. During each round, students were expected to spend all the time available in the school.

No students took this course during 1971-72.

8. **Ed. Pr. 351-353** (Industrial Arts)

This Student Teaching program is divided into two half courses:
Ed. Pr. 351 and Ed. Pr. 353. Sixteen students were enrolled.

ED. PR. 351. This course involved teaching in Industrial Arts
laboratories and in regular academic subjects at
the junior or senior high school level. Students
were expected to spend five weeks of half-days in the
schools.

ED. PR. 353. (Prerequisite: completion of Ed. Pr. 351). This
course involved teaching in Industrial Arts
laboratories and where possible, in regular academic
subjects at the junior or senior high school level.
Students were expected to spend five weeks of half-
days in the schools.

The above course descriptions and kinds of activities also apply to
senior student teaching courses in Industrial Arts: Ed. Pr. 451-453.

APPENDIX G

Excerpts from *Student Teaching Handbook,* 1971-72

SECTION IV
OBJECTIVES OF STUDENT TEACHING

1. General Purposes

In general terms the field experience known as Student Teaching may be useful to the student of education in these ways:

1.1 Student Teaching should tend to complement or at least supplement other facets of the teacher education program. It should help the student understand and see the relevance of the other courses which make up his preparatory program. It should help him to place his academic work in context.

1.2 Student Teaching should provide the student of education with an opportunity to evolve and test theories or hypotheses relative to the profession of teaching.

1.3 Student Teaching should introduce the student to the role of the teacher from the professional as opposed to the lay or student point of view.

2. Specific Objectives

In more specific terms it is hoped that Student Teaching should help the student in the following ways:

2.1 Student Teaching should help the student reach valid decisions relative to his continuance in the teacher education program, to his choice of program or options, and to his ultimate placement in a teaching position.

2.2 Student Teaching should help the student develop his basic teaching and communicating skills.

2.3 Student Teaching should help the student become aware of his specific needs in the area of professional preparation.

2.4 Student Teaching should help the student to appreciate the complexity of the teaching-learning process and thus ready him for more study of the theoretical background to teaching. Student Teaching should also serve the teaching profession and the educational institutions associated with the program.

2.5 Student Teaching should provide the profession and the preparatory institution with a means for screening entrants into the profession.

2.6 Student Teaching should provide a channel through which ideas may flow which may improve both the cooperating school systems and the Faculty of Education.

SECTION V
CURRICULUM FOR STUDENT TEACHERS

Student Teaching may provide the student of education with many opportunities to engage in experiences conducive to the achievement of the objectives suggested in Section IV of this handbook. There are, however, several factors which tend to govern the extent to which the student may actually participate in the activities associated with teaching. In this section the kinds of opportunities that may be available to the student are indicated and some of the limiting factors which the student should take into account as he proceeds are suggested.

Student Teaching activities may be classified under these headings: Orientation, Observation, Participation.

1. Orientation
   1.1 Student teachers should become familiar with the total school plant and facilities—guided tours, etc.

   1.2 Student teachers should become familiar with the instructional, supervisory, administrative and custodial staff associated with the school's operation—informal discussions.

   1.3 Student teachers should become familiar with the philosophy and policies of the school — handbooks, newsletters, discussions with principals, etc.

1.4 Student teachers should become familiar with the supervisory and extra curricular activities in which teachers engage — discussions with staff.

1.5 Student teachers should become familiar with the teachers' professional organization as it relates to the school in which they are placed — A.T.A. meetings, publications, etc.

1.6 Student teachers should become familiar with the expectations held by parents, pupils, and colleagues for the role of teacher—attendance at Home and School meetings, parent interviews, etc.

2. Observation

2.1 Student teachers should observe in a systematic and purposeful way the behavior of pupils both in and out of the classroom.

2.2 Student teachers should observe teacher behavior from both a strategic and tactical point of view. In this context the "strategic" point of view refers to the teacher's general approach to planning, discipline, relationship with pupils and to his general attitude toward his role as teacher. This observation should be analytical as opposed to critical. The "tactical" point of view refers to the teacher's specific methodology, interactive skills, treatment of individuals and other particular procedures. Again observation should be analytic rather than critical.

2.3 Student teachers should observe other student teachers and themselves (through audio tape or other analysis instruments) from both a critical as well as an analytic point of view.

2.4 Student teachers should observe in an objective manner the administrative and supervisory processes as they take place in the school.

2.5 Student teachers should observe the sociological climate of the community which the school serves.

3. Participation

3.1 Student teachers should participate in the instruction of individual students — checking exercises, helping individuals, etc.

3.2 Student teachers should participate in the instruction of small groups of pupils — group discussions, club meetings, microteaching, team teaching, etc.

3.3 Student teachers should participate in the instruction of class or larger sized groups of pupils— regular classroom instruction, large group lectures, etc.

3.4 Student teachers should participate in supervisory and extra curricular activities — recess supervision, sports, concerts, etc.

3.5 Student teachers should participate as completely as possible in the total role of teacher—A.T.A. meetings, staff meetings, parent interviews, keeping the register, completing cumulative record cards, etc.

4. Limiting Factors. Some of the factors which may need to be taken into account when the student is establishing priorities for the activities and goals mentioned above are:

4.1 Time. The very limited amount of time that the student will be able to spend in schools suggests that he should budget it very carefully in order that it may be used most economically. Lack of time should not be used as an excuse for failure to engage in activities or achieve objectives but it is certainly a factor which needs to be considered in planning a student teacher's curriculum.

4.2 Rights of School Systems. While the school systems which cooperate with the Faculty of Education do derive certain benefits from the student teaching program and while schools are required by law to admit student teachers,

the student teacher should bear in mind that the prime and proper concern of the teachers and administrators of these systems is for the welfare of their students. Student teachers and university supervisors should realize fully that their needs are secondary to those of school pupils. However, with planning and good will the satisfaction of the major needs of all concerned should be possible.

4.3 Nature of the Particular Teaching Situation. The student teaching program must be organized several months in advance and on a large scale. Obviously, individual situations will occur which will preclude the achievement in some instances of all of the objectives suggested. Student teachers, cooperating teachers and faculty consultants should consider the purposes and activities suggested as inclusive, ideal, and something to work toward. However, if any one of you should feel that a situation is such that

the achievement of a reasonable portion of the objectives suggested is not possible please contact the Coordinator of the Division of Field Experiences as soon as possible.

4.4 Conflicts. The Division of Field Experiences accepts that in all enterprises involving intelligent human beings differences of opinion will occur. The concepts of organization and administration held by some principals may be inconsistent to a degree with the program implicit in the statement of objectives. The methods employed by some cooperating teachers may conflict with the theoretical models suggested by university professors. The personal beliefs of some teachers and student teachers may clash. The Division asks that each individual involved in the program exercise as much tolerance as possible and that each bear in mind that the welfare of children is our ultimate concern.

SECTION VI
EVALUATION OF STUDENT TEACHERS

The student teaching program is designed to help the student, the members of the faculty and others concerned with the quality of teaching in schools, make decisions which will be conducive to the betterment of education. Such decisions should be based on complete and accurate data. The purpose of our evaluative procedures is to provide these data.

The "Student Teachers' Progress Report 1971-72" is designed to provide information for the use of the student and his university instructors. It may also serve prospective employers with information to guide them in the hiring and placing of the teacher.

This report form provides the cooperating teacher and the faculty consultant with the opportunity to indicate the student's progress toward the objectives suggested

in the earlier pages of this handbook. The original of the progress report is the property of the student with the carbon being retained in the office of the Division of Field Experiences. Students are urged to discuss their progress with their cooperating teachers and faculty consultants.

The final decision as to whether a student will receive credit for the particular course in which he is registered will be made on the basis of the Progress Reports submitted to the office of the Division of Field Experiences. The Coordinator of this Division is responsible for this decision but in each instance he will have the advice of one of the faculty members listed in Section I.

SECTION VII
ROLES OF PERSONNEL CONCERNED WITH STUDENT TEACHING

1. The Cooperating Teacher

The cooperating teacher is the person with the greatest direct influence on the student teacher. The student is literally placed in the hands of the cooperating teacher during his rounds of student teaching. There is, however, no magic recipe for a cooperating teacher to follow to provide him with an ideal student teaching experience. Each professional teacher engaged as a cooperating teacher must choose her own *modus operandi* for achieving the objective she accepts for student teaching.

The Division of Field Experiences in Sections IV and V of this handbook does, however, suggest in general terms the objectives and curricular experiences which are believed to be appropriate for student teaching. It is hoped that most cooperating teachers will accept these objectives and attempt to provide student teachers with opportunities to engage in the experiences suggested. More specifically, the Division hopes that cooperating teachers will:

1. Acquaint the student teacher with her particular curricular goals, techniques, and facilities.
2. Work with the student teacher in the preparation of lesson plans and in the selection of teaching techniques, materials, and teaching aids.
3. Observe and discuss with the student his performance as a teacher.
4. Lead the student to more difficult teaching activities as he demonstrates readiness.
5. Indicate to the student areas of weakness in subject matter and methodology so that he may seek to overcome these.
6. Facilitate participation by the student teacher in out-of-classroom learning situations.
7. Assist the student teacher in pupil evaluation.
8. Discuss the role of the teacher in all its many facets with the student teacher.
9. Evaluate the student teacher thoughtfully in accordance with the criteria indicated on the Student Teacher's Progress Report form.

Recent research suggests that student teachers believe that cooperating teachers can be most helpful if they:

1. give frank constructive criticism of student teacher performance;
2. allow the student teacher considerable freedom and independence in the classroom;
3. suggest methods and techniques appropriate to particular lessons and classes;
4. possess a friendly attitude;
5. suggest materials to be used in lessons;
6. encourage and give the student confidence;
7. help the student become familiar with routine matters;
8. give suggestions on handling discipline problems;
9. help in planning lessons;
10. give background material on children;
11. are available when needed;
12. are understanding of the student teacher's problems.

Student teachers and faculty consultants should realize fully that the cooperating teacher is employed by a school board to be responsible for the education of a group of children. Assistance in the student teaching program is an additional professional obligation assumed voluntarily by the teacher for a token honorarium. The teacher's prime responsibilities are to her employer and her pupils. Her judgment as to the content and methodology she considers appropriate for the discharge of these responsibilities is not open to question by student teachers or university supervisors of student teachers.

2. The Faculty Consultant

This title is applied to all persons employed by the university as supervisors of student teachers. Generally, it is the policy of the Faculty of Education to assign this supervisory task to faculty members. However, with increasing student numbers, the Faculty has been obliged to seek others to fill the ranks. These include graduate students and non-university personnel who are qualified to perform supervisory duties.

Faculty consultants should be considered, as the title implies, as consultants to the student teachers and to the cooperating teachers in the areas in which a faculty member may be considered to be expert, i.e. modern methodology, subject matter, learning theory, school administration, educational foundations and the like. Of course, no one faculty consultant is likely to be truly expert in all areas but through the corps of faculty consultants the Faculty of Education attempts to make available to student teachers and cooperating teachers a group of persons who may be helpful in making the student teaching program more effective.

It is the belief of this Division of the Faculty that faculty consultants should *not* be considered primarily as inspectors or evaluators. While it is required that faculty consultants submit progress reports on student teachers this is done primarily to supplement reports from cooperating teachers and to protect those few students who might suffer through personality or methodological conflicts with their cooperating teachers. It should also be noted that the faculty consultant generally supervises the same students through both rounds and hence is in a position to measure the growth or progress made by the student teacher. While consultation between faculty consultants and cooperating teachers is encouraged each supervisor should bear in mind that he alone is responsible for the Progress Report he signs.

Specifically, it is expected that faculty consultants will

1. meet with their students prior to each round to indicate their perception of their role and their expectations of the student.
2. visit each student at least twice each round for at least one full period of teaching each visit.
3. be available for consultation with the student teacher at the convenience of the consultant but for sufficient time to meet the needs of the student.
4. discuss with students their progress, problems, progress reports, and such other matters as may be beneficial to the student;
5. complete and file with the Field Ex-

periences office a progress report for each student each round;
6. serve as a liaison between the Faculty of Education and the cooperating staffs of the schools to which their student teachers are assigned.

3. School Administrators

The administrators of the schools and school systems in which student teachers are placed perform a number of functions which make possible the student teaching program. These include:

1. The nomination of cooperating teachers.
2. Facilitating the development of an adequate curriculum for student teachers within a school.
3. Providing information and advice to cooperating teachers and to university personnel concerned with the program.
4. Performing a public relations function so that pupils and parents will accept the student teaching program as a desirable as well as a necessary part of teacher education.

4. University Administrative Personnel

The Division of Field Experiences is responsible for the administration of the Student Teaching Program. Specifically, this Division is responsible for:

1. Registering student teachers
2. Placing student teachers in schools
3. Reporting grades for student teachers
4. Providing reports of student teachers to prospective employers
5. Arranging for a staff of cooperating teachers
6. Arranging for a staff of faculty consultants
7. Providing students and supervisors with opportunities to develop their knowledge and skills through meetings, seminars and written materials
8. Budgeting, disbursing and accounting for funds spent on student teaching programs
9. Developing an improved program of student teaching.

These responsibilities are discharged by the Coordinator of the Division, the Administrative Assistant, and the office secretaries.

In addition, the Chairmen of the Departments of Elementary, Secondary and Vocational and Industrial Arts Education, assign faculty members to assist with specific tasks associated with the Division. The

Chairmen of these departments and of other departments of the faculty nominate staff members and others to serve as faculty consultants.

SECTION VIII
SERVICES AVAILABLE TO STUDENT TEACHERS

1. **Meeting Rooms.** The secretaries in the Division of Field Experiences office will arrange for suitable meeting places for faculty consultants and their student teachers when requested to do so.

2. **Audio-Visual Media Services.** The Audio-Visual Media Centre endeavours to provide the following services to students enrolled in student teaching:

   (a) Instruction in equipment operation;

   (b) Assistance in preparation of instructional materials;

   (c) Guidance in selection and utilization of audio-visual materials;

   (d) Assistance in obtaining materials for instructional purposes.

Students will be charged the cost of the materials used but there is no charge for other services. Students should make their requests well in advance of the date needed.

3. **Curriculum Laboratory.** The Curriculum Laboratory is located in the basement of the Education Library. It has available for the use of student teachers—filmstrips, study prints, audio-tapes, overhead transparencies, video tape recorders and other types of instructional aids.

4. **School Systems Instructional Materials Centres.** Both the Edmonton Public and Edmonton Separate School Boards maintain Instructional Materials Centres. Catalogues identifying materials available in the centres are located in the Audio-Visual Media Centre. Student teachers should consult their cooperating teachers for advice regarding the obtaining of materials from these centres.

5. **Speech Clinic.** The Faculty of Education operates a speech clinic on the seventh floor of the Education Building. Students are required to take a speech screening test before embarking upon a professional teaching career. If the student has a problem in

oral communication, his teaching will be affected in a negative manner. The speech screening process tries to identify such individuals. Remedial sessions are then offered through the Speech Clinic for those students having difficulty. Occasionally, particular speech problems are not evident during the screening process. Detection may occur only when the student is subjected to a stress situation. Cooperating teachers and faculty consultants are asked to refer severe cases to the Coordinator of the Division of Field Experiences.

6. **Professional Guidance.** Generally, students should contact their faculty consultants for assistance with problems which are connected with student teaching, e.g. How may one overcome a certain type of discipline problem, etc. Serious personal problems should be discussed with the personnel of Student Counselling Services. Student teachers are, of course, entitled to medical treatment at the Student Health Service.

The Coordinator of the Division of Field Experiences is available to student teachers by appointment to assist students with problems which do not fall clearly into the categories served by the agencies mentioned above.

7. **Placement and Internship.** The Canada Manpower Centre maintains a Student Placement Office on the fourth floor of the Students' Union Building.

The Division of Field Experiences is *not* a placement agency. Students are provided with copies of their progress reports. This report is the property of the student and may be used as a recommendation for employment if the student so desires. The Division will *not* release grades to anyone.

The Coordinator of the Division is often in a position to provide students with information about internship programs open to students after the university year ends. Stu-

APPENDIX H

Survey of Participants in the 400 Program 1970-71

APPENDIX H

The University of Alberta

Department of Elementary Education

PD/AD Program Evaluation 1970-71

Report submitted by Naomi Hersom

May 11, 1971

PD/AD Program Evaluation 1970-71

1. Evaluation Design

Two avenues for evaluating the PD/AD program were selected: (1) an
examination of the students' ratings of various aspects of their
teacher education experience; to provide some insights into the process
aspects of the program; and (2) an examination of the extent of con-
gruency between the instructors' intents and the students' percep-
tions to indicate areas of effectiveness and to provide information
for planning needed revisions. In addition, a limited comparison was
made of the Integrated and Regular sub-groups within the PD/AD Program,
Elementary Route.

A questionnaire consisting of 33 items was administered to the instruc-
tors during the fall of 1970 and to the students in the spring of
1971. Data from similar questionnaires administered to students in
the spring term 1970, were used for comparative purposes. The ques-
tionnaire items were devised based on an analysis of the curriculum
decision-making behaviors of teachers.[1] Libert-type responses were
used.

2. Treatment of the Data

Completed questionnaires were received from nine instructors and seventy-
seven students during the 1970-71 academic year. Questionnaires were

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[1] G. Berry, D. Friesen, & N. Hersom, ATA Curriculum Guidebook, 1971.
     (in press)

scored by weighting the responses:

> 5 x A = To a very great extent
>
> 4 x B = To a considerable extent
>
> 3 x C = To some extent
>
> 2 x D = To a very little extent
>
> 1 x E = Not at all

If instructors considered the item inappropriate for their purposes, they were asked to mark the item "Not Applicable."

After the weighted scores were calculated, the responses were ranked (Table I). Disparities between the Integrated and Regular group student responses were noted as well as those between instructor and student responses. These disparities have been examined to determine whether they provide meaningful feedback, or alternatively, whether they indicate lack of meaningfulness and clarity in the item itself.

3. <u>Process Evaluation</u>

   3.1. <u>Total Student Responses</u>

   Students in the 1970-71 PD/AD Program indicated that they felt capable of making professional decisions about three general curriculum areas: choice of instructional strategies suited to particular pupils and content; choice of instructional materials; and the involvement of adult aides. The ten items ranked highest by the total group of students (Table I) refer specifically to:

   > pupil motivation
   > differentiated instruction
   > enriching curriculum content
   > use of novel, creative approaches to
   > lesson planning

> use of audio-visual equipment
> use of instructional materials
> use of school television broadcasts
>
> responsibility for adult aides
> incorporation of community resources

It is assumed that those items ranked lowest by students

indicate the areas where they judge themselves to be

least prepared to act professionally. These items have

to do with individualizing pupil programs and taking res-

ponsibility for school facilities:

> providing individualized program
> introducing pupils to new skills and
>   concepts
> diagnostic use of test scores
>
> planning school facilities
> allocating school budget
> knowing costs of materials and equipment

Use of school radio broadcasts also received a low student ranking.

3.2 Disparate Integrated and Regular Group Response

There were some disparities between responses by students in

the 1970-71 Integrated and Regular groups (Table 2). Students

in the Integrated group ranked several items higher than students

in the Regular group:

> scheduling time for school program
> selecting instructional strategies to suit
>   pupil personalities
> selecting and operating audio-visual equipment
> providing individualized programs
> planning school environment.

Students in the Regular group believed themselves to be

more prepared to:

> select instructional strategies suited
>   to pupil cognitive styles and the subject
>   area in order to increase motivation
> use novel approaches to lesson planning
> make use of consultants
> diagnose for pupil placement and need for
> remedial help.

3.3 General Satisfaction

Student response to the general satisfaction item #33 (Table I)

varied between groups. The Integrated group indicated much

greater satisfaction with the total program than did the

Regular group students.

3.4 Student Comments

Students in the Regular group were invited to write general

comments about their program as a whole. The majority reported

that they considered the Workshops and the Student Teaching to

be the most valuable aspects of the program. The least valuable

aspects of the program identified by students tended to be

idiosyncratic in nature. These ranged all the way from objec-

tions to theoretical content to criticism of the microteaching

experience and the type of assignments required.

3.5 Comparison with Regular Group 1969-70

Twenty-seven of the students enrolled in the Regular PD/AD Program

during 1969-70 responded to the same questionnaire items. Their

responses differ slightly from those of the 1970-71 Regular

group (Table 4). The 1969-70 responses reflect less confidence

in ability to select instructional strategies (Item 31) to

procure instructional materials (Item 10) to work effectively as a

member of an instructional team (Item 32). The 1969-70 class

expressed more confidence in ability to allocate time to various

aspects of the school program,(Item 29) to use programmed learning

devices (Item 18) and to be knowledgeable about suitable tapes,

films, and film strips (Item 23).

4. Extent of Instructor-Student Congruency

Another way of evaluating the program is to look at the degree of

congruency between instructors' intended outcomes and student percep-

tions of the outcome (Table 3). Those differences in ranking which

are most discrepant can be divided into two categories: those items

which instructors weighted more heavily than the students, and those

items which students weighted more heavily than did the instructors.

Instructors in 1970-71 assigned more weight to the following items:

> ability to adapt curriculum guides to meet
> individual pupil needs
> ability to provide an individualized program
> ability to select instructional strategy
> appropriate to pupil and content
> ability to diagnose pupil readiness to learn
> a new concept
> ability to identify pupil needing remedial help
> ability to make use of consultants and specialists
> knowledge of sources and costs of instructional
> materials and equipment

Students in the 1970-71 program assigned more weight to these items:

> ability to use audio-visual equipment to enrich
> teaching
> willingness to incorporate suitable school telecasts
> into school program
> ability to select instructional strategy suited
> to pupil's personality
> willingness to draw upon community resource
> personnel

Two items which were not considered to be applicable by three

or more instructors were nevertheless weighted rather heavily

by the students:

ability to plan time allotments
ability to use auxilliary personnel

5. <u>Summary and Recommendations</u>

An evaluation study by its nature is not generalizable to any other

situation nor is it intended to be. This report has attempted to

identify some of those aspects of the 1970-71 PD/AD program which

have been successful in the estimation of students and instructors

and to point out those aspects of the program where revisions might

be considered. In addition, some comparative data indicated that on

a number of items deemed to be important by instructors, there was

an increase in student weighting in 1970-71 over 1969-70.

General satisfaction about the 1970-71 program expressed by students

in the Integrated group was higher than the ranking assigned by the

Regular group students.

On the basis of the total student responses and the largest discrepancies

between student and instructor responses, these topics should be con-

sidered:

1. Individualized instruction.

2. Diagnosis and prescription for learning needs.

3. Interpreting test scores

4. Creative use of teaching-learning space

5. Accountability by teachers

6. Understanding curriculum guides

7. Use of consultants and other resource personnel

8. Role of school radio broadcasts.

In addition to these general topics, instructors of the Integrated

and Regular groups may obtain more specific suggestions by examining

the ten highest and ten lowest items ranked according to student

responses.

APPENDIX I

Survey of Participants in the 301 Program 1971-72

APPENDIX I

ED. PRA. 301 REPORT

TO DEPARTMENT OF ELEMENTARY EDUCATION

SPRING MEETING 1972

The attached questionnaire contains a summary of Ed. PRA. 301
student opinions. The data are based on a return of 60 questionnaires
(approximately one third of the total) completed by first term Ed. PRA.
301 students. It must be remembered when interpreting the data that
we are dealing with student opinion, and in many cases, a quantitative
analysis might have been preferable.

While some of the responses seem to indicate areas which need
improvement, the overall rating of Ed. PRA. 301 is very encouraging.
Over three-fourths of the responses indicated that there should be
no decrease in the amount of in-school time spent in Ed. PRA. 301,
and over half thought the time should be increased. As well, none of
the students responded that Ed. PRA. 301 was of no value to them. On
the contrary, almost one-fifth thought that Ed. PRA. 301 was the most
valuable course they had taken.

Of the students who responded to the questionnaire, less than half
(38%) gave answers to the free response questions F and G. Approximately
two-thirds of these responses indicated there was very little relationship
between their Ed. C.I. courses and Ed. PRA. 301. Unfortunately, many
students taking Ed. PRA. 301 were only taking one Ed. C.I. course.
If they happened to be placed in a school where the subject was not
taught on the days they were assigned to the school, it is reasonable
that they would not find a great deal of relationship.

Under point G, the most prevalent comment (over 80%) of those who
responded thought they would like to have consecutive time in the school.
The questionnaires were completed before the students had completed
their full week in April. Perhaps the responses would have been different
had the questionnaires been completed after April.

Mention was also made that the quality of the experience is
determined to a large extent by the cooperating teacher and faculty
consultant. Some students indicated the amount of help and guidance
obtained from their teachers and consultants was minimal.

K. G. Jacknicke
April 12, 1972   Coordinator, Ed. PRA. 301

APPENDIX J

Summary of Response to the Questionnaire

	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER	
Item 7	301	3	4	19	17	43	χ^2 = 17.84
	350	4	1	4	24	33	
	400(I)	1	1	9	15	26	df = 12
	400(D)	2	4	5	10	21	
	450	2	4	13	16	35	P = 0.120
	Total	12	14	50	82	158	
	Tot.%	7.6	8.9	31.6	51.9	100.0	
Item 8	301	9	8	18	8	43	χ^2 = 11.11
	350	8	9	7	9	33	
	400(I)	3	6	7	10	26	df = 12
	400(D)	7	5	7	2	21	
	450	8	9	10	8	35	P = 0.519
	Total	35	37	49	37	158	
	Tot.%	22.2	23.4	31.0	23.4	100.0	
Item 9	301	3	16	11	13	43	χ^2 = 18.81
	350	4	5	9	15	33	
	400(I)	1	4	4	17	26	df = 12
	400(D)	2	7	6	6	21	
	450	5	4	12	13	34	P = 0.093
	Total	15	36	42	64	157	
	Tot.%	9.6	22.9	26.8	40.8	100.0	
Item 10	301	18	10	7	8	43	χ^2 = 12.10
	350	9	9	4	11	33	
	400(I)	9	4	5	8	26	df = 12
	400(D)	4	6	8	3	21	
	450	10	7	8	10	35	P = 0.437
	Total	50	36	32	40	158	
	Tot.%	31.6	22.8	20.3	25.3	100.0	
Item 11	301	12	11	18	2	43	χ^2 = 36.43
	350	8	9	8	8	33	
	400(I)	19	5	2	0	26	df = 12
	400(D)	7	7	6	1	21	
	450	20	7	5	3	35	P = 0.0003
	Total	66	39	39	14	158	
	Tot.%	41.8	24.7	24.7	8.9	100.0	
Item 12	301	31	11	1	0	43	χ^2 = 7.46
	350	26	5	1	1	33	
	400(I)	22	4	0	0	26	df = 12
	400(D)	15	6	0	0	21	
	450	26	7	1	0	34	P = 8.26
	Total	120	33	3	1	157	
	Tot.%	76.4	21.0	1.9	0.6	100.0	

→ → → →

	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER	
	301	11	9	15	8	43	
	350	7	6	5	15	33	$x^2 = 34.002$
Item 13	400(I)	12	11	3	0	26	
	400(D)	5	9	5	2	21	$df = 12$
	450	10	12	9	4	35	$P = 0.0006$
	Total	45	47	37	29	158	
	Tot.%	28.5	29.7	23.4	18.4	100.0	
	301	16	20	6	1	43	
	350	9	11	9	4	33	$x^2 = 27.39$
Item 14	400(I)	16	9	1	0	26	
	400(D)	5	14	1	1	21	$df = 12$
	450	14	18	3	0	35	$P = 0.0068$
	Total	60	72	20	6	158	
	Tot.%	38.0	45.6	12.7	3.8	100.0	
	301	17	13	12	1	43	
	350	15	9	7	2	33	$x^2 = 10.93$
Item 15	400(I)	16	6	4	0	26	
	400(D)	10	6	4	1	21	$df = 12$
	450	24	7	3	1	35	$P = 0.535$
	Total	82	41	30	5	158	
	Tot.%	51.9	25.9	19.0	3.2	100.0	
	301	9	16	12	6	43	
	350	10	15	5	3	33	$x^2 = 16.98$
Item 16	400(I)	3	5	10	8	36	
	400(D)	3	9	7	2	21	$df = 12$
	450	6	13	13	3	35	$P = 0.150$
	Total	31	58	47	22	158	
	Tot.%	19.6	36.7	29.7	13.9	100.0	
	301	5	7	19	12	43	
	350	5	7	6	15	33	$x^2 = 24.86$
Item 17	400(I)	6	9	5	6	26	
	400(D)	3	5	9	4	21	$df = 12$
	450	3	4	22	6	35	$P = 0.015$
	Total	22	32	61	43	158	
	Tot.%	13.9	20.3	38.6	27.2	100.0	
	301	8	17	11	7	43	
	350	14	10	4	5	33	$x^2 = 9.907$
Item 18	400(I)	7	10	4	5	26	
	400(D)	8	6	4	3	21	$df = 12$
	450	14	8	9	4	35	$P = 0.624$
	Total	51	51	32	24	158	
	Tot.%	32.3	32.3	20.3	15.2	100.0	

→ → → →

	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER		
Item 19	301	8	16	15	4	43	x^2 = 22.66	
	350	15	9	5	4	33		
	400(I)	7	2	10	7	26	df = 12	
	400(D)	5	9	5	2	21		
	450	5	14	11	5	35	P = 0.030	
	Total	40	50	46	22	158		
	Tot.%	25.3	31.6	29.1	13.9	100.0		
Item 20	301	4	12	15	12	43	x^2 = 28.14	
	350	8	4	7	14	33		
	400(I)	8	12	5	1	26	df = 12	
	400(D)	2	5	10	4	21		
	450	8	12	10	5	35	P = 0.005	
	Total	30	45	47	36	158		
	Tot.%	19.0	28.5	29.7	22.8	100.0		
Item 21	301	0	6	21	16	43	x^2 = 10.31	
	350	2	3	12	16	33		
	400(I)	0	2	9	15	26	df = 12	
	400(D)	2	3	9	7	21		
	450	1	3	14	17	35	P = 0.589	
	Total	5	17	65	71	158		
	Tot.%	3.2	10.8	41.1	44.9	100.0		
Item 22 Round One	301	4	9	21	9	43	x^2 = 26.39	
	350	10	3	11	9	33		
	400(I)	2	6	8	10	26	df = 12	
	400(D)	3	7	1	10	21		
	450	2	9	11	13	35	P = 0.009	
	Total	21	34	52	51	158		
	Tot.%	13.3	21.5	32.9	32.3	100.0		
Item 22 Round Two	301	3	9	21	10	43	x^2 = 19.20	
	350	5	10	10	8	33		
	400(I)	2	2	9	13	26	df = 12	
	400(D)	3	3	7	8	21		
	450	4	2	12	17	35	P = 0.109	
	Total	17	26	59	56	158		
	Tot.%	10.8	16.5	37.3	35.4	100.0		
Item 23 Round One	301	25	14	4	0	43	x^2 = 16.83	
	350	19	7	4	3	33		
	400(I)	21	4	0	1	26	df = 12	
	400(D)	16	1	2	2	21		
	450	26	5	3	1	35	P = 0.156	
	Total	107	31	13	7	158		
	Tot.%	67.7	19.6	8.2	4.4	100.0		

→ → → →

PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER		
301	25	15	3	0	43	χ^2 =	34.47
350	22	3	4	4	33		
Item 23 400(I)	23	3	0	0	26	df =	12
Round Two 400(D)	17	3	1	0	21		
450	31	3	1	0	35	P =	0.0006
Total	118	27	9	4	158		
Tot.%	74.7	17.1	5.7	2.5	100.0		
301	8	5	11	19	43	χ^2 =	19.21
350	4	4	1	24	33		
Item 24 400(I)	0	1	4	21	26	df =	12
Round One 400(D)	4	0	4	13	21		
450	5	2	7	21	35	P =	0.084
Total	21	12	27	98	158		
Tot.%	13.3	7.6	17.1	62.0	100.0		
301	8	6	11	18	43	χ^2 =	21.35
350	3	2	3	25	33		
Item 24 400(I)	0	1	5	20	26	df =	12
Round Two 400(D)	4	0	4	13	21		
450	1	4	7	23	35	P =	0.046
Total	16	13	30	99	158		
Tot.%	10.1	8.2	19.0	62.7	100.0		
301	15	18	9	1	43	χ^2 =	14.63
350	13	7	8	5	33		
Item 25 400(I)	13	10	1	2	26	df =	12
Round One 400(D)	6	7	4	4	21		
450	13	14	6	2	35	P =	0.263
Total	60	56	28	14	158		
Tot.%	38.0	35.4	17.7	8.9	100.0		
301	16	16	10	1	43	χ^2 =	16.52
350	15	6	8	4	33		
Item 25 400(I)	13	11	1	1	26	df =	12
Round Two 400(D)	8	10	3	0	21		
450	16	14	4	1	35	P =	0.169
Total	68	57	26	7	158		
Tot.%	43.0	36.1	16.5	4.4	100.0		
301	25	13	3	2	43	χ^2 =	12.17
350	18	8	3	4	33		
Item 26 400(I)	18	8	0	0	26	df =	12
Round One 400(D)	15	5	0	1	21		
450	22	11	0	2	35	P =	0.432
Total	98	45	6	9	158		
Tot.%	62.0	28.5	3.8	5.7	100.0		

→ → → →

	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER	
	301	25	13	3	2	43	
	350	17	10	1	5	33	χ^2 = 13.52
Item 26	400(I)	18	8	0	0	26	
Round Two	400(D)	14	6	0	1	21	df = 12
	450	26	7	1	1	35	P = 0.333
	Total	100	44	5	9	158	
	Tot.%	63.3	27.8	3.2	5.7	100.0	
	301	11	13	11	8	43	
	350	17	7	3	6	33	χ^2 = 20.68
Item 27	400(I)	17	4	4	1	26	
Round One	400(D)	12	3	2	4	21	df = 12
	450	23	6	3	3	35	P = 0.055
	Total	80	33	23	22	158	
	Tot.%	50.6	20.9	14.6	13.9	100.0	
	301	11	13	11	8	43	
	350	17	8	4	4	33	χ^2 = 17.35
Item 27	400(I)	16	4	4	2	26	
Round Two	400(D)	11	5	2	3	21	df = 12
	450	23	7	3	2	35	P = 0.137
	Total	78	37	24	19	158	
	Tot.%	49.4	23.4	15.2	12.0	100.0	
	301	8	18	11	6	43	
	350	5	10	5	13	33	χ^2 = 16.79
Item 28	400(I)	1	7	8	10	26	
Round One	400(D)	4	8	4	5	21	df = 12
	450	7	5	10	13	35	P = 0.158
	Total	25	48	38	47	158	
	Tot.%	15.8	30.4	24.1	29.7	100.0	
	301	8	18	11	6	43	
	350	5	7	6	15	33	χ^2 = 14.68
Item 28	400(I)	2	6	8	10	26	
Round Two	400(D)	5	7	4	5	21	df = 12
	450	5	9	7	13	34	P = 0.261
	Total	25	47	36	49	157	
	Tot.%	15.9	29.9	22.9	31.2	100.0	
	301	11	15	6	11	43	
	350	11	6	5	11	33	χ^2 = 16.54
Item 29	400(I)	3	4	4	15	26	
Round One	400(D)	3	4	7	7	21	df = 12
	450	6	10	7	12	35	P = 0.168
	Total	34	39	29	56	158	
	Tot.%	21.5	24.7	18.4	35.4	100.0	

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	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER	
	301	11	14	6	12	43	
	350	7	9	8	9	33	χ^2 = 24.38
Item 29	400(I)	2	5	4	15	26	
Round Two	400(D)	4	5	8	4	21	df = 12
	450	3	3	12	17	35	P = 0.018
	Total	27	36	38	57	158	
	Tot.%	17.1	22.8	24.1	36.1	100.0	
	301	4	8	16	15	43	
	350	8	7	6	12	33	χ^2 = 17.26
Item 30	400(I)	3	1	6	16	26	
Round One	400(D)	3	5	6	7	21	df = 12
	450	10	7	6	12	35	P = 0.140
	Total	28	28	40	62	158	
	Tot.%	17.7	17.7	25.3	39.2	100.0	
	301	4	8	16	15	43	
	350	4	9	12	8	33	χ^2 = 14.98
Item 30	400(I)	2	3	4	17	26	
Round Two	400(D)	1	6	8	6	21	df = 12
	450	3	6	9	17	35	P = 0.243
	Total	14	32	49	63	158	
	Tot.%	8.9	20.3	31.0	39.9	100.0	
	301	2	5	20	16	43	
	350	5	4	9	15	33	χ^2 = 15.73
Item 31	400(I)	2	2	8	14	26	
Round One	400(D)	5	3	8	5	21	df 12
	450	1	5	10	19	35	P = 0.204
	Total	15	19	55	69	158	
	Tot.%	9.5	12.0	34.8	43.7	100.0	
	301	2	4	21	16	43	
	350	6	5	9	13	33	χ^2 = 17.99
Item 31	400(I)	2	3	7	14	26	
Round Two	400(D)	5	2	7	7	21	df = 12
	450	2	7	7	19	35	P = 0.116
	Total	17	21	51	69	158	
	Tot.%	10.8	13.3	32.3	43.7	100.0	
	301	14	12	13	4	43	
	350	12	6	3	12	33	χ^2 = 19.16
Item 32	400(I)	11	8	2	5	26	
Round One	400(D)	3	7	4	7	21	df = 12
	450	10	11	5	9	35	P = 0.085
	Total	50	44	27	37	158	
	Tot.%	31.6	27.8	17.1	23.4	100.0	

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	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER	
	301	13	12	14	4	43	
	350	12	8	6	7	33	$\chi^2 = 16.08$
Item 32	400(I)	11	8	2	5	26	
Round Two	400(D)	3	8	3	7	21	df = 12
	450	13	12	5	5	35	P = 0.188
	Total	52	48	30	28	158	
	Tot.%	32.9	30.4	19.0	17.7	100.0	
	301	2	3	12	26	43	
	350	3	3	9	18	33	$\chi^2 = 12.96$
Item 33	400(I)	3	3	2	18	26	
Round One	400(D)	2	3	7	9	21	df = 12
	450	2	0	7	26	35	P = 0.372
	Total	12	12	37	97	158	
	Tot.%	7.6	7.6	23.4	61.4	100.0	
	301	2	3	12	26	43	
	350	4	4	7	18	33	$\chi^2 = 19.62$
Item 33	400(I)	1	1	3	21	26	
Round Two	400(D)	0	1	8	12	21	df = 12
	450	0	0	6	29	35	P = 0.075
	Total	7	9	36	106	158	
	Tot.%	4.4	5.7	22.8	67.1	100.0	
	301	3	7	20	13	43	
	350	7	4	5	17	33	$\chi^2 = 26.62$
Item 34	400(I)	0	4	4	18	26	
Round One	400(D)	3	4	7	7	21	df = 12
	450	5	1	9	20	35	P = 0.008
	Total	18	20	45	75	158	
	Tot.%	11.4	12.7	28.5	47.5	100.0	
	301	3	6	21	13	43	
	350	3	6	10	14	33	$\chi^2 = 15.30$
Item 34	400(I)	0	4	6	16	26	
Round Two	400(D)	1	4	9	7	21	df = 12
	450	2	2	10	21	35	P = 0.225
	Total	9	22	56	71	158	
	Tot.%	5.7	13.9	35.4	44.9	100.0	
	301	1	5	12	25	43	
	350	5	3	4	21	33	$\chi^2 = 33.50$
Item 35	400(I)	9	5	5	7	26	
Round One	400(D)	2	8	5	6	21	df = 12
	450	7	10	9	9	35	P = 0.0008
	Total	24	31	35	68	158	
	Tot.%	15.2	19.6	22.2	43.0	100.0	

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	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER	
	301	1	5	12	25	43	
	350	2	3	3	25	33	χ^2 = 43.24
Item 35	400(I)	7	8	5	6	26	df = 12
Round Two	400(D)	3	7	6	5	21	
	450	7	13	8	7	35	P = 0.00002
	Total	20	36	34	68	158	
	Tot.%	12.7	22.8	21.5	43.0	100.0	
	301	7	24	9	3	43	
	350	11	7	9	6	33	χ^2 = 23.48
Item 36	400(I)	13	8	3	2	26	df = 12
Round One	400(D)	10	6	1	4	21	
	450	14	13	6	2	35	P = 0.024
	Total	55	58	28	17	158	
	Tot.%	34.8	36.7	17.7	10.8	100.0	
	301	7	25	8	3	43	
	350	9	10	8	6	26	χ^2 = 22.93
Item 36	400(I)	12	8	2	4	26	df = 12
Round Two	400(D)	11	7	1	2	21	
	450	14	13	7	1	35	P = 0.028
	Total	53	63	26	16	158	
	Tot.%	33.5	39.9	16.5	10.1	100.0	
	301	1	11	21	10	43	
	350	8	9	11	5	33	χ^2 = 17.99
Item 37	400(I)	6	4	9	7	26	df = 12
Round One	400(D)	4	3	8	6	21	
	450	2	9	11	13	35	P = 0.116
	Total	21	36	60	41	158	
	Tot.%	13.3	22.8	38.0	25.9	100.0	
	301	1	10	22	10	43	
	350	9	7	11	4	33	χ^2 = 18.91
Item 37	400(I)	5	4	10	7	26	df = 12
Round Two	400(D)	5	3	7	6	21	
	450	2	7	13	13	35	P = 0.091
	Total	22	31	65	40	158	
	Tot.%	13.9	19.6	41.1	25.3	100.0	
	301	2	6	14	21	43	
	350	3	4	9	17	33	χ^2 = 8.968
Item 38	400(I)	2	1	4	19	26	df = 12
Round One	400(D)	2	3	7	9	21	
	450	4	2	8	21	35	P = 0.706
	Total	13	16	42	87	158	
	Tot.%	8.2	10.1	26.6	55.1	100.0	

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	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER		
	301	2	6	14	21	43		
	350	2	5	9	17	33	χ^2 =	16.08
Item 38	400(I)	0	1	4	21	26	df =	12
Round Two	400(D)	3	2	8	8	21		
	450	1	2	9	23	35	P =	0.187
	Total	8	16	44	90	158		
	Tot.%	5.1	10.1	27.8	57.0	100.0		
	301	2	10	13	18	43		
	350	10	3	3	17	33	χ^2 =	23.69
Item 39	400(I)	3	2	3	18	26	df =	12
Round One	400(D)	4	6	2	9	21		
	450	4	7	7	17	35	P =	0.022
	Total	23	28	28	79	158		
	Tot.%	14.6	17.7	17.7	50.0	100.0		
	301	2	10	11	20	43		
	350	7	6	8	12	33	χ^2 =	24.94
Item 39	400(I)	0	2	4	20	26	df =	12
Round Two	400(D)	3	2	9	7	21		
	450	2	4	7	22	35	P =	0.015
	Total	14	24	39	81	158		
	Tot.%	8.9	15.2	24.7	51.3	100.0		
	301	15	17	8	3	43		
	350	19	5	2	7	33	χ^2 =	27.73
Item 40	400(I)	20	3	1	2	26	df =	12
Round One	400(D)	9	4	6	2	21		
	450	20	4	7	4	35	P =	0.006
	Total	83	33	24	18	158		
	Tot.%	52.5	20.9	15.2	11.4	100.0		
	301	15	17	8	3	43		
	350	18	9	2	4	33	χ^2 =	19.59
Item 40	400(I)	21	4	0	1	26	df =	12
Round Two	400(D)	12	6	2	1	21		
	450	22	9	3	1	35	P =	0.076
	Total	88	45	15	10	158		
	Tot.%	55.7	28.5	9.5	6.3	100.0		
	301	3	1	12	27	43		
	350	5	4	8	16	33	χ^2 =	11.34
Item 41	400(I)	1	1	6	18	26	df =	12
Round One	400(D)	2	3	5	11	21		
	450	1	3	6	25	35	P =	0.500
	Total	12	12	37	97	158		
	Tot.%	7.6	7.6	23.4	61.4	100.0		

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	PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER		
	301	3	1	10	29	43		
	350	2	4	13	14	33	χ^2 =	18.64
Item 41	400(I)	2	3	4	17	26		
Round Two	400(D)	0	0	5	16	21	df =	12
	450	3	1	4	27	35	P =	0.098
	Total	10	9	36	103	158		
	Tot.%	6.3	5.7	22.8	65.2	100.0		
	301	2	13	21	7	43		
	350	7	10	10	6	33	χ^2 =	12.04
Item 42	400(I)	3	5	9	9	26		
Round One	400(D)	3	6	9	3	21	df =	12
	450	5	11	15	4	35	P =	0.443
	Total	20	45	64	29	158		
	Tot.%	12.7	28.5	40.5	18.4	100.0		
	301	2	13	21	7	43		
	350	5	9	13	6	33	χ^2 =	8.12
Item 42	400(I)	3	6	8	9	26		
Round Two	400(D)	2	8	8	3	21	df =	12
	450	4	9	15	7	35	P =	0.774
	Total	16	45	65	32	158		
	Tot.%	10.1	28.5	41.1	20.3	100.0		
	301	11	8	10	14	43		
	350	9	5	8	11	33	χ^2 =	11.73
Item 43	400(I)	8	8	2	8	26		
Round One	400(D)	5	5	3	8	21	df =	12
	450	4	9	4	18	35	P =	0.468
	Total	37	35	27	59	158		
	Tot.%	23.4	22.2	17.1	37.3	100.0		
	301	11	9	10	13	43		
	350	9	5	7	12	33	χ^2 =	14.73
Item 43	400(I)	11	7	1	7	26		
Round Two	400(D)	5	5	4	7	21	df =	12
	450	4	10	4	17	35	P =	0.257
	Total	40	36	26	56	158		
	Tot.%	25.3	22.8	16.5	35.4	100.0		
	301	5	6	18	14	43		
	350	9	7	3	14	33	χ^2 =	25.50
Item 44	400(I)	7	8	3	8	26		
Round One	400(D)	1	2	7	11	21	df =	12
	450	10	6	5	14	35	P =	0.013
	Total	32	29	36	61	158		
	Tot.%	20.3	18.4	22.8	38.6	100.0		

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(Cont'd) PROGRAM	Disagree	Probably Disagree	Probably Agree	Agree	NUMBER		
301	5	6	19	13	43	χ^2 = 29.74	
350	12	5	3	13	33		
Item 44 400(I)	8	7	3	8	26	df = 12	
Round Two 400(D)	2	2	5	12	21		
450	7	1	12	15	35	P = 0.003	
Total	34	21	42	61	158		
Tot.%	21.5	13.3	26.6	38.6	100.0		
301	16	12	10	5	43	χ^2 = 12.19	
350	19	3	6	5	33		
Item 45 400(I)	6	6	9	5	26	df = 12	
Round One 400(D)	8	6	4	3		P = 0.430	
450	11	11	8	5	35		
Total	60	38	37	23	158		
Tot.%	38.0	24.1	23.4	14.6	100.0		
301	16	12	10	5	43	χ^2 = 12.32	
350	17	5	9	2	33		
Item 45 400(I)	7	8	4	7	26	df = 12	
Round Two 400(D)	10	5	3	3	21	P = 0.420	
450	11	12	7	5	35		
Total	61	42	33	22	158		
Tot.%	38.6	26.6	20.9	13.9	100.0		
301	5	28	8	2	43	χ^2 = 29.22	
350	4	17	5	7	33		
Item 70 400(I)	12	11	3	0	26	df = 12	
400(D)	4	12	3	2	21		
450	6	26	2	1	35	P = 0.004	
Total	31	94	21	12	158		
Tot.%	19.6	59.5	13.3	7.6	100.0		