APPENDIX 5

AGREEMENT SCORES FOR RESPONDENT GROUPS

1 (a) Agreement scores for all groups for Role Norm Inventory I (Own Norms).

1 (b) Agreement scores for student teachers' expectations (R.N.I.2) and attributed norms (R.N.I.'s 3 and 4).

1a) AGREEMENT SCORES FOR ALL GROUPS FOR ROLE NORM INVENTORY ONE (OWN NORMS)

ROLE SECTOR 1: ACTING TOWARDS PUPILS

Role Norm		2nd '76 Mitchell :n=98	6th '76 Mitchell :n=97	Lecturers (n=45)	Teachers (n=653)	2nd '78 Castle Hill:n=74	6th '78(2) Castle Hill:n=50
1		0.439	0.610	0.482	0.390	0.468	0.550
2		0.490	0.512	0.573	0.562	0.459	0.490
3		0.320	0.392	0.427	0.357	0.313	0.633
4		0.032	0.445	0.295	0.228	0.358	0.350
5		0.652	0.835	0.667	0.705	0.639	0.800
6		0.634	0.592	0.427	0.393	0.774	0.417
7		0.234	0.478	0.703	0.347	0.358	0.333
8		0.439	0.470	0.685	0.508	0.572	0.617
9		0.448	0.488	0.425	0.433	0.392	0.467
10		0.243	0.365	0.407	0.433	0.381	0.367
11		0.371	0.635	0.555	0.432	0.515	0.500
12		0.337	0.478	0.463	0.335	0.335	0.500
13		0.337	0.297	0.390	0.272	0.313	0.400
14		0.149	0.323	0.185	0.438	0.156	0.300
15		0.278	0.418	0.425	0.404	0.234	0.417

ROLE SECTOR 2: ACTING TOWARDS COLLEAGUES

16		0.456	0.487	0.390	0.373	0.493	0.533
17		0.558	0.592	0.443	0.510	0.493	0.433
18		0.337	0.348	0.370	0.360	0.403	0.283
19		0.643	0.498	0.870	0.778	0.617	0.700
20		0.490	0.540	0.445	0.538	0.448	0.500
21		0.338	0.478	0.370	0.378	0.369	0.467
22		0.481	0.557	0.500	0.398	0.482	0.583
23		0.447	0.557	0.722	0.562	0.549	0.550
24		0.405	0.443	0.297	0.395	0.493	0.483
25		0.439	0.487	0.433	0.425	0.425	0.533

ROLE SECTOR 3: ACTING TOWARDS PARENTS

26		0.643	0.670	0.797	0.632	0.740	0.817
27		0.227	0.185	0.259	0.153	0.291	0.200
28		0.337	0.393	0.501	0.198	0.302	0.567
29		0.133	0.211	0.260	0.102	0.459	0.383
30		0.303	0.349	0.353	0.475	0.257	0.183
31		0.473	0.583	0.445	0.523	0.651	0.600
32		0.038	0.444	0.463	0.218	0.155	0.300
33		0.345	0.341	0.334	0.387	0.246	0.467
34		0.431	0.549	0.445	0.627	0.549	0.500
35		0.796	0.932	0.759	0.940	0.763	0.993

ROLE SECTOR 4: ACTING TOWARDS COMMUNITY

36		0.124	0.183	0.092	0.199	0.133	0.300
37		0.737	0.609	0.871	0.609	0.548	0.667
38		0.669	0.741	0.704	0.705	0.640	0.650
39		0.711	0.896	0.888	0.772	0.403	0.450
40		0.507	0.748	0.593	0.610	0.448	0.567
41		0.243	0.314	0.444	0.328	0.336	0.450
42		0.695	0.775	0.908	0.647	0.628	0.800
43		0.338	0.428	0.722	0.481	0.313	0.383
44		0.533	0.549	0.741	0.741	0.482	0.633
45		0.524	0.532	0.797	0.727	0.470	0.650

1b) AGREEMENT SCORES FOR STUDENT TEACHERS' EXPECTATIONS (R.N.I.2) AND ATTRIBUTED NORMS (R.N.I.'S 3 AND 4)

	OWN EXPECTATIONS				NORMS ATTRIBUTED TO LECTURERS				NORMS ATTRIBUTED TO TEACHERS			
ROLE NORM	2nd (M)	6th (M)	2nd (C.H.)	6th (C.H.)	2nd (M)	6th (M)	2nd (C.H.)	6th (C.H.)	2nd (M)	6th (M)	2nd (C.H.)	6th (C.H.)
1	.423	.453	.291	.367	.379	.341	.178	.433	.465	.558	.493	.583
2	.508	.341	.313	.300	.626	.401	.718	.267	.405	.419	.369	.317
3	.405	.349	.313	.417	.234	.211	.234	.490	.489	.531	.358	.433
4	.158	.263	.324	.417	-.003	.402	.325	.367	.268	.401	.358	.383
5	.523	.445	.527	.633	.380	.748	.380	.700	.303	.332	.448	.367
6	.482	.463	.605	.350	.218	.539	.504	.350	.235	.409	.459	.383
7	.286	.280	.121	.250	.234	.306	.279	.267	.294	.437	.403	.350
8	.448	.427	.572	.517	.643	.644	.538	.750	.413	.428	.380	.433
9	.448	.453	.471	.367	.260	.540	.448	.267	.447	.401	.348	.317
10	.413	.288	.459	.433	.167	.367	.381	.600	.362	.480	.425	.333
11	.363	.539	.403	.417	.304	.515	.414	.500	.362	.497	.504	.550
12	.328	.367	.323	.350	.285	.480	.684	.600	.328	.348	.212	.317
13	.201	.183	.323	.333	.235	.158	.358	.383	.312	.532	.448	.450
14	.226	.279	.200	.367	.226	.332	.234	.467	.404	.532	.493	.500
15	.184	.341	.155	.333	.124	.280	.122	.317	.107	.393	.190	.350
16	.508	.435	.594	.550	.473	.821	.673	.667	.209	.419	.595	.600
17	.379	.332	.414	.433	.396	.558	.493	.417	.371	.436	.572	.583
18	.345	.314	.482	.283	.353	.349	.560	.400	.422	.593	.527	.433
19	.405	.488	.516	.617	.353	.574	.471	.583	.465	.566	.493	.667
20	.422	.288	.279	.483	.473	.453	.470	.650	.549	.488	.572	.500
21	.328	.436	.437	.617	.141	.306	.493	.483	.278	.384	.279	.438

22	.379	.374	.369	.433	.268	.444	.538	.483	.397	.453	.470	.540
23	.523	.298	.413	.490	.252	.478	.549	.483	.405	.315	.583	.650
24	.380	.402	.335	.350	.405	.471	.414	.317	.523	.513	.448	.525
25	.388	.376	.459	.317	.184	.401	.403	.467	.286	.418	.438	.392
26	.593	.557	.516	.800	.312	.409	.528	.600	.397	.428	.493	.650
27	.363	.219	.279	.300	.082	.263	.043	.283	.294	.288	.335	.425
28	.362	.350	.403	.417	.345	.288	.392	.300	.345	.427	.279	.492
29	.158	.219	.279	.183	.217	.298	.291	.067	.888	.340	.212	.292
30	.268	.523	.201	.267	.090	.548	.223	.300	.235	.384	.223	.317
31	.532	.558	.628	.650	.456	.601	.775	.867	.490	.444	.426	.500
32	.022	.409	.111	.317	.133	.495	.212	.267	.259	.341	.123	.350
33	.260	.323	.223	.367	.260	.418	.290	.367	.259	.462	.201	.342
34	.507	.558	.459	.450	.498	.601	.572	.517	.405	.548	.527	.500
35	.804	.965	.898	.967	.736	.966	.875	1.000	.652	.865	.797	.808
36	.082	.123	.201	.150	.166	.367	.279	.300	.252	.245	.290	.325
37	.625	.505	.594	.433	.583	.453	.662	.633	.678	.635	.572	.842
38	.498	.418	.538	.500	.464	.532	.527	.567	.618	.705	.594	.775
39	.319	.098	.335	.483	.720	.912	.448	.450	.855	.878	.448	.425
40	.541	.479	.414	.350	.260	.488	.403	.250	.473	.532	.358	.650
41	.073	.183	.313	.433	.397	.498	.459	.483	.285	.479	.414	.483
42	.567	.548	.639	.667	.558	.687	.606	.683	.686	.723	.684	.858
43	.363	.523	.403	.550	.277	.428	.437	.367	.379	.479	.459	.475
44	.218	.210	.279	.300	.592	.740	.696	.633	.643	.679	.650	.583
45	.192	.123	.279	.250	.508	.792	.617	.650	.593	.723	.684	.583

APPENDIX 6

Consensus: Between-Group Comparisons:

(i) Mitchell student teachers, lecturers and teachers.

(ii) Castle Hill student teachers.

CONSENSUS: F-VALUES FOR BETWEEN GROUP COMPARISONS

Note: Below are given values of the F-statistic to which the MD^2 measure of between group consensus is tied. A NON-SIGNIFICANT F-VALUE DENOTES BETWEEN-GROUP CONSENSUS since it indicates insufficient distance between group members to discriminate the groups. An asterisk signifies a non-significant ($p > .05$) value thus showing where between-group consensus could be said to exist.

1. 2nd Semester, 1976 (n = 98) versus 6th Semester, 1976 (n = 97)

Role Sector	Role Norm Inventory 1	2	3	4
1	8.55	5.99	8.64	5.60
2	1.41*	2.81	1.84*	1.48*
3	4.10	4.19	6.91	2.52
4	1.09*	1.85*	1.58*	1.37*

2. 6th Semester, 1976 (n = 97) versus Lecturers (n = 45)

Role Sector 1	2	3	4
3.89	8.36	2.14	4.84

3. 6th Semester, 1976 (n = 97) versus Teachers (n = 653)

Role Sector 1	2	3	4
8.69	3.15	9.23	5.20

4. 2nd Semester, 1976 (n = 98) versus Lecturers (n = 45)

Role Sector 1	2	3	4
6.56	5.97	4.02	3.77

5. 2nd Semester, 1976 (n = 98) versus Teachers (n = 653)

Role Sector			
1	2	3	4
7.15	2.95	10.22	5.72

6. Lecturers (n = 45) versus Teachers (n = 653)

Role Sector			
1	2	3	4
6.65	5.00	3.97	2.95

7. 2nd Semester, Castle Hill (n = 74) versus 6th Semester, Castle Hill (n = 50)

Role Sector	Role Norm Inventory			
	1	2	3	4
1	8.29	2.53	5.14	2.12
2	3.27	4.64	3.31	4.23
3	4.42	2.76	2.11	2.18
4	1.74*	1.91*	1.97	2.89

APPENDIX 7

ROLE NORM INVENTORY DATA FOR 2ND SEMESTER 1976 GROUP WHICH BECAME THE 6TH SEMESTER GROUP OF 1978 (MITCHELL).

MEAN RESPONSE SCORES AND STANDARD DEVIATIONS : 2ND SEMESTER 1976 GROUP WHICH BECAME 6TH SEMESTER 1978 (n=77)

ROLE NORM INVENTORY

ROLE NORM	1				2				3				4			
	2nd		6th		2nd		6th		2nd		6th		2nd		6th	
	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
1	1.92	.83	2.74	.81	1.93	.82	2.67	1.01	1.89	.92	2.76	1.16	1.67	.72	2.05	.73
2	2.28	.72	2.72	.84	2.24	.78	2.63	.96	1.41	.76	1.48	.79	2.09	.87	2.87	1.04
3	2.64	1.02	3.09	1.16	2.88	.97	2.97	1.29	2.61	1.04	2.95	1.32	2.14	.76	2.47	.99
4	3.17	1.34	3.46	1.11	3.21	1.29	3.33	1.16	3.03	1.43	3.97	1.01	2.49	1.18	2.74	.96
5	1.43	.75	1.28	.60	1.55	.97	1.45	.68	1.69	1.09	1.41	.74	1.96	1.01	2.50	.99
6	4.61	.71	4.50	.74	4.45	.77	4.36	.78	4.08	1.12	4.23	.92	3.96	1.12	3.42	1.05
7	3.49	1.14	4.55	.79	3.39	1.07	4.39	.95	3.19	1.18	4.37	.90	2.62	1.01	2.97	.99
8	1.84	.97	1.59	.72	1.75	.91	1.79	.75	1.43	.76	1.27	.68	2.11	.84	2.74	.85
9	2.99	.89	2.75	.79	3.12	.98	2.82	.90	2.71	1.09	2.04	.92	3.24	.81	3.47	.92
10	4.05	1.16	3.91	.93	4.29	1.03	4.34	.93	4.07	1.18	4.16	.93	3.82	1.00	3.59	.97
11	2.59	.98	2.36	.69	2.80	1.01	2.22	.81	2.49	1.04	1.68	.81	2.96	1.00	2.83	.79
12	3.96	1.04	4.04	1.00	4.11	.99	4.26	.97	3.96	1.08	4.48	.79	3.41	.94	3.24	1.02
13	3.14	1.09	3.04	1.08	3.28	1.25	3.25	1.23	3.27	1.15	3.51	.99	3.64	.95	3.95	.76
14	3.75	1.20	3.91	1.11	3.97	1.15	4.01	1.10	3.88	1.05	3.96	1.13	4.13	.91	4.21	.79
15	2.20	1.08	2.13	1.08	2.45	1.23	2.29	1.06	2.75	1.25	2.47	1.29	3.32	1.24	3.67	1.11
16	2.13	.95	2.16	.95	2.18	.83	1.93	.91	1.63	.93	1.39	.61	2.54	1.16	2.57	1.17
17	2.55	.72	2.51	.66	2.72	1.04	2.63	.96	1.64	.71	1.57	.74	2.25	.93	2.25	.90
18	2.03	1.10	2.16	.95	1.91	1.02	2.03	1.10	1.61	.93	1.77	.83	1.67	.82	1.95	.88

19	2.60	.67	2.87	.68	2.38	.83	2.54	.82	2.35	.89	2.37	.78	2.20	.80	2.38	.69
20	2.10	.79	2.00	.83	2.17	.91	1.89	.89	1.61	.66	1.55	.76	2.55	.74	2.68	.77
21	3.96	1.02	4.05	.83	4.18	1.02	4.34	.81	3.79	1.17	4.05	.96	3.38	1.11	3.58	.91
22	3.58	.82	3.62	.69	3.62	.86	3.38	.92	3.93	.91	3.81	.88	3.37	.92	3.11	.89
23	3.04	.99	3.08	.81	3.38	.94	3.66	.90	2.85	1.17	2.64	1.02	3.17	1.04	3.39	.87
24	2.38	.83	2.22	.93	2.34	.95	1.66	.81	1.69	.77	1.80	.81	1.88	.88	1.89	.84
25	3.64	.78	3.66	.79	3.95	.88	3.83	.94	4.00	1.04	4.24	.80	3.61	1.02	3.58	.84
26	3.13	.81	2.96	.66	3.21	.85	3.07	.73	3.19	1.10	3.11	.99	3.39	.88	3.41	.90
27	3.66	1.23	3.72	1.11	3.88	1.04	3.81	1.04	3.07	1.31	3.08	1.19	3.01	1.10	3.00	.99
28	3.84	.94	3.57	1.15	3.99	.95	4.01	.95	3.37	.97	3.08	1.15	3.82	1.04	3.91	1.02
29	3.01	1.29	3.38	1.18	3.16	1.21	3.73	1.15	3.04	1.20	3.79	1.19	3.05	1.11	3.70	1.12
30	4.00	1.02	4.17	1.04	4.03	1.09	4.36	.96	3.79	1.27	4.35	.86	3.83	1.15	4.11	1.03
31	1.70	.77	1.64	.56	1.85	.79	1.82	.79	1.67	.72	1.45	.64	2.11	.79	2.32	.87
32	2.55	1.35	1.92	1.02	2.66	1.34	1.95	1.08	2.39	1.24	1.57	.87	2.80	1.15	2.93	1.01
33	2.03	1.05	2.41	.97	2.27	1.03	2.55	1.00	2.12	1.09	2.16	.99	2.41	1.00	2.89	.92
34	1.71	.88	1.80	.75	1.71	.74	1.90	.77	1.61	.85	1.59	.70	1.99	.89	2.24	.81
35	4.75	.61	4.86	.56	4.74	.71	4.88	.53	4.80	.46	4.84	.49	4.64	.81	4.75	.52
36	2.78	1.28	2.74	1.15	2.97	1.32	2.51	1.03	2.35	1.25	2.01	1.19	2.57	1.05	2.43	1.10
37	2.96	.59	2.95	.56	2.93	.72	2.96	.70	2.71	.73	2.53	.70	2.86	.63	2.87	.64
38	2.78	.74	2.78	.60	2.71	.86	2.89	1.04	2.13	.76	2.00	.74	2.70	.63	2.70	.77
39	3.05	.78	3.05	.60	3.29	1.12	3.50	1.33	2.83	.69	2.88	.40	3.07	.38	3.04	.55
40	2.81	.90	2.84	.83	2.91	.79	2.88	1.01	2.40	.97	2.12	.87	3.04	.90	3.18	.90
41	2.66	1.08	2.62	.95	2.80	1.25	2.64	1.02	2.11	.97	2.00	.81	2.58	.96	2.70	.94
42	2.87	.66	2.71	.63	2.82	.76	2.66	.76	2.56	.78	2.56	.76	2.84	.69	2.68	.73
43	3.95	.87	3.69	.77	4.14	.89	4.18	.81	3.88	.96	3.99	.85	3.75	.83	3.74	.75
44	2.47	.03	2.61	.76	2.11	1.07	1.92	1.14	2.77	.83	2.80	.64	2.63	.75	1.57	.75
45	2.66	.95	2.71	.69	2.47	1.18	2.32	1.19	2.83	.94	3.00	.64	2.75	.85	2.72	.76

APPENDIX 8

COMPARISON OF OWN NORMS OF 1976 6TH SEMESTER COHORT WHEN IN COLLEGE AND WHEN IN SCHOOLS TWO YEARS AFTER GRADUATING

MEANS, STANDARD DEVIATIONS AND t-TEST VALUES FOR 1976
6TH SEMESTER AS STUDENTS AND SAME GROUP 2 YEARS LATER AS TEACHERS

Notes: (i) t-test for non independent samples used
(ii) ** signifies $p < .01$; * signifies $p < .05$

ROLE NORM	1976 6th Semester in 1976 - as Students (n = 91) $\bar{X}$	s	1976 6th Semester in 1978 - as Teachers (n = 91) $\bar{X}$	s	t
1	2.88	.79	2.34	.81	5.0364**
2	3.15	.80	3.01	.81	1.6849
3	2.81	.98	2.35	1.03	3.1026**
4	3.69	.96	2.71	1.03	7.4503**
5	1.20	.60	1.40	.68	2.3026*
6	4.49	.79	4.19	.89	2.9788**
7	4.35	.79	4.15	.94	1.9955*
8	1.73	.76	1.59	.65	1.5105
9	2.71	.81	3.21	.89	6.0426**
10	3.85	.98	3.86	1.00	0.5004
11	2.31	.64	2.48	.64	2.5729*
12	4.03	.86	3.35	.81	6.1971**
13	3.15	1.15	3.32	1.05	1.2510
14	4.13	1.01	4.26	.99	1.0699
15	2.11	.97	2.57	1.14	5.0242**
16	2.22	.83	2.49	1.00	2.4419*
17	2.56	.69	2.70	.67	1.8081
18	1.95	.99	2.32	1.00	3.2978**
19	2.68	.63	2.91	.44	3.6389**
20	2.14	.74	2.22	.89	1.5779
21	4.05	.86	3.84	1.06	1.6627
22	3.42	.75	3.00	.88	3.4192**

ROLE NORM	$\overline{X}$	s	$\overline{X}$	s	t
23	3.37	.81	3.26	.95	0.7240
24	2.21	.81	2.37	.84	1.8862
25	3.75	.75	3.47	.77	2.2639*
26	3.08	.72	2.99	.85	1.0562
27	3.60	1.25	3.32	1.11	1.4296
28	3.25	.98	3.93	1.06	6.9248**
29	3.21	1.15	3.68	1.12	2.2957*
30	4.23	.98	4.44	.91	2.2506*
31	1.71	.67	2.37	.77	8.0279**
32	1.97	.92	2.49	1.17	4.6605**
33	2.16	1.04	2.16	1.05	0.9277
34	1.66	.67	1.51	.66	1.7105
35	4.96	.21	4.93	.44	1.0000
36	2.46	1.20	2.95	1.20	3.3178**
37	3.02	.79	3.38	.89	4.1191**
38	2.74	.55	2.96	.47	3.6583**
39	3.02	.45	2.99	.62	0.6526
40	2.87	.60	3.05	.89	2.1016*
41	2.71	1.03	2.86	1.11	1.6227
42	2.89	.59	2.87	.62	0.5752
43	3.95	.85	3.49	.94	2.6234**
44	2.51	.87	2.42	.91	1.0502
45	2.53	.90	2.51	.91	0.5278

APPENDIX 9

COVER NOTE, BACKGROUND DATA SHEET AND ROLE NORM INVENTORY SENT TO TEACHER RESPONDENTS

TO THE PRINCIPAL/INFANTS MISTRESS

Mr. R.A. Sinclair, a member of the lecturing staff of Mitchell College of Advanced Education is undertaking some important research into the role perceptions of student teachers. His work will be a significant contribution in a field where there are many preconceived ideas and strongly held views but where research evidence is lacking.

In order to ascertain how accurately our own trainees see teachers, it is also necessary to know what practising teachers think about their own role. Mr. Sinclair would appreciate your assistance in this piece of research by asking any members of your staff who have supervised students within the past two years if they would spare nine or ten minutes to complete the questionnaire attached. He would also like you as coordinator of students practice to complete the questionnaire as well. Would you then kindly return them direct to me, attached to the claim forms at the end of the coming session. Anonymity will be preserved since questionnaires will be detached from claims before being forwarded to Mr. Sinclair.

POINTS TO NOTE:

* It is extremely important that there be NO DISCUSSION of the questionnaires until after they are all completed.
* No names of individuals are required.
* Cooperating schools will receive feedback on the results as Mr. Sinclair can collate them all.
* Teachers who have done the questionnaire should not do it again.
* It would be appreciated if every blank is filled with the number that, generally speaking, most closely approximates the teacher's attitude.

D.J. TAYLOR
Coordinator of Teaching Practice.

This form is confidential your name is not required.

Please attempt to answer the questions as truthfully and as accurately as possible.

Complete the questions by WRITING THE APPROPRIATE NUMBER IN THE BOX OPPOSITE EACH QUESTION, OR FILLING THE BLANK:

---

1. Are you (1) Male (2) Female ☐ (1) Primary (2) Infants ☐

2. How much teaching experience have you had?

   (1) In my first year.
   (2) Between 1 and 3 years
   (3) 3 - 5 years
   (4) 5 - 10 years
   (5) 10 - 15 years
   (6) more than 15 years.

   ☐

3. In which town or city are you presently teaching?

   _____

4. Where were you trained? _____

5. Are you (1) 2 year trained
   (2) 3 year trained
   (3) 4 year trained
   (4) other (please specify _____)

   ☐

6. Please state any qualifications you have; e.g. B.A., Dip.Ed., B.Mus., etc.

   _____

   _____

7. What teaching position do you hold?

   (1) Assistant
   (2) Deputy Master/Mistress
   (3) Deputy Principal
   (4) Headmistress
   (5) Principal
   (6) Other (please specify _____)

   ☐

We are trying to find out how you think a primary teacher *ought* to behave. That is, given good working conditions and a sympathetic head-teacher and colleagues, how do you think that a teacher should behave?

Before each statement imagine the words:

"I think that a primary teacher ..."

then on the dotted line next to the statement fill in the appropriate number:

i.e. (1) definitely should
(2) preferably should
(3) may or may not
(4) preferably should not
(5) definitely should not

Thus for the first statement if you thought that a primary teacher may or may not give homework regularly you would put a 3 on the dotted line under ROW.

ROW Role 1 : Acting Towards Pupils

—— give homework regularly

—— make and carefully follow detailed lesson plans

—— deprive a pupil of privileges as a form of punishment

—— give pupils a great deal of rote learning in the basic subjects

—— evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children

—— give greater attention to the more able than to the less able students

—— use extra academic work as one form of punishment

—— experiment with new teaching techniques

—— permit each pupil to follow his own educational interests most of the time

—— smoke in situations where a pupil might see them

—— devote most of their time to working with individual pupils or small groups

—— use corporal punishment as a disciplinary measure

—— encourage pupils to discuss various religious beliefs in the classroom

—— express their own political views in the classroom

—— encourage pupils to question the opinions held by the teacher

ROW Role 2 : Acting Towards Colleagues

—— devote time outside regular teaching duties to school affairs, such as curriculum planning, without additional pay

—— take up active membership in a teachers' professional organization

—— use surnames like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils

—— include other teachers in their circle of close friends

—— continue to take further professional courses as long as they continue to teach

—— insist upon extra pay for duties, like coaching a team, that require extra time

.../2

ROW Role 2 (cont'd)

— make or receive personal telephone calls while at school

— discuss serious personal problems with the principal

— join a teacher organization such as the N.S.W.T.F.

— engage in part-time work during term time

ROW Role 3 : Acting Towards Parents

— accept the judgement of the parents when there is disagreement about the needs of the child

— insist that parents contact them only after obtaining permission from the headmaster

— visit every pupil's home at the beginning of the school year

— discuss with parents the child's scores on standardized attainment tests

— tell a parent the tested "I.Q." of his child

— attend parent-teacher association meetings

— encourage parents to visit the classroom at any time

— contact parents whenever any problem arises about their children

— attempt to find out what, in the home situation, may contribute to the misbehaviour of a pupil

— discuss freely with parents the weaknesses of other teachers

ROW Role 4 : Acting Towards Community

— exercise great caution in expressing views outside of the classroom on controversial issues because of their position

— live within the neighbourhood of the school

— be active in at least one community youth group (e.g., Sunday School, Scouting, Youth Group)

— attend church regularly

— spend an eight-hour day at school

— remember that a stricter standard of conduct in the community applies to them because they are teachers

— patronize locally-owned businesses and services

— make political speeches

— serve alcoholic drinks in their own house

— visit a public house

APPENDIX 10

PRINCIPAL COMPONENTS ANALYSIS OF CASTLE HILL DATA

PRINCIPAL COMPONENTS ANALYSIS OF CASTLE HILL DATA

ROLE SECTOR 1: ACTING TOWARD PUPILS

ROLE NORM	VARIMAX FACTORS 1	2	3	4	5	6
1	-.11	.16	-.28	.32	.49	.44
2	.20	-.34	.19	-.11	.62	-.01
3	-.78	-.03	.00	-.11	.03	.13
4	-.32	.22	.01	-.01	.64	-.08
5	-.18	-.25	-.28	-.61	.11	-.10
6	-.17	-.09	.06	.69	.09	-.08
7	-.61	.07	.17	.11	.14	-.20
8	-.05	-.63	.07	-.15	-.24	.06
9	.11	-.66	-.12	.09	.22	-.07
10	-.20	-.11	-.01	.42	-.13	-.52
11	.07	-.54	-.24	-.01	-.02	.16
12	-.55	.17	-.08	.37	-.07	.02
13	.02	-.01	-.78	-.12	-.04	-.03
14	.06	.21	-.19	-.05	.12	-.76
15	.07	-.23	-.69	-.05	-.02	-.11
Eigenvalues	2.17	1.50	1.28	1.19	1.07	1.00
% Variance	14.5	10.0	8.5	7.9	7.1	6.7

ROLE SECTOR 2: ACTING TOWARD COLLEAGUES

ROLE NORM	VARIMAX FACTORS 1	2	3	4
16	-.78	-.07	-.07	.02
17	-.34	-.75	-.06	-.01
18	-.37	-.20	-.24	-.20
19	-.32	-.23	-.19	-.59
20	-.66	-.13	.09	-.11
21	.51	-.32	.47	-.27
22	.08	-.03	.80	-.04
23	.07	.17	.11	-.81
24	.01	-.84	-.06	.02
25	-.04	.19	.73	.07
Eigenvalues	2.28	1.43	1.14	1.03
% Variance	22.8	14.3	11.4	10.3

ROLE SECTOR 3: ACTING TOWARD PARENTS

ROLE NORM	VARIMAX FACTORS 1	2	3	4
26	.10	.67	.13	.07
27	.10	-.20	-.36	.61
28	.00	-.06	-.72	.17
29	.84	.09	-.17	.05
30	.87	.08	-.01	.02
31	.10	.13	-.56	-.10
32	.01	.48	-.21	-.35
33	.07	.71	-.31	.13
34	.18	.41	-.54	-.10
35	.01	.25	.15	.80
Eigenvalues	2.19	1.29	1.14	1.05
% Variance	21.9	12.9	11.4	10.5

ROLE SECTOR 4: ACTING TOWARD COMMUNITY

ROLE NORM	VARIMAX FACTORS 1	2	3
36	.29	-.20	.66
37	.55	.05	-.04
38	.71	-.05	.00
39	.63	.03	.20
40	.65	.00	.11
41	.58	.17	.24
42	.59	-.05	-.16
43	.13	-.22	-.79
44	-.00	-.90	-.04
45	-.08	-.92	-.01
Eigenvalues	2.51	1.79	1.10
% Variance	25.1	17.9	11.0

APPENDIX 11

ROLE NORM INVENTORY DATA: CASTLE HILL RESPONDENTS

(i) 6th semester group: means, standard deviations for all R.N.I. responses.

(ii) 2nd semester group: means, standard deviations for all R.N.I. responses.

(iii) Multivariate F-values.

COMPARISON OF MEAN RESPONSE SCORES AND STANDARD DEVIATIONS FOR ALL ROLE-NORM INVENTORY RESPONSES : 6TH SEMESTER TEACHER EDUCATION STUDENTS, CASTLE HILL, 1978 (N=50).

ROLE	ITEM NO.	R.N.I.1.		R.N.I.2.		R.N.I.3.		R.N.I.4.	
		$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
ACTING TOWARDS PUPILS	1	2.94	0.82	2.60	0.93	3.12	0.94	2.30	0.74
	2	2.78	1.00	2.80	1.09	2.32	1.13	3.14	1.07
	3	2.96	0.73	2.90	0.93	3.02	1.02	2.52	0.84
	4	3.46	1.01	3.22	1.02	3.80	1.01	2.86	0.99
	5	1.24	0.48	1.44	0.64	1.36	0.72	2.16	1.08
	6	4.30	0.84	4.18	0.92	4.22	0.93	3.94	0.96
	7	3.92	0.94	3.98	1.06	3.96	1.01	3.34	1.00
	8	1.46	0.61	1.66	0.72	1.30	0.51	2.20	0.90
	9	3.12	0.92	3.40	0.93	2.72	1.13	3.38	0.99
	10	4.02	1.06	4.26	1.37	4.06	1.30	3.78	1.09
	11	2.56	0.70	2.62	0.83	2.00	0.81	2.82	0.77
	12	4.30	0.71	4.22	1.00	4.52	0.81	3.62	1.03
	13	2.00	1.05	1.96	1.09	2.10	1.02	2.82	0.94
	14	4.12	1.12	4.16	1.08	4.36	0.90	4.06	0.87
	15	2.54	0.91	2.48	0.99	2.50	1.20	3.22	1.02
ACTING TOWARDS COLLEAGUES	16	1.56	0.84	1.54	0.58	1.40	0.67	2.08	0.72
	17	2.28	0.81	2.64	0.92	1.90	0.86	2.62	0.70
	18	1.90	1.09	1.86	1.18	1.72	0.99	2.00	0.95
	19	2.64	0.63	2.54	0.71	2.58	0.73	2.64	0.66
	20	1.68	0.71	1.66	0.75	1.42	0.73	2.28	0.73
	21	4.32	0.77	4.54	0.84	4.38	0.81	3.74	1.03
	22	3.62	0.64	3.44	0.84	4.10	0.79	3.38	0.81
	23	3.02	0.94	3.18	1.06	2.90	0.97	2.92	0.85
	24	2.54	0.76	2.58	0.99	2.22	1.00	2.50	0.79
	25	3.82	0.83	3.88	1.24	4.24	0.80	3.54	1.01
ACTING TOWARDS PARENTS	26	2.86	0.50	2.92	0.70	2.92	0.75	3.16	0.79
	27	3.56	1.20	3.64	1.05	3.14	1.07	3.22	0.97
	28	2.84	0.71	3.26	0.96	2.60	1.09	3.18	1.00
	29	3.06	1.04	3.34	1.17	3.24	1.33	3.34	1.12
	30	3.82	1.17	4.04	1.09	3.88	1.14	3.76	1.32
	31	1.48	0.68	1.42	0.64	1.16	0.42	1.84	0.89
	32	2.16	1.11	2.22	1.11	2.04	1.19	2.88	1.21
	33	2.04	0.83	2.24	1.00	1.96	0.92	2.48	1.07
	34	1.72	0.76	1.78	0.79	1.58	0.67	2.04	0.95
	35	4.92	0.27	4.96	0.20	5.00	0.00	4.58	1.05
ACTING TOWARDS COMMUNITY	36	2.28	1.11	2.34	1.29	1.84	1.17	2.18	1.10
	37	3.04	0.67	2.88	1.02	2.84	0.74	2.82	0.72
	38	2.64	0.69	2.60	0.83	2.20	0.70	2.74	0.80
	39	1.90	0.89	1.62	0.88	1.70	0.76	2.26	0.90
	40	2.68	0.79	2.30	0.91	2.26	1.05	2.80	0.90
	41	2.22	1.02	2.08	0.97	1.74	0.83	2.12	0.96
	42	2.92	0.60	2.72	0.76	2.70	0.65	2.78	0.74
	43	3.90	0.93	4.46	0.79	4.24	0.85	3.72	1.09
	44	2.56	0.79	1.92	1.01	2.72	0.83	2.44	0.93
	45	2.58	0.76	2.26	1.10	2.90	0.86	2.48	0.95

COMPARISON OF MEAN RESPONSE SCORES AND STANDARD DEVIATIONS FOR ALL ROLE NORM INVENTORY RESPONSES: 2ND SEMESTER TEACHER EDUCATION STUDENTS, CASTLE HILL, 1978 (N = 74).

ROLE	ITEM NO.	R.N.I.1.		R.N.I.2.		R.N.I.3.		R.N.I.4.	
		$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
ACTING TOWARDS PUPILS	1	3.08	0.89	2.99	1.08	3.20	1.22	2.26	0.85
	2	2.16	0.95	2.28	1.07	1.34	0.56	2.59	0.98
	3	3.09	1.07	3.18	1.04	3.43	1.10	2.69	0.96
	4	3.50	0.94	3.41	0.96	3.61	1.14	2.96	1.00
	5	1.43	0.74	1.57	0.89	1.74	1.02	2.09	0.97
	6	4.73	0.73	4.53	0.89	4.41	0.84	4.00	0.92
	7	3.72	1.00	3.62	1.22	3.51	1.06	2.88	0.99
	8	1.81	0.72	1.81	0.72	1.55	0.86	2.34	0.94
	9	3.08	0.99	3.34	0.82	2.99	0.90	3.24	0.95
	10	4.26	0.99	4.35	1.01	4.22	1.01	3.99	0.91
	11	2.93	0.80	2.96	0.94	2.76	0.96	3.03	0.83
	12	4.12	1.02	4.14	1.00	4.62	0.66	3.65	1.14
	13	2.18	1.04	2.41	1.01	2.50	0.95	2.99	0.99
	14	3.47	1.27	3.88	1.24	3.95	1.11	4.01	0.88
	15	2.54	1.10	2.77	1.23	2.78	1.25	3.57	1.16
ACTING TOWARDS COLLEAGUES	16	1.77	0.85	1.78	0.69	1.39	0.59	2.00	0.78
	17	2.28	0.77	2.43	0.85	1.91	0.78	2.05	0.76
	18	1.80	0.96	1.62	0.81	1.53	0.71	1.73	0.75
	19	2.57	0.70	2.36	0.69	2.31	0.74	2.42	0.70
	20	2.39	0.79	2.62	1.04	2.12	0.91	2.62	0.72
	21	4.03	1.05	4.32	0.89	4.28	0.79	3.54	1.08
	22	3.57	0.85	3.49	0.91	3.93	0.76	3.55	0.76
	23	3.03	0.89	3.32	0.97	2.81	0.85	3.23	0.79
	24	2.58	0.78	2.66	1.04	2.35	0.82	2.20	0.89
	25	3.93	0.83	4.00	0.86	3.96	0.88	3.65	0.78
ACTING TOWARDS PARENTS	26	2.99	0.63	3.08	0.92	2.92	0.86	3.09	0.94
	27	3.64	1.17	3.78	1.14	3.42	1.34	3.18	1.03
	28	3.43	1.06	3.74	1.01	3.00	1.02	3.57	1.02
	29	2.19	0.96	2.59	1.07	2.61	1.11	2.69	1.13
	30	3.32	1.14	3.64	1.11	3.50	1.14	3.43	1.15
	31	1.42	0.60	1.45	0.69	1.27	0.50	1.70	0.87
	32	2.23	1.26	2.39	1.30	2.19	1.18	2.70	1.24
	33	2.26	1.14	2.42	1.11	2.18	1.06	2.47	1.13
	34	1.69	0.74	1.76	0.84	1.51	0.69	1.86	0.80
	35	4.65	0.96	4.88	0.52	4.85	0.57	4.76	0.64
ACTING TOWARDS COMMUNITY	36	2.53	1.30	2.58	1.15	2.27	1.10	2.66	1.05
	37	2.86	1.00	2.95	0.79	2.86	0.76	2.78	0.86
	38	2.60	0.76	2.74	0.83	2.27	0.73	2.57	0.70
	39	2.16	0.94	1.80	1.01	1.99	0.84	2.36	0.77
	40	2.45	0.91	2.41	0.89	2.07	0.91	2.47	0.95
	41	2.50	1.06	2.50	1.04	2.14	0.93	2.54	0.85
	42	2.91	0.89	3.03	0.78	2.96	0.85	2.95	0.72
	43	3.76	1.12	4.28	0.88	3.95	0.84	3.86	0.90
	44	2.54	1.05	2.30	1.11	2.80	0.78	2.69	0.78
	45	2.72	1.12	2.70	1.14	2.95	0.86	2.89	0.75

F-STATISTIC FOR MULTIVARIATE TEST OF EQUALITY

OF MEAN VECTORS: CASTLE HILL DATA

Role Sector	F	df	p <
1. Acting Toward Pupils	5.1139	105/3043	.0001
2. Acting Toward Colleagues	4.9139	70/2800	.0001
3. Acting Toward Parents	3.3008	70/2800	.0001
4. Acting Toward Community	3.0947	70/2800	.001

APPENDIX 12

Raw Data for 6th Semester 1976's responses to background information section of Teacher Training Project Questionnaire.

Notes:

1. Columns 1-3: student identification number.

2. Columns 5-61 correspond to questions in the order in which they appear in the background section of the Teacher Training Project Questionnaire (see Appendix 1).

3. Responses to questions on aspects of COMMITMENT to teaching are to be found in columns 13, 14, 15, 16 and 52.

4. Responses to the TEACHING STYLE INVENTORY are to be found in columns 53-61 inclusive.

CARD LAYOUT

TITLE 6th '76: Responses to background section of T.T.P.Q

JOB Students 1 - 25

DATE

PROGRAMMER

PAGE

	1–10	11–20	21–30	31–40	41–50	51–60	61–70	71–73
001	2314811	1233132212	2121221212	1134123100	3311451444	6634333233	3	
002	1323822	2552121132	1112232221	1322433124	4311114116	2634222144	3	
003	1324222	1222121121	3212212212	1212433331	3212245122	2633133324	4	
004	1342111	1453121121	1312112212	2214231331	3222222221	4555333333	3	
005	1322211	2332221122	3121112221	2213422121	4312224424	5633333333	2	
006	2324 2	2242221121	1212121222	1214111311	3211442542	5531211122	3	
007	2312112	1123352122	3322123322	2232211121	3312142243	5423332122	3	
008	2322112	1232232132	3212112232	2313121321	1212212143	66 3333113232	3	
009	2313422	2352133121	3222123222	2213222331	3312222334	4534113134	3	
010	2314712	1352333121	2112123122	2212322231	3312224245	2632222233	3	
011	2343412	1242322322	1231122221	1131222231	3312222151	5634333324	3	
012	2342812	2353131122	3311123221	2112433231	4312123223	4533323343	3	
013	2324422	1252222112	2333112333	1213312231	3312224443	5634343214	4	
014	2323112	2253321321	3223211322	1312432132	2222222231	2653332132	2	
015	2322422	1352321212	2312312323	2312322321	2212222142	3434313133	3	
016	2323 1	2222132122	3222222222	1212412121	3112234456	7634311344	4	
017	2322112	1152243222	1122122222	1123411331	3222344242	3433212324	3	
018	2323222	1352131122	3221122222	1112422121	3321123423	3533323333	3	
019	1323712	1333121123	3323123331	3312222151	4633333322	3		
020	2322112	2332421111	3111133131	1134112121	4312334514	1633333322	3	
021	1322411	2222122213	2121111121	1321423331	4312244225	6733323343	3	
022	2312122	1231432211	1321332331	2321411321	3321123535	3331113322	4	
023	1323222	1233122222	3221111123	2113133332	3311144122	3531111113	3	
024	2312111	2632132232	3322222323	3211331223	4	3312212223	6631131122	3
025	2315812	1222132232	3321133321	2313412131	3322224534	5634313331	3	

CARD LAYOUT

TITLE 5th 76: Response to background section of I.T.P.Q

JOB Students 26 – 50

DATE

PROGRAMMER

PAGE

	1–10	11–20	21–30	31–40	41–45	46–50	51–60	61–70	71–73
026	2323422	2132131121	3211222113	2232422231	22111	22332	5631133312		
027	1322772	1211252122	3221112223	3123222231	23121	23144	5533333333		3
028	1322-2	1352121123	2332222322	1331222231	33211	24525	7623322212		3
029	2313112	2563231122	3312233221	2113413131	23121	22134	6544341413		3
030	2314122	2632231123	3221223112	2211422131	33121	24224	5633133333		3
031	2313422	2122131122	3221222111	2111433231	33111	22232	5631112222		3
032	1324522	2333121233	3322222332	2123122331	33111	22155	5632221133		3
033	2324722	2333333112	3211223212	2322322231	23111	24354	6431113322		2
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035	2313812	1253451123	3332233323	3331422223	33111	24443	6431311122		3
036	2323212	1113131122	3121222223	3133422231	43121	22223	6632223223		3
037	2323222	2562331122	3233222323	3113433121	12233	24246	3433323333		3
038	2323722	2133232222	3312233321	2332422134	33221	22445	4431111144		4
039	2313112	2232131122	2212222322	2222322221	33121	21144	6743343432		3
040	2323222	1353132233	2222222221	2213413131	33111	22222	6733323333		3
041	2324422	1232321232	3222212322	2312422131	33122	24245	3531213323		3
042	2424422	1153131121	2211111112	2113333231	31111	22422	5531133313		3
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045	2315122	2232132221	2212123212	3333121211	33111	45255	3531313344		3
046	2314722	1562231221	3122222121	1313222324	33123	24152	1531333223		3
047	2312822	1152231132	3233222331	1221212233	43133	11124	2423133234		4
048	2313111	1221231121	3232123332	2111412231	33212	24551	3541111242		3
049	2313111	1153231111	2311123112	2213412221	43111	22122	7631111133		3
050	2322122	2353451132	3331213232	1211422121	33112	25253	2333233333		3

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0.5.2. 2 3 1 3 8 2	1 5 6 2 2 4 1 1 2 1	3 2 1 1 1 3 1 1 1	2 2 1 2 3 3 3 2 3 1	3 3 1 1 1	1 2 1 2 2	1 5 3 4 3 1 3 3 3 3	3
0.5.3. 2 3 2 2 4 2	2 1 5 2 3 2 2 2 3 2	3 1 2 1 1 1 2 2 1 1	2 2 1 2 2 2 2 2 3 4	3 3 1 2 2	2 4 1 2 4	3 4 3 4 1 3 1 1 3 2	3
0.5.4. 2 3 1 4 1 2	1 1 1 3 1 3 1 2 2 2	3 2 3 2 2 3 2 3 1 2	3 3 2 3 4 2 2 1 3 1	3 3 1 1 1	2 5 5 5 5	6 7 3 1 3 1 3 3 3 3	3
0.5.5. 2 3 1 4 1 2	1 2 3 2 2 3 1 2 2 2	3 3 1 2 3 2 3 2 1 3	2 3 1 3 4 1 2 1 2 1	3 3 1 1 2	2 5 3 5 5	2 4 3 1 1 1 1 4 2	3
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0.7.0. 2 3 2 3 8 2	2 5 6 4 2 3 1 2 2 1	3 2 3 3 2 1 1 1 3 2	2 3 2 2 4 3 2 3 2 4	3 2 2 2 2	4 4 1 2 4	1 4 3 3 3 3 3 3 1 3	3
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0.7.5. 2 3 1 2 1 2	1 1 2 2 1 3 1 1 2 2	3 3 1 1 2 2 3 3 2 2	2 1 1 3 4 1 1 1 2 1	3 3 1 2 2	1 2 2 2 4	5 7 3 3 3 1 3 3 3 3	3

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APPENDIX 13

HIGH AND LOW COMMITTED STUDENTS: 6TH SEMESTER COHORT, 1976 (MITCHELL)

HIGH AND LOW COMMITTED STUDENTS: 6TH SEMESTER COHORT, 1976

HIGH COMMITTED STUDENTS: (n = 28)

001, 003, 011, 016, 019, 025, 026, 028, 030,
031, 036, 039, 040, 042, 046, 051, 054, 066,
067, 073, 075, 079, 080, 081, 085, 086, 087,
097.

LOW COMMITTED STUDENTS: (n = 32)

007, 009, 014, 015, 017, 020, 022, 024, 027,
034, 035, 037, 044, 048, 050, 052, 053, 057,
059, 060, 061, 064, 065, 068, 070, 077, 083,
088, 091, 092, 095, 096.

Notes:

1. All students not appearing in above sub-groups were allocated to the 'Moderate Commitment' category.

2. Assignment to commitment categories was based on
   (i) responses to be found in columns 13, 14, 15, 16 and 52 of the Raw Data Sheet for the group's responses to the background section of the Teacher Training Project Questionnaire and
   (ii) interview data and written comments by respondent on the degree to which he/she FELT committed to teaching (see final page of T.T.P.Q.).

APPENDIX 14(a)

RAW DATA FOR 1976 6TH SEMESTER STUDENTS' RESPONSES TO ROLE NORM INVENTORIES 1, 3 AND 4

Notes:

1. Student sub-groupings in Chapter 8 based on perceived role congruence with significant others were derived, as explained in the text, from disparities between students' responses to:
   (a) inventories 1 (own norms) and 3 (norms attributed to lecturers)
   (b) inventories 1 and 4 (norms attributed to teachers) and
   (c) inventories 3 and 4.
   Hence, the raw data are given for these inventories.

2. Column 1 identifies the role norm inventory; e.g. a '3' signifies Role Norm Inventory 3: Norms Attributed to Lecturers. Columns 2-4 inclusive give the identification number of the respondent. Columns 5-49 inclusive are responses to the 45 role norms making up each inventory.

3. Student sub-groupings are given in the second half of this appendix.

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3088212314	5224154532	2134443144	3155232252	2231234 33			
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3097452515	5245154521	2133553252	4245122151	2232235 34			

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1–10	11–20	21–30	31–40	41–50	51–60	61–70	71–73
4076222224	3233242422	3233223132	3353425133	3323423			
4077235424	5335255553	2132355233	3552133513	3233135333			
4078324115	4335244554	3133432344	3545124355	4233244233			
4079242225	4124235527	3232543453	3332232553	3332235233			
4080142114	4323234542	1123452327	5455233251	3333135333			
4081222242	2444344533	2224244231	2444244433	3333233333			
4082122243	2345334542	3132441533	2455142352	2221135334			
4083533215	3333335453	1223542153	3333235133	2334235333			
4084344425	5125233332	3121423335	2145222533	3332333333			
4085331225	4124142521	1232542144	4355121152	3331233333			
4086131224	3343325444	1223334135	2335523112	3233332223			
4087243325	3123244542	2234433254	2445131153	3333334113			
4088242233	3343333434	3233334234	3344333535	4333333322			
4089233555	3355445522	3113345155	5335123151	3333235333			
4090134233	3343344532	3222333333	4433233243	2333333333			
4091213335	3345335552	2123321455	3334143351	3221235334			
4092343453	3343443443	2223341444	2555343554	2435423112			
4093251243	2343414443	4234425232	1444343432	3334324333			
4094531142	2344413554	3124225235	3433443434	2433433411			
4095333415	5125341531	1121533133	3355115153	3333133322			
4096232244	4334234532	2172445253	4355133252	3223224333			
4097242225	4245254522	2133543141	4345121512	1322353334			

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APPENDIX 14(b)

1. Ranking lists of students (6th Semester 1976, Mitchell) according to degree of perceived disparity between themselves and lecturers and teachers, and between lecturers and teachers.

2. Sub-groups of 'best' and 'least adjusted' students (6th Semester, 1976 after 2 years in schools).

1. <u>Rank order of respondents (6th semester Mitchell, 1976 cohort) in respect of perceived closeness to/distance from lecturers. Students are ranked from 1 (closest to) to 97 (farthest from) lecturers.</u> (Student numbers are given in 3 digits as per computer sheets.)

1) 086 2) 089 3) 039 4) 042 5) 007 6.5) 040, 077 8) 074
9) 073 10.5) 083, 096 12) 025 13.5) 072, 097 15.5) 018, 085
17.5) 013, 068 19) 064 20) 079 21) 076 22.5) 036, 069 24) 051
25) 067 26) 030 28) 044, 037, 078 30) 052 31.5) 033, 029
33) 066 34) 053 35) 015 36) 043 37) 075 38) 081 39) 023
40) 055 41) 021 42) 047 43) 058 44) 090 46) 003, 046, 095
48) 016 49) 084 50) 019 51.5) 009, 026 53) 020 54) 011
55) 028 56) 010 57) 082 58) 057 59) 070 60) 059 62) 032,
060, 071 64) 041 65.5) 027, 001 67) 002 69.5) 012, 024, 031,
038 72) 091 73) 005 74) 062 75) 092 76) 087 77) 017 78)
080 79.5) 045, 061 81) 008 82.5) 035, 063 84) 006 85) 004
86) 088 87) 054 88.5) 048, 050 90) 049 91) 056 92) 034
93) 014 94) 022 95) 065 96) 094 97) 093.

2. Rank order of respondents in respect of perceived closeness to/distance from teachers. Students are ranked from 1 (closest to) to 97 (farthest from) teachers.

1) 042 2) 007 3) 049 4) 051 5) 077 6) 079 7) 074 8) 030 9) 097 10) 072 11.5) 036, 085 13) 067 14) 016 15) 068 16.5) 006, 071 18) 073 19) 095 21) 039, 052, 076 23) 046 24.5) 008, 089 26) 026 27) 015 28) 078 29) 041 30) 033 31) 087 32) 040 33.5) 056, 058 35) 057 36) 023 37) 047 38) 043 39) 011 40) 084 41) 080 42) 009 43) 070 44) 096 45) 004 46) 019 47) 028 48) 031 49) 083 50) 055 52) 044, 053, 054 54) 010 55) 045 56) 018 57) 013 58.5) 059, 090 60) 069 61) 012 62) 032 63) 088 64) 001 65) 075 67) 005, 062, 065 69.5) 024, 091 71) 035 72.5) 082, 092 74) 025 75.5) 021, 061, 77) 093 78) 020 79) 050 80) 002 81) 060 82) 066 83) 086 84) 029 85) 037 86) 048 87) 094 88) 022 89.5) 003, 063 91) 038 92) 014 93) 027 94) 034 95) 017 96) 064 97) 081

Note: From lists 1 and 2 above were derived sub-groups of students based on top/bottom halves, thirds or quartiles who, relative to their peers, were closest to/farthest from lecturers, or teachers, or both.

3. <u>Rank order of respondents according to the degree of difference they perceived to exist between lecturers and teachers; ranks are from 1 (least perceived distance) to 97 (most perceived distance).</u>

1) 042 2.5) 007, 077 4) 095 5) 073 6.5) 036, 068 8) 097 9) 074 10) 011 11.5) 030, 056 13) 039 14.5) 065, 079 16) 026 17) 084 18) 019 19) 071 20) 085 21) 051 22) 057 23) 076 24) 040 25) 046 26) 072 27) 004 28) 067 29) 043 30) 009 31) 087 32) 016 33.5) 078, 080 35) 015 36) 044 37) 023 38.5) 090, 096 40) 003 41) 033 42) 047 43.5) 070, 089 45) 006 46.5) 018, 027 48) 069 49) 010 50.5) 008, 052 52) 041 53) 063 54) 083 55) 028 56) 031 57) 055 59.5) 013, 045, 059, 082 62.5) 017, 091 64) 058 65.5) 049, 050 67) 060 68.5) 021, 092 70.5) 020, 053 72.5) 005, 035 74) 012 75) 037 76) 002 77) 054 78) 014 79) 088 80) 048 81.5) 032, 062 83) 081 84) 024 85.5) 038, 066 87) 025 88) 086 89.5) 061, 075 91) 064 92) 022 93) 001 94.5) 029, 093 96) 034 97) 094.

4. <u>'Best' and 'least adjusted' students: 6th semester 1976 (Mitchell) after 2 years in schools. (See Chapter 8, p. 430-31.)</u>

a) <u>Best adjusted</u> (n = 12)

031 036 054 055 067 071 075 079 080
086 093 097

b) <u>Least adjusted</u> (n = 11)

007 013 020 037 053 060 064 076 088 091
094

APPENDIX 15

'TRADITIONAL'/'PROGRESSIVE' RATINGS BY EXPERIENCED EDUCATORS OF FOSKETT ROLE NORM INVENTORY ITEMS: COMPARISON WITH RESULTS OF McNAMARA (1972)

TRADITIONAL/PROGRESSIVE RATINGS BY EXPERIENCED EDUCATORS OF FOSKETT ROLE NORM INVENTORY ITEMS: COMPARISON WITH RESULTS OF McNAMARA (1972)

ROLE NORM	McNAMARA (n=21)				SINCLAIR (n=21)			
	TRAD.	PROG.	DON'T KNOW	χ^2	TRAD.	PROG.	DON'T KNOW	χ^2
1	15	1	5	14.86	21	0	0	42.00
2	13	0	8	12.29	20	0	1	36.29
3	16	2	3	17.43	17	2	2	21.43
4	20	0	1	36.29	20	0	1	36.29
5	1	18	2	26.00	2	18	1	26.00
6	12	0	9	11.14	11	2	8	6.00
7	18	0	3	26.57	17	0	4	22.57
8	1	20	0	36.29	2	19	0	31.14
9	0	19	2	31.14	0	20	1	36.29
10	0	5	16	19.14	1	5	15	14.86
11	1	18	2	26.00	1	20	0	36.29
12	20	0	1	36.29	17	0	4	22.57
13	0	14	7	14.00	2	13	6	8.86
14	0	7	14	14.00	0	12	9	11.14
15	1	19	1	30.86	2	19	0	31.14
16	1	4	16	18.00	5	4	12	5.43*
17	3	0	18	26.57	1	10	10	7.71
18	14	0	7	14.00	19	0	2	31.14
19	1	0	20	36.29	3	0	18	26.57
20	0	12	9	11.14	3	10	8	3.71*
21	2	2	17	21.43	2	5	14	11.41
22	0	3	18	26.57	1	3	17	21.71
23	0	1	20	36.29	2	6	13	8.86

ROLE NORM	McNAMARA (n=21)				SINCLAIR (n=21)			
	TRAD.	PROG.	DON'T KNOW	χ^2	TRAD.	PROG.	DON'T KNOW	χ^2
24	0	3	18	26.57	3	3	15	13.71
25	1	2	18	26.00	1	3	17	21.71
26	0	11	10	10.57	1	10	10	7.71
27	16	0	5	19.14	18	0	3	26.57
28	0	17	4	22.57	0	15	6	16.29
29	1	9	11	8.00	5	9	7	1.14*
30	5	4	12	5.43*	2	7	12	7.14
31	1	7	13	10.29	5	7	9	1.14*
32	0	19	2	31.14	1	19	1	30.86
33	0	18	3	26.57	3	15	3	13.71
34	0	18	3	26.57	4	16	1	18.00
35	0	4	17	22.57	0	3	18	26.57
36	14	0	7	14.00	15	0	6	16.29
37	0	7	14	14.00	7	3	11	4.57*
38	3	3	15	13.71	8	3	10	3.71*
39	9	0	12	11.14	11	0	10	10.57
40	3	3	15	13.71	8	2	11	6.00
41	13	0	8	12.29	21	0	0	42.00
42	5	1	15	14.86	6	1	14	12.29
43	0	7	14	14.00	0	9	12	11.14
44	0	5	16	19.14	0	4	17	22.57
45	0	4	17	22.57	0	4	17	22.57

* N.B. All chi square values statistically significant at $p < .05$ except where indicated by an asterisk.