

6.5.1. SUMMARY: ROLE SECTOR 4

1. Both student groups' own norms were characterised by a mild degree of community supportiveness, moderate caution in respect of their public image and relative independence in respect of behaviours seen to be in the private domain.
2. In anticipating their future behaviour toward the community as primary teachers there was no modification of the 2nd semester group's ideal concepts, but, for 6th semester there were moderate movements toward less community supportiveness and more independence in respect of private behaviour.
3. Both student groups perceived lecturers as holding views (for the primary teacher) that were characterised by somewhat more community supportiveness and 'public correctness' than they, the students themselves, held. These were mis-perceptions since lecturers' views were less supportive of the community and less cautious about assuming a 'correct' public stance than the students attributed them with holding. Compared with the students' own views, lecturers considered it desirable for the primary teacher to be much less cautious about their public image than did both student groups.
4. Both student groups perceived no difference between themselves and teachers for this role sector and, except in a few minor instances, were correct. There was a slight tendency for teachers to report themselves as more supportive of the community than the students and less approving of an independent stance in respect of private behaviour. This mildest of disparities was more evident for the 6th semester/teacher comparison.

5. Both student groups saw lecturers as holding views for the primary teacher that were more community supportive than those held by teachers. This trend was stronger in the case of the 2nd semester group. However, there was little difference between lecturers and teachers in this respect and what differences there were pointed to the opposite being true if anything. As well, lecturers were less approving for the primary teacher of a cautious public stance on controversial matters - something neither student group perceived.

6.6 ROLE CONSENSUS

In view of the mounting evidence that the traditional conceptual model of the normative world which defines norms in terms of universally held rules of behaviour or generally accepted ways of acting in given situations (Foskett, 1967b: 17) is not viable in that the perfect or near-perfect levels of consensus it assumes or implies seldom correspond with reality (cf. Gross et al., 1958; Foskett, 1967a, 1967b, 1969), it might be considered remarkable if there were not variation in the degree of agreement from role norm to role norm and from role sector to role sector both within and between groups. Though on an a priori basis it might be argued that factors such as professionalization and close and sustained interaction could be expected to be reflected in relatively high levels of consensus, the actual degree of such agreement and the extent of variation within and between the groups involved in this study could not be confidently anticipated. Exploratory sector-by-sector analysis as outlined below

was initially undertaken therefore to get an overview of where consensus at some specified level could be held to exist or not exist between the groups, and then more detailed within- and between-group analysis was carried out by calculating and interpreting Leik's (1966) Agreement Score for each of the 45 role norm statements for all responses made by each group.

The Multivariate Analysis of Variance computer programme used in previous analyses also yielded the required Mahalanobis Distance (MD^2) for each of the four role sector analyses in which all groups were simultaneously compared. Since in each case the F-value to which MD^2 is tied was statistically significant, indicating no overall consensus between all groups for any role sector, separate analyses were carried out as an exploratory measure for the relevant between-group sector-by-sector comparisons to ascertain specifically where consensus was or was not to be found. For example, the lecturers' and teachers' own norms were thus compared by role sector (i.e. 4 analyses), the resulting MD^2 values being referred to the F-distribution table to determine whether or not there was a statistically significant difference between those groups for each whole sector. Where an F-value was not statistically significant ($p < .01$), consensus could be said to exist between the groups for that particular sector, and vice-versa.

The analyses carried out were as follows:

1. A comparison of each student teacher group's own norms with their own expectations, and then their own norms with their attributed norms.

2. A comparison of the two student group's own norms, then their expectations, and then their attributed norms.
3. A comparison of lecturers' and teachers' own norms.

The tables summarising the numerous comparisons made are given in Appendix 6. It became apparent from these analyses that between-group consensus for a role sector was the exception rather than the rule as the following summary shows:

- (i) Consensus was not found for any role sector for comparisons between the 6th semester students' and teachers' own norms, and between the norms attributed to teachers by the students and the teachers' own norms. Neither was consensus found for any such 2nd semester comparison with teachers.
- (ii) For the same comparisons between the 6th semester students and lecturers, consensus was only found between each group's own norms for the role sector Acting Toward Parents.
- (iii) Consensus was not found for any of the comparisons between the 2nd semester and lecturer groups.
- (iv) Consensus was not found between the lecturers' and teachers' own norms for any role sector.
- (v) Consensus was not found between the 2nd and 6th semester groups for the role sector Acting Toward Pupils and Acting Toward Parents for the comparisons between their own norms, their expectations, their attributed norms and also for the role sector Acting Toward Colleagues of Role Norm Inventory Two (own expectations).

Consensus was found for each of the other three comparisons for this role sector and also for all comparisons (R.N.I.'s 1 - 4) for the role sector Acting Toward Community.

Following these between-group analyses which established statistically significant differences and hence a relative absence of high levels of consensus for most role sector comparisons, more detailed exploration was carried out item by item using the aforementioned Agreement Score. As well, by averaging these scores (cf. Foskett, 1969: 13) useful role sector, total role and across-item comparisons could be made in the process of endeavouring to uncover any patterns of consensus or potential conflict which might exist. The Agreement Scores were calculated for each group's responses to every role norm statement under each role norm inventory condition. These scores are given in their entirety in Appendix 5. The various tables used in the analyses below are derived from them.

Table 6.20 shows the range of Agreement Scores, the extreme Agreement Scores and the Mean Agreement Scores for each group's own norms. The table provides these data both for the entire inventory (total role) and for each of the 4 role sectors.

For the total role the range of agreement was a little wider for Teachers (.838) than for Lecturers (.816) and in both instances were rather wider than for the student groups who were very similar. Except for lecturers, the range of Agreement Scores for the groups was markedly narrower in the role sector Acting Toward Colleagues than in other sectors, and wider in the sector

TABLE 6.20

EXTREME AGREEMENT SCORES (LOW/HIGH), RANGE OF AGREEMENT SCORES,
AND MEAN AGREEMENT SCORES (MAS) FOR ALL 1976 GROUPS' OWN NORMS:

BY ROLE SECTOR AND BY TOTAL ROLE

<u>ROLE SECTOR</u>		<u>GROUPS</u>			
		2ND	6TH	LECTURERS	TEACHERS
ACTING TOWARD PUPILS	LOW SCORE:	.032(4)*	.297(13)	.185(14)	.228(4)
	HIGH SCORE:	.652(5)	.835(5)	.703(7)	.705(5)
	RANGE:	.620	.538	.518	.477
	MAS:	.360	.489	.474	.416
ACTING TOWARD COLLEAGUES	LOW SCORE:	.337(18)	.348(18)	.297(24)	.360(18)
	HIGH SCORE:	.643(19)	.592(17)	.870(19)	.778(19)
	RANGE:	.306	.244	.573	.418
	MAS:	.464	.499	.484	.472
ACTING TOWARD PARENTS	LOW SCORE:	.038(32)	.185(27)	.259(27)	.102(29)
	HIGH SCORE:	.796(35)	.932(35)	.797(26)	.940(35)
	RANGE:	.758	.747	.538	.838
	MAS:	.373	.466	.462	.426
ACTING TOWARD COMMUNITY	LOW SCORE:	.124(36)	.183(36)	.092(36)	.199(36)
	HIGH SCORE:	.737(37)	.896(39)	.908(42)	.772(39)
	RANGE:	.613	.713	.816	.573
	MAS:	.513	.578	.676	.582
TOTAL ROLE	LOW SCORE:	.032(4)	.183(36)	.092(36)	.102(29)
	HIGH SCORE:	.796(35)	.932(35)	.908(42)	.940(35)
	RANGE:	.764	.749	.816	.838
	MAS:	.420	.506	.518	.468

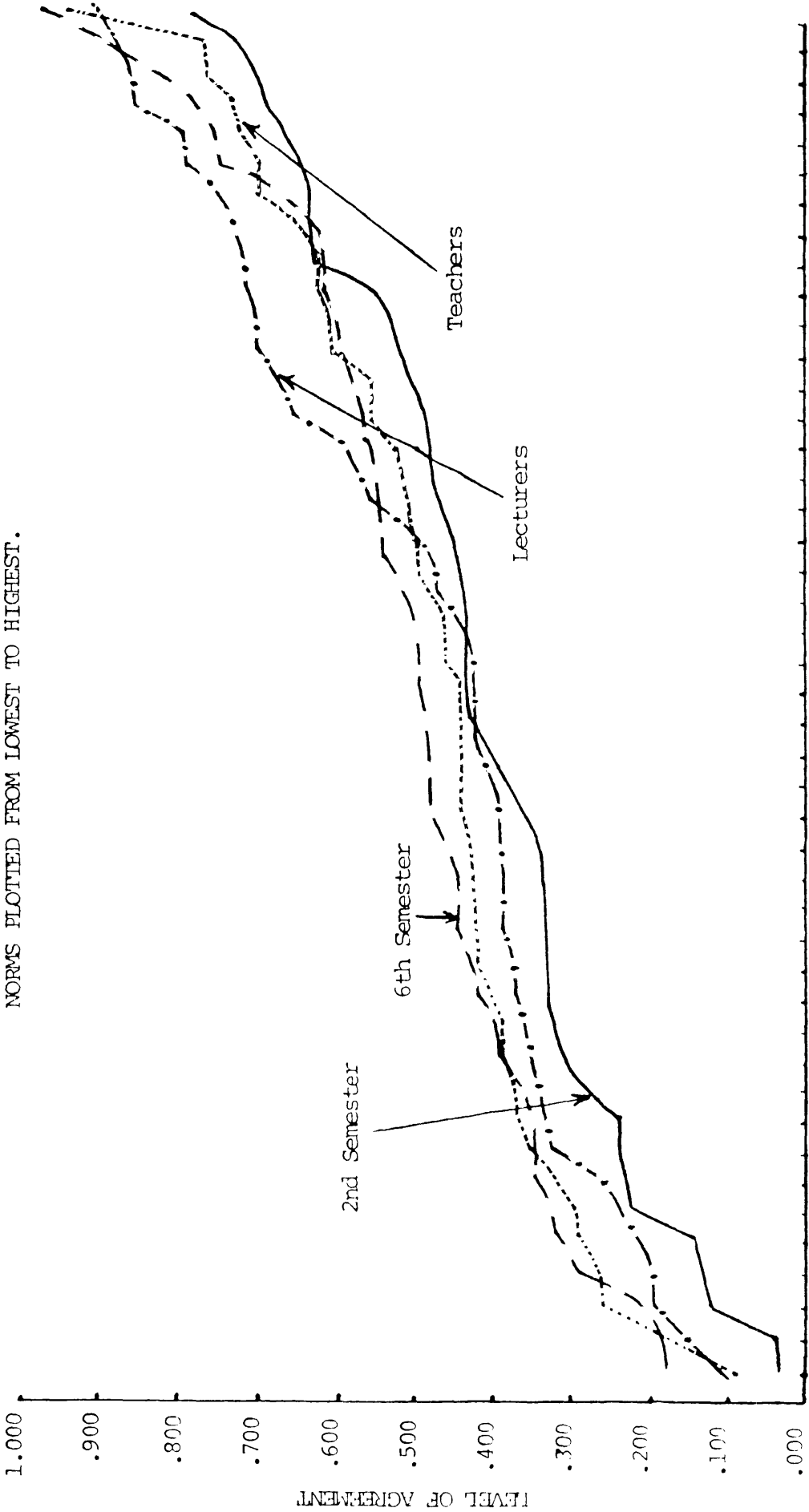
* N.B. For extreme scores number of role norm is given in brackets.

Acting Toward Parents. The range was relatively wide also for all groups in the sector Acting Toward Community. Overall, the ranges varied from the narrow .244 in the role sector Acting Toward Colleagues for 6th semester to the wide .838 for teachers in the sector Acting Toward Parents.

To ascertain whether the relatively wide range in Agreement Scores for each of the four groups over the whole inventory was truly wide or was chiefly the result of atypically high or low levels of agreement for a few role norms, the 45 Agreement Scores for each group's own norms were ranked from low to high and plotted as shown in Figure 6.1. Despite some variation at the extremes the tendency was for each distribution to approximate a linear regression with the Agreement Scores being monotonically distributed along a low-to-high continuum. Therefore, insofar as the particular selection of role norms in the inventory was representative of the entire universe of relevant role norms for the position of the primary school teacher,¹ the graphs comprising Figure 6.1 suggest that the normative world of the student teacher and his significant others might be characterised by a relatively even distribution of levels of consensus from virtually no agreement to nearly full agreement, rather than by a disproportionate number of norms where the agreement levels are low, moderate, or high. What is more, there appears to be little difference amongst the groups in the relative degrees of agreement associated with each

1. Foskett (1967b: 19) points out that though in developing the inventories an effort was made to ensure that the norms selected were representative in the judgement of the investigators, there could be no certainty that they were and that the resulting distributions might in fact be a function of the particular selection of norms.

FIGURE 6.1
RANK ORDER OF AGREEMENT SCORES FOR 1976 RESPONDENTS' OWN
NORMS PLOTTED FROM LOWEST TO HIGHEST.



RANK ORDER OF 45 ROLE NORMS

role norm proposition. When the Agreement Scores for all 4 groups for the whole inventory were ranked from 1 to 180 (i.e. 4 x 45) and a Kruskal-Wallis one-way analysis of variance by ranks calculated, an H-value of 6.2427 was obtained. With 3 degrees of freedom, this was not statistically significant at the .05 level. Similar separate analysis done for each role sector yielded H-values of 6.4347 for the role sector Acting Toward Pupils, 2.1818 for Acting Toward Colleagues, 1.2763 for Acting Toward Parents and 4.1449 for Acting Toward Community. None of these reached statistical significance ($p \leq .05$). That is, the relative degrees of consensus expressed about each role norm within each role sector were approximately the same for each group. Later analysis will identify recurrently low and high consensus role norms relating these where possible to the factors derived from the principal components analysis.

Examination of the Mean Agreement Scores, that is the average levels of agreement, for the total role in Table 6.20 shows firstly that it scarcely rose above 50% for any group, with the lecturers' and 6th semester group's levels being similar at just above 50%, and the teachers approximately between the levels of these groups and that of the 2nd semester students which was not much above 40% agreement over the whole inventory.

The next step was to analyse the mean levels of agreement or Mean Agreement Scores (MAS) within each role sector of this inventory (R.N.I. 1, Own Norms) for each of the groups. The table reveals that for every group the MAS was highest for Acting Toward Colleagues. The role sector Acting Toward Pupils showed the

lowest level of agreement for the 2nd semester and teacher groups while the role sector Acting Toward Parents was lowest for the 6th semester and lecturer groups.

For every role sector, levels of agreement were lower for the 2nd semester group than for any of the other groups, the differences being most pronounced in roles 1 (Acting Toward Pupils) and 3 (Parents). Similarly, the levels for the teachers were lower throughout than for either lecturers or 6th semester students, especially in roles 1 and 3 again. Except for role sector 4, Acting Toward Community, the mean agreement levels for lecturers and 6th semester were very much the same.

Another pattern to emerge was that consensus was highest for every group for the role Acting Toward Community and next highest for Acting Toward Colleagues. Alternatively that is, the lowest agreement levels were invariably found for the roles Acting Toward Pupils and Acting Toward Parents. It must be added however that, apart from the role sector Acting Toward Community, variations in the mean agreement levels for other role sectors were generally not large. The least between-sector variation in mean agreement levels was found for 6th semester (.112) and the greatest for lecturers (.214). This compares with a difference of .316 when the highest mean agreement level found for any group (.676 for lecturers for Acting Toward Community) was contrasted with the lowest level for any group (.360, or 36% agreement, for 2nd semester for Acting Toward Pupils).

Turning now to an examination of the extreme Agreement Scores in Table 6.20 it can be seen that they ranged from almost a complete absence of consensus (.032 for 2nd semester for role norm 4: give pupils a great deal of rote learning in the basic subjects) to virtually full agreement (.940 for teachers for role norm 35: discuss freely with parents the weaknesses of other teachers). For the classroom role sector, role norm 5 (evaluate pupils' work on an individual basis rather than by comparing them...) appears as the highest Agreement Score for all groups except lecturers, for whom it was also high, while role norm 4 (rote learning in the basics) was the lowest score for the 2nd semester and teacher groups, with items 13 and 14 concerning the expression of views in the classroom being lowest for lecturers and 6th semester students.

For role sector 2 Acting Toward Colleagues, role norm 19 (include other teachers in circle of close friends) was the highest Agreement Score for all but 6th semester who, in contrast to the other groups, expressed less than 50% consensus for the proposition. Item 18 (use surnames...in front of pupils) was lowest for all groups except lecturers. Similarly, role norm 35 (discuss freely with parents the weaknesses of other teachers) appears as highest Agreement Score in role sector 3: Acting Toward Parents for all groups except lecturers (for whom it was second highest) while role norm 27 (insist that parents contact teachers only via the principal) was the lowest score for 6th semester and lecturers and the second lowest score for the other two groups. Finally, in the role sector Acting Toward Community role norm 39 (attend

church regularly) was the highest score for two of the groups and second highest for the two others, while role norm 36 (exercise great caution in expressing views outside of the classroom on controversial issues...) was universally the lowest.

Table 6.21 shows the range of Agreement Scores, the extreme scores and the Mean Agreement Scores for the four inventories completed by the two student teacher groups, viz. the students' own norms (already shown in Table 6.20 but included here also to facilitate comparison), their expectations and their two sets of attributed norms.

Table 6.21 shows that for the 2nd semester group the range in Agreement Scores was much the same for inventories 1, 2 and 4 and a little narrower for the norms they attributed to lecturers (R.N.I. 3). In each case the range was wide - from near zero agreement (in fact the mildest of dissensus in R.N.I. 3) in inventories 1 to 3, and a low level of agreement in 4, to substantial consensus. There was a rather lower overall level of agreement (MAS) for the group's own expectations when compared with their own norms, and a more markedly lower agreement level for the norms attributed to lecturers when compared with those attributed to teachers.

The range of Agreement Scores was also wide for all inventories for the 6th semester group, though there were notable differences when each range was compared. As was the case for the 2nd semester group, there was a wider range and a lower mean level of agreement for the group's expectations as compared with their own norms, only the difference was more pronounced. Whereas

TABLE 6.21

EXTREME AGREEMENT SCORES (LOW/HIGH), RANGE OF AGREEMENT SCORES
AND MEAN AGREEMENT SCORES (MAS) FOR 1976 STUDENT TEACHER GROUPS'

OWN NORMS, OWN EXPECTATIONS AND ATTRIBUTED NORMS

		GROUP	
		2nd	6th
ROLE NORM INVENTORY 1: OWN NORMS	Low Score:	.032(4)*	.183(36)
	High Score:	.796(35)	.932(35)
	Range:	.764	.749
	MAS:	.420	.506
ROLE NORM INVENTORY 2: OWN EXPECTATIONS	Low Score:	.022(32)	.098(39)
	High Score:	.804(35)	.965(35)
	Range:	.782	.867
	MAS:	.373	.380
ROLE NORM INVENTORY 3: NORMS ATTRIBUTED TO LECTURERS	Low Score:	-.003(4)	.158(13)
	High Score:	.736(35)	.966(35)
	Range:	.739	.808
	MAS:	.339	.487
ROLE NORM INVENTORY 4: NORMS ATTRIBUTED TO TEACHERS	Low Score:	.107(15)	.245(36)
	High Score:	.888(29)	.878(39)
	Range:	.781	.633
	MAS:	.415	.486

* N.B. For extreme scores, number of role norm is given in parentheses.

the modification for 2nd semester was from an initial low 42% agreement on their own norms to 37.3% on their expectations, the change for 6th semester was from over 50% to 38%.

When the range for the norms attributed by the 6th semester group to lecturers was compared with the range for the norms attributed to teachers, the reverse of the situation obtaining for 2nd semester was found, with a substantially narrower range for R.N.I. 4 (teachers) than for R.N.I. 3 (lecturers). Despite this, the mean agreement level (MAS) for each inventory was virtually identical and the identification of differences had to wait upon subsequent within-sector analysis.

In every instance the extreme low score was higher for the 6th semester group than for the 2nd, and the extreme high score higher except for R.N.I. 4 where it was much the same. As well, the Mean Agreement Score was higher for every inventory for the 6th semester students, with marked differences in level when compared with 2nd for inventories 1 (own norms), 3 (lecturers) and 4 (teachers).

Examination of the extreme scores revealed that role norm 35 (discuss freely with parents the weaknesses of other teachers) was easily the most oft-recurring high score while a number of items appeared as the low score. Of these role norm 4 (give pupils a great deal of rote learning in the basics) occurred twice for 2nd semester, and role norm 36 (exercise great caution in expressing views outside of the classroom on controversial issues...) twice for 6th semester. Interestingly, Table 6.21 shows that role norm 39 (attend church regularly) appears as the extreme low score for 6th semester's own expectations and as the extreme high for the norms they attribute to teachers. Referring back to Table 6.20 it can be seen that it is also the high score for the teachers' own norms. Similarly, role norm 29 (discuss with

TABLE 6.22

EXTREME AGREEMENT SCORES (LOW/HIGH), RANGE OF AGREEMENT SCORES, AND MEAN AGREEMENT SCORES (MAS)
FOR 2ND AND 6TH SEMESTER (1976) STUDENTS' OWN NORMS, OWN EXPECTATIONS AND ATTRIBUTED NORMS, BY ROLE SECTOR.

	OWN NORMS		OWN EXPECTATIONS		NORMS ATTRIBUTED TO LECTURERS		NORMS ATTRIBUTED TO TEACHERS	
	2nd	6th	2nd	6th	2nd	6th	2nd	6th
ACTING TOWARD PUPILS	Low Score:	.032 (4) *	.297 (13)	.158 (4)	-.003 (4)	.158 (13)	.107 (15)	.332 (5)
	High Score:	.652 (5)	.835 (5)	.523 (5)	.643 (8)	.748 (5)	.489 (3)	.558 (1)
	Range:	.620	.538	.365	.646	.590	.382	.226
	MAS:	.360	.489	.360	.287	.418	.346	.447
ACTING TOWARD COLLEAGUES	Low Score:	.337 (18)	.348 (18)	.328 (21)	.141 (21)	.306 (21)	.209 (16)	.315 (23)
	High Score:	.643 (19)	.592 (17)	.523 (23)	.473 (16, 20)	.821 (16)	.549 (20)	.593 (18)
	Range:	.306	.244	.195	.332	.515	.340	.278
	MAS:	.464	.499	.406	.330	.486	.381	.459
ACTING TOWARD PARENTS	Low Score:	.038 (32)	.185 (27)	.022 (32)	.082 (27)	.263 (27)	.235 (30)	.288 (27)
	High Score:	.796 (35)	.932 (35)	.804 (35)	.736 (35)	.966 (35)	.888 (29)	.865 (35)
	Range:	.758	.747	.782	.654	.703	.653	.577
	MAS:	.373	.466	.387	.313	.489	.422	.453
ACTING TOWARD COMMUNITY	Low Score:	.124 (36)	.183 (36)	.073 (41)	.166 (36)	.367 (36)	.252 (36)	.245 (36)
	High Score:	.737 (37)	.896 (39)	.625 (37)	.720 (39)	.912 (39)	.855 (39)	.878 (39)
	Range:	.613	.713	.552	.554	.545	.603	.633
	MAS:	.513	.578	.348	.453	.590	.546	.608

* N.B.: For extreme scores number of role norm is given in parentheses.

parents the child's scores on standardized attainments tests) appears in Table 6.21 as the extreme high Agreement Score for the norms 2nd semester attributed to teachers, and in Table 6.20 as the extreme low score for teachers.

Table 6.22 presents a sector-by-sector breakdown of agreement levels for the student groups' responses to the four inventories. It shows that for 6th semester a mean agreement level exceeding 50% (.500) was found in only 3 of 16 sector-by-inventory conditions, while for 2nd semester this occurred only twice. For the most part the average level of consensus was well below 50% and was as low as 28.7% for the 2nd semester group for the norms they attributed to lecturers in respect of the classroom role. Levels of consensus for 14 of the 16 comparisons between the groups were higher for 6th semester than for 2nd - very much more so for most comparisons - while for the remaining two the differences were marginal. For both groups the highest level of consensus found was for the norms they attributed to teachers in respect of the role sector Acting Toward Community. There was, in fact, a tendency for the patterns of consensus to be similar for the two groups: when the mean agreement scores were ranked from 1 (highest level of agreement) to 16 (lowest) for each group and compared, a Spearman Rank Order Correlation Coefficient was found of 0.57 which was statistically significant at beyond the .05 level. That is, there was a moderate correlation between the groups in respect of the relative overall agreement levels reflected in the responses of each from sector to sector for the four inventories: where one group showed a relatively high level of consensus

in one sector of a particular inventory, the other group tended to do so and where a low level of agreement was found for one group, there was a tendency for the Mean Agreement Score to be low for the other group in that same sector of the same inventory.

When also the ranges given in Table 6.22 were ranked from 1 (widest range of scores) to 16 (narrowest) for each group, the same tendency was observed, viz., where the range of agreement scores for one student group in a particular sector of an inventory was found to be wide or narrow relative to other sectors there was a strong tendency for this to be so for the other group. In this case a very strong rank order correlation coefficient of 0.874 ($p < .01$) was found. The tendency was for the range of agreement scores to be wide for the role sector Acting Toward Parents under any inventory conditions, and to be narrow for Acting Toward Colleagues. For both groups the lowest range was found for their own expectations in respect of the role Acting Toward Colleagues while the highest ranges were for either their own norms or expectations in respect of Acting Toward Parents.

The extreme Agreement Scores in Table 6.22 also are patterned to a degree. In the classroom role sector, role norm 4 (rote learning in the basics) appears as lowest score for 2nd semester for their own norms, their expectations and the norms they attribute to lecturers whilst role norm 13 (encourage pupils discuss various religious beliefs...) appears three times for 6th in the same inventories. Role norm 5 (evaluate pupils on individual basis...) was highest for both groups' own norms and also for 2nd's own expectations and for 6th's norms attributed to lecturers.

In the role sector Acting Toward Colleagues, role norm 18 (use surnames...) reflects the lowest consensus in both group's own norms and role norm 21 (insist upon extra pay for duties...that require extra time), is lowest for 2nd semester's expectations and both 2nd and 6th's norms attributed to lecturers. Role norm 20 (continue to take further professional courses...) showed the highest consensus for both sets of 2nd semester's attributed views.

Most noticeable in the role sector Acting Toward Parents was the fact that role norm 35 (discuss freely with parents the weaknesses of other teachers) was highest score for both groups for all inventories except 2nd semester's norms attributed to teachers (where it was second highest). Also, role norm 27 (insist that parents contact them via principal) was lowest score throughout the four inventories for 6th semester and for 2nd's norms attributed to lecturers, while role norm 32 (encourage parents to visit the classroom at any time) was lowest for both 2nd semester's own norms and expectations.

Concerning the extreme scores shown in Table 6.22 role norm 36 (exercise great caution in expressing views outside of the classroom on controversial issues...) showed the lowest level of consensus for both groups in role sector 4: Acting Toward Community, for all inventories except their own expectations. Role norms 37 (be active in at least one community youth group...) and 39 (attend church regularly) were highest Agreement Scores for, respectively, 2nd semester's own views (i.e., norms and expectations) and attributed views (lecturers, teachers) while role norm 39 reflected highest consensus for 6th semester's own norms and both sets of attributed norms.

For every role sector comparison between the groups in every inventory, the extreme low score was lower for the 2nd semester group than for the 6th. This was also generally the case for the high Agreement Scores with the 2nd semester group's being lower in 12 of the 16 comparisons. The lowest Agreement Score found for 2nd semester for any inventory was $-.003$, just on the side of dissensus, while the highest score was $.888$ giving an overall range for all responses of $.891$. The range over all inventories for 6th was $.861$, from a low of $.098$ (close to zero agreement) to a high of $.966$ (nearly full agreement). Finally, it might be noted from Table 6.22 that for 2nd semester role norm 16 (devote time outside regular teaching duties...without additional pay) appears as the extreme low score for the norms they attributed to teachers but as the extreme high score for the norms attributed to lecturers, while for 6th semester role norm 18 (use surnames...in front of pupils) was the lowest for the group's own norms and highest for those they attributed to teachers. As well for 6th, role norm 39 (attend church regularly) was highest for the group's own norms, i.e., what they ought to do, and lowest for their own expectations - what they thought they would do.

When the Agreement Scores for all responses combined were considered, certain trends became apparent. Firstly the average level of agreement per role norm for all role sectors for every inventory was higher for 6th than for 2nd semester. However at 0.465 per role norm for 6th and 0.387 for 2nd this level was below 50% - indeed, well below it for 2nd semester. As Table 6.23 shows the average agreement level per role norm over all four inventories was higher for 6th semester students than for 2nd in every role sector:

TABLE 6.23

AVERAGE AGREEMENT LEVEL PER ROLE NORM FOR ALL ROLE
NORM INVENTORIES COMBINED: 2ND AND 6TH SEMESTER (1976), BY
ROLE SECTOR

ROLE SECTOR	GROUP	
	2nd	6th
1. Acting Toward Pupils:	.338	.430
2. Acting Toward Colleagues:	.395	.455
3. Acting Toward Parents:	.374	.469
4. Acting Toward Community:	.465	.524

The table also shows that for both groups over all inventories the average level of agreement per role norm was highest for the role sector concerning the teacher's relationships with the community, and lowest for the classroom role. Only for 6th semester in role sector 4 (Community) did this level exceed 50%. When the average level of agreement per role norm was calculated by inventory, across the four role sectors it was also found that this level was higher for 6th than for 2nd for all inventories (though only minimally so for each group's own expectations). This is shown in Table 6.24:

TABLE 6.24

AVERAGE AGREEMENT LEVEL PER ROLE NORM FOR ALL ROLE SECTORS
COMBINED: 2ND AND 6TH SEMESTER (1976), BY ROLE NORM INVENTORY

ROLE NORM INVENTORY	GROUP	
	2nd	6th
1. Own Norms:	.420	.506
2. Own Expectations:	.376	.380
3. Norms Attributed to Lecturers:	.339	.487
4. Norms Attributed to Teachers:	.415	.487

It can be seen also that for both groups the highest agreement level per role norm was to be found for their own norms followed by the norms attributed to teachers (for 6th this latter was equal to the level found for R.N.I. 3). While for 6th semester the greatest between-inventory disparity was found for the difference between their norms and expectations, for 2nd it was for the difference between their own norms and those they attributed to lecturers. Once again, only for 6th semester in one inventory (own norms) did the average agreement level per role norm reach 50%.

Finally, an item-by-item analysis was made of the Agreement Scores for all groups (students, lecturers, teachers) under all role norm inventory conditions to determine which were the recurring high and low consensus role norms. Table 6.25 shows the results of this analysis. Firstly the Agreement Scores for each group were ranked from 1 to 45 and the top and bottom 25% were taken as signifying, respectively, high and low-agreement levels. However, inspection of these norms showed that in absolute terms some of them could scarcely be held to reflect high consensus and others, likewise, showed moderate rather than low agreement. It was decided therefore to mark with an asterisk those role norms which, while appearing in the top or bottom quartiles for any group, did not reach a level of .600 or above for high consensus items or a level of below .300 for low consensus items. According to these criteria then, those role norms in Table 6.25 not marked with an asterisk are the ones that can be regarded as reflecting high or low consensus in an absolute as well as a relative sense.

TABLE 6.25

HIGH AND LOW CONSENSUS** ROLE NORMS FOR ALL 1976 GROUPS: STUDENT TEACHERS', LECTURERS' AND TEACHERS'
OWN NORMS AND STUDENT TEACHERS' EXPECTATIONS AND ATTRIBUTED NORMS

ROLE SECTOR	ROLE NORM INVENTORY									
	1 OWN NORMS			2 OWN EXPECTATIONS			3 NORMS ATTRIBUTED TO LECTURERS		4 NORMS ATTRIBUTED TO TEACHERS	
	2nd	6th	Lecturers	Teachers	2nd	6th	2nd	6th	2nd	6th
1 HIGH CONSENSUS ITEMS	5, 6	1, 5, 6*, 11	5, 7, 8	5	2*, 5*	6*, 11*	2, 8	5, 8	3*	1*
1 LOW CONSENSUS ITEMS	3*, 4, 7, 10, 14, 15	3*, 10*, 13, 14	4, 13*, 14	3*, 4, 7*, 12, 13	4, 13, 14, 15	4, 7, 10, 13, 14	4, 6, 10, 14, 15	1*, 3, 7*, 13, 14*, 15	4, 6, 7, 15	4*, 5*, 9*, 12*, 15*
2 HIGH	17*, 19	17*	19, 23	19	16*, 23	19*	16*, 20*	16, 17*, 19*	20*	18*, 19*
2 LOW		18*	16*, 18*, 21*, 24	16*		20	21, 25	18*, 21*	16, 21, 25	21*, 23*
3 HIGH	26, 35	26, 35	26, 35	26, 34, 35	26*, 31*, 34*, 35	26*, 30*, 31*, 34*, 35	34*, 35	31, 34, 35	29, 31*, 35	34*, 35
3 LOW	27, 29, 30*, 32	27, 28*, 29, 30*, 33*	27, 29, 30*, 33*	27, 28, 29, 32	29, 30, 32, 33	27, 29	27, 29, 30, 32	27, 28, 29	30, 32, 33	27, 29*, 30*, 32*
4 HIGH	37, 38, 39, 42, 44*, 45*	37, 38, 39, 40, 42	37, 38, 39, 42, 43, 44, 45	37, 38, 39, 40, 42, 44, 45	37, 38*, 40*, 42*	37*, 40*, 42*, 43*	37*, 38*, 39, 42*, 44*, 45*	39, 42, 44, 45	37, 38, 39, 40*, 42, 44, 45	37, 38, 39, 40*, 42, 44, 45
4 LOW	36, 41	36, 41*	36	36, 41*	36, 41, 44, 45	36, 41, 44, 45	36	36*	36, 41	36

** High Consensus: those role norms in top 25% according to rank order of size of Agreement Scores; Low Consensus: those in bottom 25%. An asterisk for High Consensus role norms signifies Agreement Scores less than .600; for Low Consensus Norms, .300 or more.

The table shows that out of a possible ten times a high level of consensus was found for role norm 35 ten times, for 37 and 42 nine times, 38 and 39 eight times, 44 and 45 seven times, and 5, 19, 26, 34 and 40 six times. Similarly the low consensus role norms to appear with frequency are 36 which occurred ten times, 29 - nine times, 4 - eight times, 14 and 30 - seven times, 15, 13, 32 and 41 - six times and 7 and 21 - five times.

It should be noted that seven of the twelve high consensus norms listed above were from the role sector Acting Toward Community, thus reflecting the fact that on specific issues concerning the teacher's role in the wider society outside of the school, there tended to be a high level of agreement within each group for their own views and also within each student group for their attributed views. When the Agreement Scores for each role norm were averaged across all groups for their own norms and then ranked from 1 to 45, eleven of the twelve oft-recurring high consensus items mentioned above not surprisingly occupied the first eleven ranks (i.e., the first quartile). The mean response scores for each group were then inspected to determine whether there was a prevailing response across groups as well as high within-group consensus. Giving the role norms in the order in which they ranked from highest consensus, the following emerged:

1. Role norm 35 (discuss freely with parents the weaknesses of other teachers): all groups were very strongly against this proposition.

2. Role norm 39 (attend church regularly): all groups were permissive about this, that is, the mean responses clustered around '3' - the 'may or may not' response category.
3. Role norm 42 (patronize locally owned businesses and services): all groups showed mild approval.
4. Role norm 5 (evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children): all groups very strongly favoured this.
5. Role norm 37 (live within the neighbourhood of the school): all groups were permissive.
6. Role norm 38 (be active in at least one community youth group...): all groups showed some approval for this.
7. Role norm 19 (include other teachers in their circle of close friends): all groups were mildly approving.
8. Role norm 26 (accept the judgement of the parents when there is disagreement about the needs of the child): all groups tended to be permissive about this.
9. Role norm 45 (visit a pub): all groups were moderately approving.
10. Role norm 44 (serve drinks in their own homes): again, this was moderately favoured by all.
11. Role norm 40 (spend an 8 hour day at school): all groups were either permissive about this or favourably disposed to a mild degree.

For the most part then, these were the behaviours about which students, lecturers and teachers alike agreed should be a matter of individual preference. This was not so for role norms 35 and 5 however, where responses invariably clustered strongly at the extreme ends of the five point scale signifying clearly defined norms that in the views of all groups constituted near mandatory behaviours.

Similar analysis of the bottom quartile, viz. the 11 role norms showing the lowest consensus levels, yielded Table 6.26 below. Since, by definition, there was no prevailing response in that the responses were relatively widely dispersed, discussion based on the means was not relevant.

Irrespective of the group therefore, these were the role norms that reflected most ambiguity in the sense of their being not well defined or generally accepted. Table 6.26 shows that a disproportionate number of these concern the expression of views, such as being cautious about expressing a viewpoint on controversial issues (role norm 36), expressing one's own political views (14), the discussion of religious beliefs in the classroom (13), and remembering that a stricter standard of conduct in the community must be maintained because of being a teacher (41). Most of the other role norms listed in Table 6.26 relate to questions concerning the formality and distance of teachers' role relationships with parents (29, 27, 32, 33, 28).

TABLE 6.26

RANK ORDER OF LOW CONSENSUS ROLE NORMS BASED ON AVERAGE AGREEMENT
SCORES FOR 2ND AND 6TH SEMESTER STUDENTS', LECTURERS' AND
TEACHERS' OWN NORMS

RANK	ROLE NORM	DESCRIPTION
45*	36	exercise great caution in expressing views outside of the classroom on controversial issues because of their position
44	29	discuss with parents the child's scores on standardized attainment tests
43	27	insist that parents contact them only after obtaining permission from the principal
42	4	give pupils a great deal of rote learning in the basic subjects
41	14	express their own political views in the classroom
40	32	encourage parents to visit the classroom at any time
39	13	encourage pupils to discuss various religious beliefs in the classroom
38	41	remember that a stricter standard of conduct in the community applies to them because they are teachers
37	33	contact parents whenever any problem arises about their children
36	18	use surnames like 'Miss Smith' or 'Mr. Jones' when addressing other teachers in front of pupils
35	28	visit every pupil's home at the beginning of the school year

* 45th in the 45 item inventory (i.e., lowest)

To link these findings on individual role norms with the factor structure of the groups' responses, the Agreement Scores of all four groups under all inventory conditions for the role norms contributing to each factor were averaged and these scores then ranked from 1, the factor showing the highest average agreement, to 14, the factor showing the lowest average level of consensus. Table 6.27 conveys the results of this.

The table confirms that whether it be for the views lecturers, teachers and student teachers hold about the role relationships of the primary school teacher, or the views student teachers think lecturers and teachers hold, there is a tendency toward relatively high levels of consensus about the teacher's role chiefly as a supporter of the community in which he works, and as a private citizen within that community in respect of certain rights. The prevailing response to the role norms that make up the factors ranking 1st and 2nd in Table 6.27 was one of permissiveness. That is, there was general agreement that it was the teacher's right to choose a particular course of action in respect of most of these behaviours. By contrast, as already stated, there was relatively little consensus about behaviours concerning the freedom to express one's views, about certain aspects of the teacher's custodial and pedagogical functions within the classroom, and about a number of role relationships with parents. There was not only a lack of agreement within each group about these issues - prior analysis has established that there were numerous differences, real and imagined, amongst the groups on these same matters.

TABLE 6.27

RANK ORDER OF FACTORS ACCORDING TO THE AVERAGE AGREEMENT FOUND
FOR ALL 1976 GROUPS' OWN VIEWS AND THE ATTRIBUTED VIEWS OF STUDENT
TEACHERS

RANK	AVERAGE AGREEMENT SCORE	FACTOR
1	.629	Community Supportiveness (38, 37, 42, 39, 40)*
2	.522	Independent Community Behaviour (44, 45)
3	.483	Pupil-Centred Teaching Behaviour (11, 9, 5)
4	.458	Teacher-Parent Distance (30, 29, 35, 28)
5	.457	Professional Political Activism (24, 17, 19, 20, 18)
6	.451	Progressive Teaching Behaviour (8, 5, 15, 6)
7	.431	Extra-Curricular Altruism (16, 21, 20, 23)
8	.430	Formal Teaching Behaviour (2, 1, 10)
9	.398	Extra-Curricular Professionalism (22, 25, 23, 21, 18)
10	.390	Teacher-Parent Co-operation (33, 32, 34, 31, 28)
11	.389	Teacher-Parent Formality (27, 26)
12	.364	Traditional Authoritarian Behaviour (12, 3, 1, 4, 7)
13	.318	Correct Community Behaviour (43, 36, 41)
14	.299	Freedom of Expression (13, 14, 15)

* Role norms, given in order of the magnitude of their contribution to the factor.

A concluding observation concerns the absolute levels of consensus found in this study. As is now clear, agreement levels for any group for any sector of the teacher's role within any of the four inventories seldom exceeded 50%. When the Agreement Scores for all groups for all inventories combined were averaged, an overall agreement level of .439 (43.9%) was in fact obtained. The average score for the own norms of all groups combined was .478, for the two student groups' expectations .377, for the norms they attributed to lecturers .413 and for those they attributed to teachers .451. On the face of it at least therefore, consensus on the teacher role amongst the student teachers of this study and those who train them appears to be low within and between groups whether it be by role sector or by total role for each group's own norms, the own norms of all groups combined, the students' expectations and attributed views, or for the combined views of all groups.

6.6.1 SUMMARY: ROLE CONSENSUS

1. The highest levels of consensus both amongst and between the student groups, their lecturers and teachers were found for the role sectors Acting Toward Community (especially) and Acting Toward Colleagues. Conversely, least consensus was found for teacher role relationships with pupils (in particular) and parents.
2. Overall there was little between-group consensus, and absolute levels of agreement for all groups under all inventory conditions were, at least on the face of it, seemingly low, mostly averaging below fifty percent and dropping as low as 28.7% for the norms 2nd semester attributed to lecturers.

3. Average levels of agreement were higher for 6th semester than for 2nd semester for all role relationship sectors for each of the four inventories. The highest levels of agreement were found for both groups for their own norms. For 6th semester the lowest average agreement levels was for their own expectations while for 2nd semester it was for the norms they attributed to lecturers. For 6th semester the particular area where highest consensus was found was for the norms they attributed to teachers in respect of teacher/community role relationships and the area of lowest consensus was for their own expectations in respect of the same role sector relationships. For 2nd semester highest consensus was as for 6th, while lowest consensus was for the norms attributed to lecturers in respect of the classroom role. It was for the norms attributed to lecturers that the biggest discrepancies in agreement levels were found between 2nd and 6th semester students.
4. For all groups under all inventory conditions the range of agreement tended to be wide - mostly from virtually no agreement to near full consensus. Rather than a disproportionate number of norms where consensus was high, moderate or low, there was a relatively even distribution of consensus levels on an item-by-item basis for all groups. Also the relative degrees of consensus expressed by each group about each role norm were essentially the same.

5. For 2nd semester markedly lower agreement levels were found for the norms they attributed to lecturers than for those attributed to teachers for every role sector. This was not so for 6th semester for whom differences were slight and for whom no such pattern was found.
6. Generally, highest agreement levels were found for lecturers, with 6th semester showing similar levels, teachers somewhat lower, and 2nd semester consistently lowest.
7. Whether it was for the views students, lecturers and teachers hold for themselves concerning the role of primary teacher, or the views attributed by students to their significant others, there was a tendency toward high levels of consensus about the teacher's role - principally as a supporter of the community in which he works, and as a private citizen within that community in respect of certain 'rights'. By contrast there was relatively little consensus about behaviours concerning the freedom to express one's views in respect of sensitive topics in the classroom and controversial public issues, about aspects of the teacher's custodial and pedagogical functions within the classroom, and about certain teacher-parent role relationships.

6.7 ROLE CONFLICT

The foregoing analyses have made clear precisely where there were differences - perceived and actual - between student teachers and their significant others. For both student groups

for all relevant comparisons there were more differences, both real and imagined, and differences of greater magnitude, for teacher-pupil role relationships (role sector 1) than for other role relationships. That is, the classroom was the arena where students perceived the greatest potential for trouble in that there were often substantial differences, they thought, between how they ought to act in numerous recurrent situations, and how important others expected them to act. This also applied in somewhat lesser degree to role relationships with parents (role sector 3).

The patterning of differences was very much the same for both student groups except that differences were more pronounced and, mostly, more numerous for 6th semester, and that the latter students saw themselves as closer to lecturers and more distant from teachers than did 2nd semester students. Predominantly, perceived differences were differences in intensity rather than direction. An analysis encompassing comparisons of students' own norms, the students' attributed norms and the actual norms of the relevant significant other, revealed that overwhelmingly the pattern was one of over- or under-estimation of the other's view. Differences were perceived that, objectively, either did not exist or existed to a lesser degree than were perceived.

From a role socialization standpoint the differences 6th semester perceived to exist between themselves and teachers for the classroom role were especially prominent. Given the fact that most would regard teacher-pupil role relationships as even more

critical than other role relationships, it might be hoped that in this role sector above all, students about to enter teaching would perceive relative harmony between themselves and their colleagues-to-be. Yet the number and magnitude of perceived differences at least suggest the possibility of perceived incompatibility for it is clear that the 6th semester cohort's view of teachers amounted to a rejection of what the students saw was the predominant classroom orientation of the practising teacher.

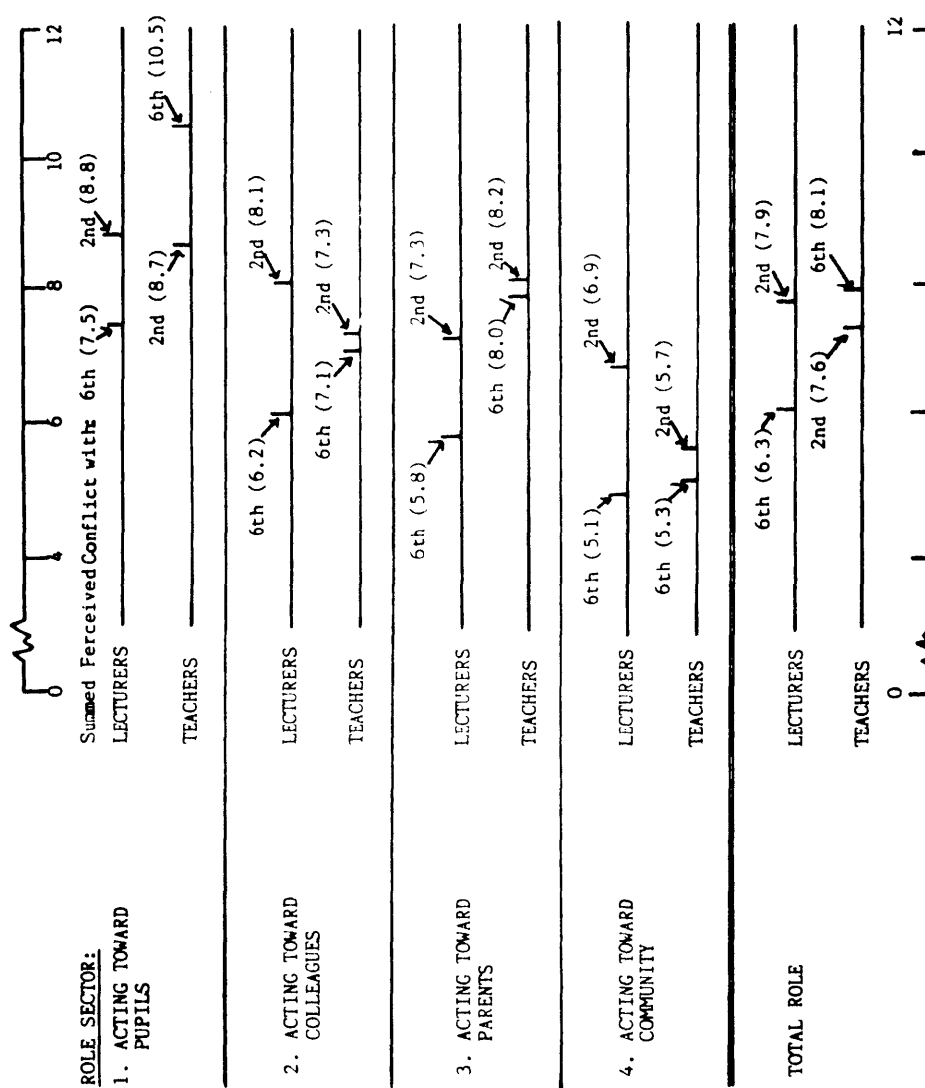
It will be recalled that there were no less than 12 out of 15 role norm items where the 6th semester students perceived differences between themselves and teachers. The mean difference per role norm for these items averaged nearly a whole response category, or about a quarter of the entire scale. While Charters' (1963: 792) warning must be borne in mind that incompatibility must be established before conflict can be inferred, the above-mentioned facts convey differences of such magnitude and number as to suggest role conflict. On some items this was fairly clearly so. For example, the 6th semester students saw themselves as quite firmly in favour of encouraging pupils to question teacher opinions (role norm 15) but saw teachers as almost equally firmly against doing so. Similar incompatibilities were found for items 4 (rote learning), 7 (academic work as punishment) and 12 (corporal punishment). Add to these other substantial differences, sometimes exceeding a scale point (e.g. role norm 5), and the assertion of possible perceived incompatibility and hence conflict seems not unreasonable.

Similarly, role sector 3 - Acting Toward Parents - revealed itself to be another source of potential conflict between 6th semester students and teachers for there were no fewer than 7 out of 10 items for this role where differences were perceived by the students and these differences were mostly substantial (mean difference per role norm of nearly three quarters of a response category), with two showing directional differences of magnitude (27, 32).

There was evidence then, of perceived incompatibility with teachers amongst 6th semester students. The same patterns were there for 2nd semester but not so pronounced. Figure 6.2 summarises the differences between the two student teacher groups in respect of perceived disparities between each group's own norms and the norms the group attributed to lecturers and to teachers. A disparity score was calculated for each student by summing the absolute values of the differences between the respondent's own norms and those he/she attributed to the significant other in question. Each of these summed scores were then averaged for each group by role sector and by total position of the primary teacher. So that each role sector could be compared directly, the scores for the 15 role norms making up the role sector Acting Toward Pupils were scaled by computing a mean disparity score per role norm per student and then multiplying this by ten (the number of items in each of the other three role sectors). For ease of assimilation the results of these procedures are presented graphically in Figure 6.2.

FIGURE 6.2: PERCEIVED ROLE CONFLICT

Average Absolute Values for Disparities Between 2nd and 6th Semester Students' (1976) Own and Attributed Norms



For 6th semester the perceived difference between themselves and teachers for role relationships with pupils was the greatest disparity found, amounting to more than a scale point, i.e. over a quarter of the entire response scale, per student per role norm. On an individual basis these disparities ranged from a massive 37 scale points for the 15 role norms (that is, an average of 2.47 scale points per role norm) down to a mere 5 points (or 0.33 of a scale point per role norm). The smallest difference was found for the perceived disparity between the 6th semester group and lecturers for the role sector Acting Toward Community. The range in disparities for individuals for this sector was from 17, or 1.13 scale points per role norm, down to 0.

A number of other patterns are revealed by Figure 6.2:

- (i) For every role sector and for the total role the perceived disparity between 6th semester and lecturers was less than that between 2nd semester and lecturers.
- (ii) For every role sector except role sector 1 (Acting Toward Pupils) where the difference between the groups is marked, the perceived disparity between 6th semester and teachers was marginally more than that between 2nd semester and teachers. For role relationships with pupils, though neither group saw themselves as being near teachers, 2nd semester were more so than 6th.
- (iii) In respect of perceived role disparities between themselves and lecturers, for each group the greatest difference was found for role relationships with pupils, followed (in order) by those differences for relationships with colleagues, parents and the community.
- (iv) In respect of perceived role disparities between themselves and teachers, for each group the greatest difference was

found for role relationships with pupils followed (in order) by those differences for relationships with parents, colleagues and the community.

- (v) For 6th semester the perceived disparity between themselves and lecturers was less than that between themselves and teachers for every role sector and for the total role.
- (vi) For 2nd semester the perceived disparity between themselves and lecturers was more than that between themselves and teachers for every role sector except role sector 3, Acting Toward Parents.
- (vii) Except for the role sector, Acting Toward Pupils, the differences between 6th and 2nd semester were more pronounced in respect of role disparities with lecturers than with teachers.

Finally, it remains to be added that as large and as numerous as the perceived differences were between students (6th semester especially) and teachers, they were even greater and more numerous for the differences perceived by students to exist between lecturers and teachers - once again for teacher-pupil and teacher-parent relationships in particular. The detailed evidence previously presented indicates that 6th semester students perceived differences between lecturers and teachers amounting, in toto, to incompatibility in respect of the classroom role, with 13 out of 15 items showing perceived differences that were statistically significant and a mean difference per role norm for the 13 exceeding a full scale point. Once again, this trend also held for role relationships with parents. A notable proportion of all differences showed marked directional incompatibilities. Invariably, students saw themselves as somewhere between lecturers and teachers in viewpoint but, in the case of 6th semester, much closer to lecturers than to teachers.

6.7.1 SUMMARY: ROLE CONFLICT

1. Differences amounting to possible perceived incompatibility – and hence perceived role conflict – were found when 6th semester students' own norms and these attributed to teachers for role relationships with pupils and parents were analysed. The same trends were apparent for 2nd semester but were less pronounced. Objectively, such perceived conflict was at least partially illusory in that perceived differences were frequently over- or under-estimated.
2. 6th semester students were closer to lecturers than were 2nd, but further from teachers.
3. 6th semester students perceived incompatibilities between lecturers and teachers for role relationships with pupils and parents. Again, this trend was evident for 2nd semester though less pronounced.

6.8 THE PERCEIVED NORMATIVE WORLD OF THE STUDENT TEACHER

To obtain an overall picture of the perceived normative world of the groups, the distribution of responses over the five response categories was examined. Table 6.28 shows the percentage distribution by response categories of each group's own norms, and the expectations and attributed views of the two student groups. Subsequently the 'definitely should' (1) and 'definitely should not' (5) categories were combined to form a 'mandatory' category, the 'preferably should' and 'preferably should not' were combined to form a 'preferential category' and the 'may or may not' category was designated 'permissive' to facilitate analyses of the degrees of insistence that characterised the groups' perceptions of the role of primary teacher.

TABLE 6.28

PERCENTAGE DISTRIBUTION BY RESPONSE CATEGORIES OF 1976 GROUPS' OWN
VIEWS AND STUDENT TEACHERS' ATTRIBUTED VIEWS

ROLE NORM INVENTORY AND GROUP	(1) DEF. SHOULD	(2) PREF. SHOULD	(3) MAY OR MAY NOT	(4) PREF. SHOULD NOT	(5) DEF. SHOULD NOT	TOTALS
<u>OWN NORMS:</u>						
2nd Semester	15.0	20.8	35.5	15.1	13.6	100
6th Semester	12.9	20.3	38.0	15.3	13.6	100
Lecturers	14.7	18.9	41.3	12.9	12.2	100
Teachers	14.6	20.0	38.8	12.9	13.7	100
<u>OWN EXPECTATIONS:</u>						
2nd Semester	14.5	21.6	31.3	15.7	16.9	100
6th Semester	13.0	24.0	26.1	17.4	19.5	100
<u>NORMS ATTRIBUTED LECTURERS:</u>						
2nd Semester	22.6	20.8	30.2	12.5	13.9	100
6th Semester	19.5	23.2	28.6	13.0	15.7	100
<u>NORMS ATTRIBUTED TEACHERS:</u>						
2nd Semester	13.5	21.8	37.5	16.4	10.9	100
6th Semester	8.1	24.7	37.0	19.6		
<u>TOTALS</u> (all groups under all inventory conditions):	14.8	21.1	35.8	14.3	14.0	100

Perhaps the most obvious feature of the data in Table 6.28 is that they do so clearly reinforce the point already made that, far from even approximating a model of the normative world cast in 'shall' and 'shall not' terms, the responses of all groups under any of the inventory conditions are typified by varying degrees of insistence. Analysis of the groups' own norms showed that, for each group, easily the greatest proportion of responses was found in the 'may or may not' category, with the next most in the 'preferably should' category. The tendency was for the smallest proportion of responses to be in the extreme categories (1 or 5) - especially 'definitely should not'. The overall similarity in response pattern was reflected in the fact that none of the obtained differences between the groups in each of the response categories was large for any relevant comparison. All groups used the mandatory categories (1 and 5) less than the preferential categories (2 and 4), and all groups except 2nd semester used the preferential categories rather less than the permissive. Insofar as the role of the primary teacher is represented by the particular selection of role norms in the Foskett inventory therefore, it was seen, ideally, by all groups as being composed of behaviours carrying with them varying degrees of insistence reflecting a good deal of latitude to choose. Though, as stated, there were not any notable differences between the groups, it could be said that the 2nd semester group tended to be most demanding and least permissive in respect of their ideal conception of the teacher role and lecturers least demanding and most permissive.

For both 2nd semester and 6th semester this degree of insistence increased somewhat when they considered how they would, in fact, teach when they commenced their careers. There was an increase in the proportion of responses in the 'definitely should not' category and a decrease in the 'may or may not' category. For the 6th semester group this decrease was of the order of twelve percentage points. There was also a tendency for 6th to use the preferential categories more and the permissive category less than did 2nd.

Both groups perceived lecturers to be more demanding than the students themselves were in that both saw lecturers as using the 'definitely should' (i.e. the positive mandatory category) more than they, the students, did and, in fact, more than the lecturers themselves did. Also, both groups saw lecturers as less permissive than the students themselves were when in fact the lecturers were a little more so and indeed much more so than the students attributed them with being. There was however little difference between the two student groups as regards the norms they attributed to lecturers.

In respect of the norms attributed to teachers, while there was little difference between these and their own norms for 2nd semester, 6th semester tended to see teachers as less likely to use the extreme categories than the students themselves were and more likely to use the preferential categories. That is, the tendency was for 6th semester to see teachers as less demanding

than they, the students, were and, in fact, than teachers actually were. As well, when the preferential categories were combined there were over 11 percentage points difference between 6th semester's attributed norms and teachers' actual norms.

Both groups perceived lecturers to be more demanding than teachers and less likely to use the preferential and permissive categories. For the combined mandatory categories there were more than 12 percentage points between the norms 2nd semester attributed to lecturers and those they attributed to teachers, while for 6th this gap was 16.5 percentage points. In actual fact the discrepancies between the distributions for the lecturers and teachers' own norms were minimal. The students erred therefore in perceiving lecturers as more demanding than the students themselves, more demanding than they really were and, especially, more demanding than teachers. Conversely 6th semester erroneously saw teachers as rather less demanding than themselves (this was only a mild tendency in the 2nd semester group), as less demanding than they were in actuality and, for both groups, much less demanding than lecturers.

Table 6.29 shows the percentage distribution of each group's own norms by role sector when the 1 and 5 response categories are collapsed into a 'mandatory' category, and when the 2 and 4 categories become one 'preferential' category. The table shows that for every group the percentage of responses was lowest in the mandatory categories over the whole inventory while, except for 2nd semester, the highest proportion of responses was found in

TABLE 6.29

PERCENTAGE DISTRIBUTION OF 1976 GROUPS' OWN NORMS BY RESPONSE
CATEGORIES FOR ALL ROLE SECTORS AND TOTAL ROLE OF THE PRIMARY
TEACHER

RESPONSE CATEGORIES AND GROUPS:	ACTING TOWARD PUPILS	ACTING TOWARD COLLEAGUES	ACTING TOWARD PARENTS	ACTING TOWARD COMMUNITY	TOTAL ROLE
MANDATORY: (Definitely Should/ Definitely Should Not)					
2nd Semester	34.9	20.0	39.4	17.1	<u>28.6</u>
6th Semester	32.2	18.7	37.8	14.5	<u>26.5</u>
Lecturers	35.0	24.9	33.1	10.6	<u>26.9</u>
Teachers	32.1	22.3	43.4	13.8	<u>28.3</u>
PREFERENTIAL: (Preferably Should/ Preferably Should Not)					
2nd Semester	39.1	41.0	36.1	25.6	<u>35.9</u>
6th Semester	39.5	36.7	40.0	24.2	<u>35.6</u>
Lecturers	38.9	31.3	35.8	17.6	<u>31.8</u>
Teachers	38.4	35.4	32.6	22.4	<u>32.9</u>
PERMISSIVE: (May or May Not)					
2nd Semester	26.0	39.0	24.5	57.3	<u>35.5</u>
6th Semester	28.3	44.6	22.2	61.3	<u>37.9</u>
Lecturers	26.1	43.8	31.1	71.8	<u>41.3</u>
Teachers	29.5	42.3	24.0	63.8	<u>38.8</u>

the permissive category. Within the mandatory categories every group was more demanding in respect of role relationships with parents and pupils than for colleagues and the community, with every group recording its lowest percentage of responses for the primary teacher's role vis à vis the community. For the entire role the percentage of mandatory responses was very similar for each group with the 2nd semester and teacher groups using these categories slightly more often than the two other groups.

The percentage of responses in the preferential (2 and 4) categories was rather higher for the student groups than for their significant others, with all groups once again registering their lowest proportion of preferential responses for the teacher's role in the community. In the permissive response category (i.e. 3), the lowest percentage of responses was found for 2nd semester over the whole inventory and the highest for lecturers. All groups had by far the highest proportion of permissive responses in the role sector Acting Toward Community followed by the next highest proportion for Acting Toward Colleagues. The lowest percentage of permissive responses was therefore invariably found for role relationships with pupils and parents.

For the role sector Acting Toward Pupils every group responded more in the preferential categories than in the mandatory categories and more in the latter than in the permissive category. By contrast, for the role sector Acting Toward Community all groups responded more in the permissive category than in the other two categories combined, with the lowest proportion of responses for each group

being in the mandatory categories. Irrespective of group, for the role Acting Toward Community the percentage differences between the responses in the permissive category and the responses in the two other categories either combined or separately were all notably large. In sum, what is perhaps therefore most striking about the data in Table 6.29 is the similarity within each group of the pattern of differences.

The next step was to carry through sector by sector analyses of the distribution of responses by the three broad response categories for the student groups' expectations and attributed views. Table 6.30 shows the percentage distribution of these responses.

It was found that for Role Norm Inventory 2 (Own Expectations) the 6th semester group responded rather more than 2nd in the preferential categories over the whole role and rather less in the permissive categories. Within the mandatory categories 2nd semester responded a little more often than 6th in respect of role relationships with pupils and less often as regards colleagues and the community. This situation was reversed for the preferential categories, whilst in the permissive category 2nd responded somewhat more often than 6th in respect of parents, a good deal more in respect of colleagues, and very much more so in respect of the community. For both groups the greatest proportion of responses in the mandatory categories was for the role Acting Toward Parents followed by the classroom role, while in the preferential categories the pattern followed by both groups was for

TABLE 6.30

PERCENTAGE DISTRIBUTION OF 1976 STUDENTS' OWN EXPECTATIONS AND
ATTRIBUTED NORMS BY RESPONSE CATEGORIES FOR ALL ROLE SECTORS
AND TOTAL ROLE OF THE PRIMARY TEACHER

INVENTORIES, RESPONSE CATEGORIES AND GROUPS :	ROLE SECTOR				TOTAL ROLE
	ACTING TOWARD PUPILS	ACTING TOWARD COLLEAGUES	ACTING TOWARD PARENTS	ACTING TOWARD COMMUNITY	
<u>OWN EXPECTATIONS</u>					
Mandatory (1 and 5):					
2nd Semester	35.4	24.9	39.0	24.4	<u>31.4</u>
6th Semester	32.2	28.6	39.6	30.0	<u>32.5</u>
Preferential (2, 4):					
2nd Semester	38.3	40.2	36.9	33.4	<u>37.3</u>
6th Semester	43.2	44.0	39.0	38.3	<u>41.4</u>
Permissive (3):					
2nd Semester	26.3	34.9	24.1	42.2	<u>31.3</u>
6th Semester	24.6	27.4	21.4	31.7	<u>26.1</u>
<u>NORMS ATTRIB. LECTURERS</u>					
Mandatory:					
2nd Semester	39.6	43.3	40.1	21.4	<u>36.5</u>
6th Semester	46.0	31.7	45.4	14.1	<u>35.6</u>
Preferential:					
2nd Semester	38.4	30.9	34.6	27.8	<u>33.5</u>
6th Semester	36.4	37.8	35.7	33.6	<u>36.0</u>
Permissive:					
2nd Semester	22.0	25.8	25.3	50.8	<u>30.0</u>
6th Semester	17.4	30.5	18.9	52.8	<u>28.4</u>
<u>NORMS ATTRIB. TEACHERS</u>					
Mandatory:					
2nd Semester	26.2	25.6	31.6	13.3	<u>24.4</u>
6th Semester	19.0	18.7	35.8	11.1	<u>18.7</u>
Preferential:					
2nd Semester	45.1	38.4	39.8	25.8	<u>38.1</u>
6th Semester	51.1	46.8	44.3	31.8	<u>44.3</u>
Permissive:					
2nd Semester	28.7	36.0	28.6	60.9	<u>37.5</u>
6th Semester	29.9	34.5	29.9	57.1	<u>37.0</u>

the largest proportion of responses to be found in respect of relationships with colleagues, followed by pupils, then parents, and the lowest proportion in respect of Acting Toward Community. Similarly a pattern was evident in the use of the permissive category with both groups using it most in respect of the community followed by colleagues, pupils and parents in that order. Once again, therefore, while there were marked within-group differences on a sector-by-sector basis and some differences of emphasis between the groups, the most notable characteristic of the data was the similarity in the patterning of responses for each group.

Though not quite so apparent, there were similar sorts of patterns to be found in the norms the students attributed to lecturers. For example, both groups saw lecturers as using the permissive category less than either of the other two categories over the entire role. Again, of the four role sectors both groups thought lecturers would use the mandatory and preferential categories least and permissive category most for Acting Toward Community. Within the permissive category the progression as regards proportions of responses in each role sector was identical for both groups, with the greatest percentage being found for role relationships with the community followed by colleagues, parents and pupils.

Despite these and other similarities there were some notable differences between the groups. 6th semester used the mandatory categories more than 2nd in respect of pupils and parents. That is they perceived lecturers to be more demanding when it

came to relationships with pupils and parents than did 2nd who, in turn, saw lecturers as more demanding than 6th in respect of relationships with the community and colleagues. Conversely, 6th semester saw lecturers as using the preferential categories more often than 2nd perceived lecturers to use them for the 'colleagues' and 'community' role sectors while in the permissive category 6th semester saw lecturers as responding less in the 'pupils' and 'parents' role sectors than 2nd saw them as doing, more in the 'colleagues' sector, and a little more as regards the community.

How accurate were the students? Comparing the distributions of responses in the three categories for the 'student groups' attributed norms with the actual distribution of lecturers' responses shown in Table 6.29, it can be seen that for the total role both students greatly overestimated how demanding lecturers were: in the mandatory categories lecturers' responses constituted 26.9% of their total response whereas 2nd and 6th attributed to them 36.5% and 35.6% respectively. There was a concomitant underestimation of how permissive lecturers were, the relevant percentages being 41.3 for lecturers but only 30.0 and 28.4 for 2nd and 6th respectively.

On a role sector basis 6th semester correctly perceived that lecturers were most demanding in respect of role relationships with pupils and parents and least as regards colleagues and, especially, the community, but overestimated the degree to which this was so. Such was also the case for 2nd semester

who, in addition, wrongly saw lecturers as being most demanding in respect of colleagues. There was a gross discrepancy of more than 18 percentage points between the proportion of responses actually recorded for lecturers in these response categories and the proportion attributed to them by 2nd semester. The group also overestimated the proportion of responses in the mandatory categories lecturers would make for Acting Toward Community by nearly 11 percentage points.

Both groups greatly overestimated lecturers' use of the preferential categories for role relationships with the community, the discrepancies being in excess of 10 percentage points for 2nd semester and 16 points for 6th. There was also a noticeable overestimation by 6th of lecturers' use of these categories for the role Acting Toward Colleagues.

The largest errors of all were found for the permissive category. Both groups did correctly perceive that lecturers would use this category most for role relationships with the community, followed by colleagues, parents and pupils in that order. However, they very greatly underestimated just how much lecturers were permissive in respect of the community (discrepancies of 21 percentage points for 2nd and 19 for 6th). Moreover, both groups underestimated how permissive lecturers were for the other three role sectors too. Summing up, though both student groups were basically accurate (6th more so than 2nd) in predicting lecturers' use of the three categories for one role sector relative to another, there were numerous errors of over- and underestimation.

Generally speaking, lecturers were seen as more demanding and less permissive about all role relationships than in fact they were.

Turning to the question of how accurately the students predicted the degree of insistence teachers would manifest in their responses, comparison of the distribution of the teachers' actual responses given in Table 6.29 with those attributed to them by the students, showed that for the total role 6th semester much underestimated how demanding teachers were (a discrepancy of nearly 10 percentage points in the mandatory categories) and even more greatly overestimated teachers' use of the preferential categories (over 11 percentage points difference). The same trend, though to a lesser degree, was apparent in the 2nd semester/teacher comparison. Both groups were, however, relatively accurate as to how permissive teachers were.

On a role-by-role basis in the mandatory categories, both groups were accurate in predicting that teachers would be most demanding in respect of role relationships with parents followed by pupils, colleagues and community in that order, but underestimated the degree of insistence shown by teachers in respect of parents (this was especially so for 2nd semester) and pupils (especially for 6th). For Acting Toward Colleagues a slight degree of overestimation marked the responses of 2nd and a corresponding degree of underestimation 6th's. Both groups did correctly anticipate teachers' relatively infrequent use of the mandatory categories for the role Acting Toward Community. As for the differences between the groups in these categories, 6th semester saw

teachers as less demanding than did 2nd for the pupils', 'colleagues', and 'community' roles (especially the first two but more demanding in respect of parents. The 6th semester group were more accurate than 2nd as regards the role Acting Toward Parents but less so than 2nd about the classroom role.

Both groups overestimated teachers' use of the preferential categories in every role sector, with the differences being particularly marked (over 10 percentage points on average) for 6th. However, 6th semester did correctly anticipate the relative order of magnitude of the proportion of responses in each sector while 2nd did accurately predict that the greatest proportion of responses would be for the classroom role and the least for the teacher's role in the community. Compared with 2nd semester, 6th were less accurate about teachers' use of the preferential categories in every role sector.

In the permissive category the students were generally more accurate. In particular, both groups foresaw teachers' overwhelming use of this category for the role Acting Toward Community, though there was a degree of underestimation. There was also an underestimation of teachers' use of the 'may or may not' response in respect of role relationships with colleagues, and some overestimation as regards parents. Throughout, there was little difference between the responses of the two student groups for this category.

Summarising the data relating to how accurately teachers were perceived by students as regards the degrees of insistence shown about the role of primary teacher, it has been shown that

both student groups underestimated how demanding teachers were both for the role of primary teacher entire and, within that role, for relationships with parents and pupils. This tendency was more marked in the case of the 6th semester group.

In general, both student groups saw themselves as less demanding about the primary teacher role than lecturers but more so than teachers and, in so doing, perceived something of a gulf between lecturers and teachers. This trend was especially pronounced in the 6th semester group. In actual fact there was little difference overall either between the student groups and their significant others, or between the significant others. On a role sector basis, except for the role Acting Toward Community in the 'permissive' response category, differences between any of the groups were not generally large for any of the response categories. However both students perceived them to be so in several cases: they overestimated how demanding lecturers were for every role and underestimated how permissive they were. They also inaccurately saw lecturers as more demanding than the students themselves were for the 'pupils' and 'colleagues' roles, and in the case of 6th, the 'parents' role. By contrast, the students inaccurately perceived teachers to be less demanding than they were and also than the students themselves were, especially in respect of the 'parents' and 'pupils' roles. Finally both student groups inaccurately predicted differences between lecturers and teachers for every role sector, with teachers being seen erroneously as more permissive and less demanding in nearly every case, the most serious errors occurring for the role sector Acting Toward Parents.

6.8.1 SUMMARY: THE PERCEIVED NORMATIVE WORLD OF THE STUDENT TEACHER

1. The perceived normative world of the student teachers and their significant others was found to be characterised by varying degrees of insistence, with the smallest proportion of responses to the role norm inventories being in mandatory categories and the largest proportion of responses in 'permissive' or non-mandatory categories.
2. In respect of their own norms the 2nd semester group was found to be the most 'demanding' of the four groups and least 'permissive', and lecturers least demanding and most permissive.
3. Both student groups were less permissive when predicting their future role behaviour than about their ideal role conceptions (own norms).
4. Both student groups erroneously perceived lecturers to be more demanding than the students themselves were about the teacher role, more demanding than lecturers really were, and more demanding than teachers. Both groups also erred in seeing teachers as less demanding than the students themselves, less demanding than they actually were, and less demanding than lecturers. This tendency was stronger in the 6th semester group.
5. For all groups, responses in permissive categories were highest for role relationships with the community and colleagues, and lowest for those with pupils and parents. For mandatory categories the reverse side of this was true. That is, all groups were most demanding about role relationships with pupils and parents.

6. Notwithstanding students' perceived differences between themselves and their significant others, and also between these latter, the actual differences were not great overall.

6.9 CHANGES IN ROLE PERCEPTION

In the present study, to overcome the limitations of inferences about change made in the original study (Sinclair, 1975) from cross-sectional data, it was decided, as previously explained, to obtain longitudinal data by asking the 1976 second semester cohort to complete the four role norm inventories in both their second and sixth semesters. It would then be possible to compare the same students at the beginning and end points of training by eliminating from the 2nd semester cohort those students who, for whatever reasons, did not progress to their final semester. Moreover these additional data would afford comparisons between longitudinal and cross-sectional results.

Changes in the role perceptions of the 2nd semester cohort of 1976 who became the 6th semester group of 1978 were therefore analysed using the BMD P2V Analysis of Variance with Repeated Measures Computer Programme. Of necessity, students who failed to reach 6th semester were eliminated from the analysis. Thus 21 of the original 98 in the 2nd semester cohort were omitted, leaving the 77 who 'survived' to graduation point. Sixteen separate analyses were carried out on the data from these subjects as summarised in Table 6.31 below which shows where change was found (signified by a statistically significant F-value) for each role sector within each inventory.

TABLE 6.31

CHANGES IN ROLE PERCEPTION DURING TRAINING: THE 2ND SEMESTER
 COHORT OF 1976 WHICH BECAME THE 6TH SEMESTER
 COHORT OF 1978 (n = 77)

	<u>ROLE NORM INVENTORY</u>			
	1	2	3	4
	OWN NORMS	OWN EXPECT- ATIONS	NORMS ATTRIB. LECTURERS	NORMS ATTRIB. TEACHERS
<u>ROLE</u> <u>SECTOR</u>				
ACTING TOWARD PUPILS	F = 9.08 p < .0000	F = 8.42 p < .0000	F = 15.42 p < .0000	F = 6.67 p < .0000
ACTING TOWARD COLLEAGUES	F = 1.15 p < .3220 ns*	F = 6.05 p < .0000	F = 2.25 p < .0176 ns	F = 1.64 p < .0990 ns
ACTING TOWARDS PARENTS	F = 5.98 p < .0000	F = 7.55 p < .0000	F = 9.90 p < .0000	F = 2.68 p < .0046
ACTING TOWARDS COMMUNITY	F = 1.12 p < .3446 ns	F = 2.74 p < .0038	F = 1.81 p < .0632 ns	F = 0.67 p < .7364 ns

*ns = not statistically significant

The table shows that the changes, such as they were, occurred primarily in respect of role relationships with pupils and parents. This was the case whether it was for the students' own or attributed views. By contrast, excepting for their own expectations (R.N.I.2.), no statistically significant changes were detected for the role sectors Acting Toward Colleagues and Acting Toward Community.

That is, negligible change took place over the training period as regards the students' own ideal views and the views they perceived lecturers and teachers to hold about role relationships with colleagues and the wider community.

Where change was signified, follow-up analyses on individual role norms were carried through in the same way as previously detailed. These analyses confirmed the trends already mentioned when discussing differences between the second and semester groups of the 1976 part of the study. These changes are summarised below:

- * By the end of the training period students, in respect of their own norms had become less formal, even less punitive and authoritarian, perhaps a little more pupil-centred and more desirous of co-operative relationships with parents.
- * In respect of their expectations for their future behaviour as teachers there were changes, once more, in the direction of less formality, less authoritarianism, and greater pupil-centredness. Compared with when they were in 2nd semester the students also expected to be more professionally politically active, more co-operative with parents but also more cautious as regards matters seen as strictly in the pedagogical domain, and more cautious and watchful concerning issues of public propriety.
- * In respect of their perceptions of lecturers the students saw them as very much less authoritarian, formal and traditional and more pupil-centred than they saw lecturers as

being when they (the students) were in 2nd semester. They also saw lecturers as much more open with and desirous of co-operative relationships with parents, though more cautious about matters of strictly professional concern.

- * In respect of their perceptions of teachers, while there were changes, they were not great and tended to be item-specific. If anything, teachers came to be seen as a little less open to new teaching techniques (role norm 8) and rather less pupil-centred (5) and democratic (6) but also, perhaps, not quite so formal (2) in one respect at least. There was also evidence that teachers came to be seen as a little more distant with parents as regards professional concerns (29) and somewhat less co-operative (33).

Within-group comparisons were made for the cohort when they were in 2nd semester and when they were in 6th semester. That is, at each of those points the group's norms were compared with their expectations and attributed norms. Since the results of these comparisons were very nearly identical with those already described in detail for the 2nd and 6th semester 1976 groups, they need only be summarised very briefly here. The salient trends were that over the course of training:

- * levels of idealism - as measured by the degree of congruence between students' norms and expectations - remained high;
- * students' conceptions of the primary teacher role became increasingly like those they attributed to lecturers and decreasingly like those they attributed to teachers;
- * the perceived differences between lecturers and teachers increased substantially.

Table 6.32 below utilises the simple mean difference per role norm measure to provide both a sector-by-sector summary of these trends and a comparison with the above-mentioned 1976 analyses that have been detailed throughout.

The table reveals a marked similarity in the patterning of differences between each of the 2nd and 6th semester comparisons. As a close scrutiny of the individual role norm data for the longitudinal comparison (that is, 2nd 1976, [1] vs 6th 1978) shows, this similarity extends to the number, nature and magnitude of statistically significant role norms. That is, with minor exceptions, the cross-sectional and longitudinal comparisons reveal virtually identical differences. The data for the longitudinal comparison are given in Appendix 7.

In all, the data from the original study together with the data from the present study yielded five comparisons for the purpose of examining trends in the changes in role perception of the various student groups. These comparisons were as follows:

1. Differences between the 2nd and 6th semester groups in the original study (Sinclair, 1975) - that is, a cross-sectional comparison;
2. Differences between the 2nd and 6th semester groups in the present study - that is, the cross-sectional comparison: 2nd semester 1976 versus 6th semester 1976;
3. Differences between the 2nd semester group of 1974 who became the 6th semester group of 1976 - that is, a longitudinal comparison but with no control over those who dropped out over the training period (reasons for this were given earlier);

TABLE 6.32

MEAN DIFFERENCE PER ROLE NORM BETWEEN 2ND AND 6TH SEMESTER
GROUPS' OWN AND ATTRIBUTED VIEWS, BY ROLE SECTOR: CROSS-SECTIONAL
AND LONGITUDINAL COMPARISONS

COMPARISON	ROLE	GROUPS*			
		2nd 1976(1)	6th 1978	2nd 1976(2)	6th 1976
OWN NORMS VERSUS OWN EXPECTATIONS	1 ACTING TOWARD PUPILS	0.143	0.161	0.143	0.202
	2 ACTING TOWARD COLLEAGUES	0.158	0.276	0.144	.242
	3 ACTING TOWARD PARENTS	0.116	0.165	0.122	0.174
	4 ACTING TOWARD COMMUNITY	0.156	0.248	0.150	0.267
OWN NORMS VERSUS NORMS ATTRIBUTED TO LECTURERS	1PUPILS	0.252	0.383	0.268	0.334
	2COLLEAGUES	0.433	0.380	0.393	0.307
	3PARENTS	0.179	0.289	0.174	0.266
	4COMMUNITY	0.366	0.437	0.323	0.263
OWN NORMS VERSUS NORMS ATTRIBUTED TO TEACHERS	1PUPILS	0.489	0.818	0.513	0.807
	2COLLEAGUES	0.337	0.375	0.322	0.303
	3PARENTS	0.257	0.461	0.315	0.504
	4COMMUNITY	0.120	0.103	0.146	0.143
NORMS ATTRIBUTED TO LECTURERS VERSUS NORMS ATTRIBUTED TO LECTURERS	1PUPILS	0.436	0.991	0.448	0.991
	2COLLEAGUES	0.454	0.585	0.047	0.406
	3PARENTS	0.244	0.523	0.295	0.566
	4COMMUNITY	0.292	0.426	0.257	0.158

* N.B. The longitudinal comparison is 2nd 1976 (1) vs 6th 1978, the cross-sectional comparison - 2nd 1976 vs 6th 1976. The 2nd 1976 (2) group is the entire 2nd semester 1976 cohort; the 2nd 1976 (1) group is that cohort excluding those who dropped out by 6th semester 1978.

4. Differences between the 2nd semester group of 1976 who became the 6th semester group of 1978, again without considering attrition;
5. Differences between the 2nd semester group of 1976 who became the 6th semester group of 1978 but this time controlling for attrition by eliminating from the 2nd semester group those who dropped out by 6th semester - longitudinal data once more.

Close inspection of the relevant tables of mean response scores analysed so far in the text and given in their entirety in the appendices will reveal that no matter what the comparison, the trends in the students' responses reported above for the original study were the same for all comparisons, cross-sectional and longitudinal, that is, students' own role conceptions tended to become more progressive if anything, idealism remained high, students became more like what they perceived their lecturers to be like as regards norms held for the primary teacher role and less like teachers, and while within-group consensus tended to increase, so did levels of role conflict insofar as this latter was reflected in perceived distance from the teachers students were about to join as colleagues in the school system.

Table 6.33 provides one simple and useful summary of some of these trends. For each of the cross-sectional and longitudinal comparisons enumerated above it shows the mean difference per role norm for the four inventories and the role sectors within each inventory. That is, mean differences for role norm were

TABLE 6.33

CHANGES IN ROLE PERCEPTION: MEAN DIFFERENCES PER ROLE NORM BETWEEN 2ND
AND 6TH SEMESTER GROUPS (MITCHELL), BY ROLE NORM INVENTORY AND BY ROLE SECTOR: LONGITUDINAL
AND CROSS-SECTIONAL COMPARISONS

	ROLE NORM INVENTORY																			
	1. OWN NORMS					2. OWN EXPECTATIONS					3. NORMS ATTRIBUTED TO LECTURERS					4. NORMS ATTRIBUTED TO TEACHERS				
	COMPARISON					COMPARISON					COMPARISON					COMPARISON				
ROLE SECTOR	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Acting Toward Pupils	0.315	0.270	0.322	0.372	0.300	0.275	0.311	0.320	0.459	0.269	0.441	0.421	0.521	0.491	0.463	0.361	0.333	0.269	0.394	0.369
2. Acting Toward Colleagues	0.093	0.082	0.109	0.249	0.176	0.243	0.209	0.193	0.230	0.218	0.153	0.158	0.156	0.197	0.185	0.139	0.147	0.153	0.306	0.187
3. Acting Toward Parents	0.225	0.232	0.203	0.239	0.263	0.236	0.216	0.207	0.340	0.283	0.279	0.293	0.351	0.295	0.355	0.213	0.153	0.190	0.334	0.292
4. Acting Toward Community	0.073	0.080	0.094	0.119	0.122	0.170	0.193	0.192	0.291	0.248	0.158	0.175	0.136	0.182	0.220	0.070	0.061	0.115	0.252	0.249

Comparisons: 1 - 2nd '76 vs 6th '78 (dropouts excluded)
2 - 2nd '76 vs 6th '78 (dropouts included)
3 - 2nd '76 vs 6th '76
4 - 2nd '74 vs 6th '74
5 - 2nd '74 vs 6th '76 (dropouts included)

N.B. Comparisons 1, 2 and 5 are longitudinal; 3 and 4 are cross-sectional.

calculated for sixteen combinations of inventory and role sector for each of the five comparisons. The table shows, again, very marked similarities in the patterning of differences between the 2nd and 6th semester groups for the various comparisons. It reveals, inter alia, the following:

- * For every comparison the greatest difference between the 2nd and 6th semester groups was found for the classroom role in respect of norms attributed to lecturers.
- * Irrespective of whether it was for the students' own or attributed views, the greatest differences for all comparisons were, with few exceptions, to be found in the classroom role sector. Similarly, the smallest differences were found for the role Acting Toward Community, especially in respect of the students' own norms and those they attributed to teachers.
- * When for each comparison the mean differences per role norm were ranked from 1 (largest difference) to 16 (smallest) there were notable similarities in the patterning for each group. That is the order of differences between the 2nd and 6th semester groups was essentially the same for all five comparisons**.
- * On average, the greatest differences between the 2nd and 6th semester groups were found for the norms attributed to lecturers, and the smallest differences for the students' own norms.

** Though, strictly speaking, the student groups in some of the comparisons were not independent of each other, Spearman rank order correlation coefficients were nonetheless calculated for each pairwise comparison and in all cases were found to be statistically significant at $p < .01$. The coefficients ranged from .65 to .96.

6.9.1 SUMMARY: CHANGES IN ROLE PERCEPTION

Analysis of the longitudinal data on change confirmed the trends observed in the cross-sectional data. The most significant shifts in student teachers' role perceptions between 2nd and 6th semester were strongly toward what they perceived to be the views of lecturers and, concomitantly, away from what they thought were the views of teachers. Generally speaking, students became more progressive in their role conceptions in that they became less formal and authoritarian, more pupil-centred and more desirous of parent involvement in the educative process. In anticipating their future behaviour as teachers similar changes also occurred. However, changes in the discrepancies between the students' norms and expectations were neither numerous nor of any great magnitude, indicating that levels of idealism remained high. The gap students initially perceived to exist between lecturers and teachers increased substantially by the end of the training period. While agreement within the student groups tended to increase over time, perceived role conflict as reflected in the distance students saw as existing between themselves and practising teachers also increased.

The single biggest change occurred in the norms students attributed to lecturers for the role Acting Toward Pupils. Lecturers came to be seen as even more progressive in viewpoint than they had been seen as being early in the students' training, and more so than the students saw themselves as being.

Finally, changes occurred primarily in the areas of pupil-teacher role relationships (especially) and parent-teacher role relationships. These were in the direction of greater progressiveness in the classroom and closer co-operation with parents. For the most part changes in role relationships with colleagues and the wider community were minimal.

CHAPTER 7

RESULTS: THE TEACHING STYLE INVENTORY

7.1 INTRODUCTION

The short Teaching Style Inventory (Sieber and Wilder, 1967) incorporated in the Teacher Training Project Questionnaire, was completed by the 1976 6th semester cohort in order that the impress of lecturers, teachers and other possible role models on student teachers' preferred role orientations in both actual and hypothetical contexts (especially the former) might be explored. In this respect, the questions posed at the conclusion of the literature review (Chapter 2) concerned the perceived impress on students' preferred role styles during practice teaching, the modifications to preferred role style foreseen by students when they entered teaching and the possible influence on students of lecturer and teacher role models approved by students.

It will be recalled from Chapter 4 that students were asked to respond to 9 questions when completing the inventory. The responses to these questions gave rise to many relevant comparisons in the form of 2-, 3- and 4- variable cross-classifications for the purposes of fulfilling the research objectives. For example, cross-classification of responses to questions A (students' preferred style) and B (style emphasised on last practice) indicated the extent to which preferred teaching styles were modified in an actual teaching situation. With the addition of responses to question C (preferred emphasis of last school practice college supervisor) to make a 3-variable cross-tabulation it was possible

to determine, inter alia, the extent to which changes (or otherwise) on practice teaching were congruent with the teaching orientation perceived to be held by the college supervisor.

In the interests of brevity it is not intended to show the many such cross-tabulations made. Rather, the raw data for each respondent is given in Appendix 12 so that the results derived from the numerous relevant analyses can be checked, and a few tables only provided in the text following to illustrate the nature of the analysis, and the basis for the results obtained and given in summary form.

7.2 PRACTICE TEACHING: THE PERCEIVED IMPRESS OF SUPERVISORS ON STUDENTS' ROLE ORIENTATIONS

Table 7.1 presents the frequency of responses by the 6th semester group in each of the Teaching Style categories to each of the 9 questions. The chi-square values in the table show simply that the differences between the obtained frequency distributions for each question and those that would be expected if responses were randomly distributed, are statistically significant for all questions. That is, chi-square was used here as a goodness-of-fit measure. The table shows that, overwhelmingly, the preferred teaching style amongst the students reflects a discovery orientation with nearly 86% of the group responding in this category. However, this is not the case for the distribution of responses to any other question except Question 1 where approximately 73% of students attributed to their best college lecturer a preferred emphasis on discovery. Notably, whereas a control style was preferred by

TABLE 7.1
DISTRIBUTION OF RESPONSES TO TEACHING STYLE INVENTORY QUESTIONS:
6TH SEMESTER STUDENTS, 1976 (n = 97)

QUESTION	CONTROL	TEACHING STYLE			CHI-SQUARE	df	p<
		CONTENT	DISCOVERY	SYMPATHY			
A. Which would you emphasise given free choice?	0	6	83	8	191.21	3	.001
B. Which did you emphasise on your last school practice?	33	5	37	22	25.35	3	.001
C. Which do you think your last school practice college supervisor wished you to emphasise?	31	16	48	2	48.36	3	.001
D. Which do you think your class teacher on your last school practice wished you to emphasise?	40	21	31	5	27.82	3	.001
E. Which do you think you will emphasise when you begin teaching?	27	9	52	9	51.25	3	.001
F. If, when you begin teaching, an authority such as an Inspector came into your classroom, which would you emphasise?	22	28	54	3	56.94	3	.001
G. Looking back, think of the teacher who in your opinion was your best primary school teacher. Which would he or she emphasise?	13	29	37	18	14.46	3	.005
H. And which would your best secondary teacher emphasise?	5	34	39	19	29.31	3	.001
I. And which would your best college lecturer emphasise?	2	10	71	14	123.61	3	.001

no students at all, their reports of what they actually emphasised on their last practice teaching experience and their perceptions of what their supervisors emphasised, suggest substantial shifts in this direction.

In presenting the following analyses the procedure taken has been to move by progressive elaboration from the cross-tabulation of responses to sets of two questions, through 3-variable cross-classifications, to the more complex cross-tabulation of responses to four questions. It was realised that in cross-tabulating responses to, say, the first four questions all 2- and 3- variable cross-classifications would be contained within such an analysis. However the approach used here in moving from the simpler 2-variable cross-classification through to the complex 4-variable cross-classification was taken in order to progressively unravel trends in the data and hence facilitate the comprehension of those trends.

To ascertain the effect of practice teaching on their preferred teaching style, responses to Questions A and B were cross-tabulated. The results are shown in Table 7.2:

TABLE 7.2

EFFECT OF PRACTICE TEACHING ON PREFERRED

TEACHING STYLE

Emphasis on Last School Practice

<u>Students'</u> <u>Preferred</u> <u>Emphasis</u>		CONTROL	CONTENT	DISCOVERY	SYMPATHY	
	CONTROL	0	0	0	0	0
	CONTENT	0	0	5	1	6
	DISCOVERY	30	5	30	18	83
	SYMPATHY	3	0	2	3	8
		33	5	37	22	97

The table reveals that nearly one third of the group (31%) shifted from a preferred discovery style to an approach emphasising control whilst almost one fifth of the group (nearly 19%) moved from one child-oriented approach (discovery) to another (sympathy), with two additional students changing in reverse fashion. In all, only just over a third of the students (34%) were unaffected by practice teaching in respect of modifying their preferred teaching style. That is, approximately two-thirds of the students (66%) did modify their preferred style in some way. Predominantly this was from a permissive to an authoritarian stance with about three-fifths of the group that changed (38 out of 64, or 59%) shifting out of the child-centred categories into the adult-centred ones.

The next step taken was to cross-tabulate responses to Question A (Students' preferred emphasis) with those to Question C (Perceived emphasis of College Supervisor) to determine the extent to which students perceived that their College Supervisors on practice teaching emphasised a teaching style congruent with the students' own preferred style. Table 7.3 presents this information.

TABLE 7.3

PERCEIVED CONGRUENCE IN TEACHING STYLE BETWEEN STUDENT TEACHERS AND
COLLEGE SUPERVISORS: 6TH SEMESTER STUDENTS, 1976

		<u>Perceived Emphasis of College Supervisor</u>			
		CONTROL	CONTENT	DISCOVERY	SYMPATHY
<u>Students'</u> <u>Preferred</u> <u>Emphasis</u>	CONTROL	0	0	0	0
	CONTENT	1	0	5	0
	DISCOVERY	28	16	38	1
	SYMPATHY	2	0	5	1
		31	16	48	2
		97			

The table shows that approximately two fifths of the students (39, or 40%) perceived that their College Supervisor on practice teaching emphasised the style that the student's themselves preferred. Except for one student this preferred style was a discovery orientation. Most of the remaining three fifths (60%) of the group who did see a difference between themselves and their College Supervisor perceived this difference to be either between discovery and control approaches or between discovery and content. Overall, about 47% of the entire student group saw the difference between their own preferred style and that emphasised by their College Supervisor on their last practice teaching session as being a difference between their own child-centred approach and a teacher-centred one.

Cross-tabulation of responses to Questions B (Teaching Style emphasised on last school practice) and C (College Supervisor's emphasis) signified, inter alia, the degree to which students conformed in the teaching style they emphasised during practice teaching with what they perceived to be the style approved by their College Supervisor. Table 7.4 conveys this:

TABLE 7.4

CONGRUENCE IN TEACHING STYLE BETWEEN STUDENT TEACHERS' EMPHASIS ON PRACTICE TEACHING AND PERCEIVED EMPHASIS OF COLLEGE SUPERVISOR: 6TH SEMESTER STUDENTS, 1976

		<u>Perceived Emphasis of College Supervisor</u>				
		CONTROL	CONTENT	DISCOVERY	SYMPATHY	
<u>Emphasis On Last School Practice</u>	CONTROL	20	4	9	0	33
	CONTENT	0	5	0	0	5
	DISCOVERY	8	5	24	0	37
	SYMPATHY	3	2	15	2	22
		31	16	48	2	97

Slightly more than half of the group (53%) conformed with what they saw as their College Supervisor's preferred approach. Of those who did not conform, about a third (15 out of 46) did emphasise one child-centred style (sympathy) while perceiving that their College Supervisor emphasised another (discovery). Other small sub-groups of 8 and 9 students respectively emphasised discovery when they thought their supervisor preferred control, and control when they thought discovery was emphasised. Another group of 5 emphasised discovery despite perceiving that an approach emphasising content was preferred by the supervisor. In all, nearly a fifth (18, almost 19%) of the group maintained child-centred approaches despite perceiving that supervisors' preferences were adult-centred. Nine other students (i.e. less than 10%) kept to adult-centred styles despite perceiving that their College Supervisors preferred a child-centred approach.

Finally, to examine the effect of practice teaching on the students' preferred teaching style when these are considered in relation to the perceived 'influence' of the College Supervisor, the responses to all three questions were cross-classified as presented in Table 7.5. The salient trends in the table are that:

- (1) Approximately 20% of the entire group preferred a discovery style, perceived their College Supervisor to prefer this approach, and actually emphasised this on practice teaching; that is, there was congruence between the students' preferred and actual styles and their perceptions of their college supervisors' preferred styles.

TABLE 7.5
STUDENTS' PREFERRED TEACHING STYLE BY STYLE USED ON PRACTICE TEACHING BY PERCEIVED EMPHASIS
OF COLLEGE SUPERVISOR: 6TH SEMESTER STUDENTS, 1976

<u>Emphasis on Last School Practice</u>																				
COLLEGE SUPERVISORS' EMPHASIS: (PERCEIVED)	CONTROL				CONTENT				DISCOVERY				SYMPATHY							
	C*	C	D	S	C	C	D	S	C	C	D	S	C	C	D	S				
CONTROL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
CONTENT	0	0	0	0	0	0	0	0	1	0	4	0	0	0	1	0				
DISCOVERY	19	4	7	0	0	5	0	0	6	5	19	0	3	2	12	1				
SYMPATHY	1	0	2	0	0	0	0	0	1	0	1	0	0	0	2	1				
	20	4	9	0	0	5	0	0	8	5	0	0	3	2	15	2				
																	97			
<u>Students' Preferred Emphasis</u>																	33	5	37	22

* N.B. The letters C,C,D,S, signify, respectively, Control, Content, Discovery and Sympathy.

- (2) another 20% preferred a discovery style but actually emphasised a control orientation on practice teaching which was the approach they considered their college supervisor favoured.
- (3) about an eighth of the entire group (just over 12%) preferred a discovery approach and perceived their college supervisor to do so, but actually emphasised a sympathy style.
- (4) a further 7 students (just over 7%) preferred a discovery style and perceived their college supervisor to do so, but in fact did emphasise a control approach.
- (5) two other subgroups of 5 (5%) students preferred a discovery orientation but emphasised, respectively, control and content styles which is what they perceived their college supervisor to favour; a further group of 6 (6%) perceived their supervisors as preferring a control style but did themselves in fact emphasise their preferred discovery approach.

In totality 31 (32%) of the group modified their preferred style in the direction of what they thought their college supervisors favoured. Another 20 (nearly 21%) found themselves in accord with their supervisor and did not change. Thus over half of the group conformed in their actual role behaviour with what they thought were the college supervisor's wishes. Another 16 (nearly 16%), while not conforming, did actually both favour and use a child-centred approach when perceiving that one or other of these styles was emphasised by their college supervisor. In general terms then, this amounted to substantial overall compliance, with

about 68% of the group either directly conforming with the perceived views of their college supervisors or at least staying within their own and the supervisor's preferred child-centred style.

In similar fashion, relationships between responses to Question A, B and D (Which do you think your class teacher on your last school practice wished you to emphasise?) were explored. Cross-tabulation of Questions A (preferred Style) and D (perceived emphasis of class teacher) revealed that two thirds (66%) of the student group perceived a difference between the style favoured by their class teacher and their own preferred approach. Of those who saw no difference between themselves and their supervising teaching the great majority (29 out of 33) favoured a discovery approach. Overwhelmingly, the difference the students saw between themselves and their class teacher was a difference between child- and teacher-centred styles. About 59% of the entire student group perceived such a difference. This constituted a considerable 89% of the 64 students who did see a difference between themselves and their teacher supervisors. The most notable differences were within the student sub-grouping preferring a discovery style but seeing their class teachers as preferring either a control style (34 students, or 35% of the whole group) or a content style (18 students, or almost 19% of the group).

When the responses to Questions B (emphasis on last practice) and D (perceived emphasis of class teacher) were cross-tabulated it was found that approximately 55% of the student group conformed

in their actual teaching to what they saw was their class supervisor's preferred style. Thirty percent of the group emphasised child-centred approaches despite perceiving their teacher as favouring control- or content-orientated styles. Another 31% perceived their teachers as favouring child-centred approaches and did so themselves. Of this group 21 (or nearly 22% of the entire group) preferred a discovery approach. Only a very small proportion of the whole group (6 students, or 6%) emphasised a teacher-centred style in the face of a child-centred orientation favoured by their class teacher.

Cross-classification of responses to the three questions showed that for only 19 students (approximately 20% of the group) were their preferred and actual styles and the perceived style of the class teacher congruent. For all except 1 student this preferred style was a discovery approach. Thirty five percent of the group changed their preferred teaching style to conform with what they perceived to be the teacher's orientation. Fourteen students (14%) actually employed their preferred style despite perceiving that their teachers preferred a different style.

For 12 of these students the preferred style was a discovery approach to teaching and 11 of this 12 saw their teacher as preferring an adult-centred style. Another 12 (12%) emphasised one child-centred style though preferring the other while at the same time perceiving that their supervising teachers favoured an adult-centred style.

Next, responses to Questions C (College supervisor's emphasis) and D (class supervisor's emphasis) were cross-tabulated to determine the degree of congruence perceived by the group in their college and class supervisors on practice teaching. It was found that over half of the group (54%) saw both supervisors as favouring the same teaching style. Of these, 22 (i.e. 23% of the total group) perceived the emphasis to be on control, 20 (21%) on discovery, 9 (9%) on content and 1 (1%) on sympathy. Over a third of the whole group (36%) saw both supervisors as preferring a teacher-centred orientation and about a quarter (25%) a child-centred approach.

Thus 45 of the 97 students (i.e. about 46%) saw differences between their college and school supervisors on practice teaching. Twenty six of these students (i.e. 58% of the students who perceived differences between supervisors, or 27% of the entire group of students) considered the college supervisor as child-orientated while seeing the school supervisor as teacher-orientated. By contrast only 12 students (12% of the whole group) perceived the reverse.

To determine how students perceived both supervisors on practice teaching in relation to their own preferred teaching style responses to Questions A, C and D were cross-classified. The results are shown in Table 7.6:

TABLE 7.6
STUDENTS' PREFERRED TEACHING STYLE BY PERCEIVED EMPHASIS OF COLLEGE SUPERVISOR BY
PERCEIVED EMPHASIS OF CLASS TEACHER: 6TH SEMESTER STUDENTS, 1976

<u>Perceived Emphasis of College Supervisor</u>																
	CONTROL				CONTENT				DISCOVERY			SYMPATHY				
CLASS TEACHERS' EMPHASIS: (PERCEIVED)	C*	C	D	S	C	C	D	S	C	C	D	S	C	C	D	S
CONTROL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CONTENT	1	0	0	0	0	0	0	0	1	2	2	0	0	0	0	0
DISCOVERY	19	1	7	1	3	9	4	0	12	8	17	1	0	0	0	1
SYMPATHY	2	0	0	0	0	0	0	0	2	0	1	2	0	1	0	0
Students' Preferred Emphasis	22	1	7	1	3	9	4	0	15	10	20	3	0	1	0	1
	31				16				48				2			

* N.B. The letters C,C,D,S signify, respectively, Control, Content, Discovery and Sympathy.

The table shows, inter alia, that:

- i) only 17 students (approximately 18%) perceived congruence between their own preferred teaching style and that of both supervisors;
- ii) 35 students (36%) perceived both supervisors to be in accord but to prefer a style different to the students' own. Nineteen of these students (20% of the whole group) preferred a discovery style but saw both supervisors as favouring control. Another 9 preferred discovery but thought both supervisors preferred a content-orientated approach.
- iii) 34 students (35%) preferred a child-centred style but perceived both supervisors to be teacher-centred in preference.
- (iv) whereas 23 (24%) of the group saw college supervisors as in accord with the students' own child-centred preferences (predominantly discovery) and their class teacher as favouring a teacher-centred approach, only 12 (12%) – that is, about half this number – saw the reverse as being true.
- (v) for 17 students (18%) not only did both supervisors prefer different styles, but each also differed from the student's own preferred style.

The obvious next comparison was to determine the extent to which the actual teaching styles used during practice teaching by students were in harmony with the styles perceived by students to be preferred by both supervisors. Thus responses to Questions B, C and D were cross-classified as per Table 7.6. The table shows that 37% of the students (i.e. 36 students out of 97) did emphasise the style they perceived both supervisors to favour.

For 16 students (16%) this was a style emphasising control, for 14 (14%) a style emphasising discovery, for 5 (5%) a style emphasising content and for 1 (1%) a style emphasising sympathy. That is 21 (22%) of the whole group did emphasise a teacher-centred approach which they perceived both supervisors to favour, while 15 (15%) of the group emphasised a child-centred style which they saw both supervisors as approving.

For 61 students (63%) therefore, the style of teaching they actually emphasised during practice was different to that emphasised by at least one of their supervisors. The teaching style emphasised by 17 (18%) of these students was the same as that seen to be favoured by the class teacher but not the college supervisor, while for 15 (15%) of the students the reverse obtained. Sixteen (16%) of the students perceived both supervisors to be in accord but themselves emphasised a different style. Finally, 13 (13%) of the students saw both supervisors as emphasising different styles but in fact themselves emphasised a third style.

In broader terms, while 20 students (21%) emphasised a child-centred style which they saw as in accord with their college supervisor but contrary to the adult-centred orientation of their class teacher, only 9 students (9%) were in categories signifying the reverse of this, that is, emphasising a child-centred style favoured by teacher but not by lecturer. By contrast, the number of students emphasising an adult centred style which they perceived to be favoured by lecturers but against the child-centred orientation of their class teachers was only 3 (3%), while the number of students

emphasising an adult-centred style in congruence with the class teacher but contrary to the child-centred orientation of the college lecturer was 6 (6%). Apart from the cells in Table 7.6 showing students and both supervisors to be in accord, the cells most worthy of note are those that show:

- (i) student and college supervisor as favouring a discovery style but the class teacher a style emphasising content (9%);
- (ii) student emphasising a sympathy style and lecturer a discovery style (both child-centred) but the class teacher a control orientation (8%); and
- (iii) student and class teacher emphasising control but college supervisor discovery (6%).

To explore the even more complex relationships between the students' preferred style, the style they actually emphasised during practice teaching and the styles the students perceived their college and school supervisors to prefer, a four-variable cross-classification of responses to the relevant questions (discussed above in terms of 2- and 3-variable cross-classifications) was conducted. This cross-classification yielded 256 theoretical possibilities. However, only 35, or about 14% of these possibilities were actually realised. Analysis of the main trends in these data revealed the following:

- (i) 26% of the entire student group changed their own preferred teaching style during practice teaching to be in accord with what they saw was the style favoured by both supervisors. Fifteen of this group of 25 shifted from a preferred discovery orientation to a style emphasising control.

- (ii) 11% of the group exercised their preferred teaching style during practice and this they perceived to be congruent with the orientations of both supervisors.
- (iii) Another 9% exercised their preferred style on practice which they saw as congruent with their college supervisor's but not their class teacher's.
- (iv) 10% of the group saw both supervisors as in accord but neither preferred nor exercised their supervisor's style. Eight of this group of 10 also did not exercise their own preferred style.
- (v) 8% of the group exercised their preferred style on practice which they saw as congruent with their class teacher's but not their college supervisor's.
- (vi) 7% of the group preferred a style they saw as favoured by their college supervisor but not class teacher, yet emphasised a style on practice that was congruent neither with their teacher nor their own preferred (and hence the college lecturer's preferred) style.
- (vii) 6% of the group saw themselves as preferring the same style as both supervisors but actually exercised a different style during practice.
- (viii) 10% of the group saw themselves as in accord with one supervisor but actually exercised the teaching style they saw the other supervisor as preferring. Half of this group of 10 saw themselves as preferring the same style as the college supervisor and half of the group the same style as the class teacher.

These eight groupings accounted for approximately 90% of all response combinations. Broadly, whereas under the perceived 'influence' of both supervisors over a quarter of the entire group shifted from a preferred child-centred (predominantly discovery) orientation to an adult-centred (predominantly control) orientation, the reverse was true for only 2 students (2%).

7.3 THE PERCEIVED INFLUENCE OF TEACHING AND OF ROLE MODELS ON STUDENTS' ROLE ORIENTATION

What follows now is a listing of other cross-tabular analyses made and the reasons for making them. The results of these analyses are incorporated in the summary of findings with which this chapter concludes.¹

The remaining cross-tabular analyses were as follows:

* Questions A (preferred style) X E (style predicted when beginning teaching) - to examine the nature of adjustments to preferred style students foresaw when commencing their careers proper.

* Questions B (emphasis on last practice) X E (predicted emphasis) - to compare what students predicted they would do with what they actually did in a practical situation.

* Questions A (preferred) X B (last practice) X E (predicted) - to discern relationships between students' preferences, their actual practices (albeit under college and school supervisors) and their predictions.

1. Full details of these analyses are available on request from the author.

* Questions A (preferred) X F (emphasis if School Inspector enters room when you begin teaching) - to test the perceived effect of a specific set of circumstances in the classroom (pressure through scrutiny from a superior) on preferred style.

* Questions B (last practice) X F (Inspector) - to compare what students did under one kind of scrutiny (that of lecturers and teachers) with that predicted under another.

* Questions A (preferred) X G (perceived emphasis of best primary teacher); A X H (best secondary teacher) and A X I (best college lecturer) - to explore, in turn, the relative influences of teacher and lecturer role models approved by students.

* Questions G (best primary teacher) X H (best secondary teacher); G X I (best lecturer); H X I; and, finally, G X H X I - to determine the degree of congruence in role orientation perceived to exist between and amongst students' approved role models.

7.4 SUMMARY OF FINDINGS

1. The preference of a very large majority of students was for a child-centred approach to teaching. Predominantly these students preferred a style emphasising discovery.
2. The practice teaching situation effected a substantial shift in students' orientations toward a teacher-centred approach principally emphasising control. There was also a noticeable shift from one child-centred orientation (discovery) to another (one emphasising sympathy). Only about a third of the group did not change in some way. A majority of students emphasised a style during practice different to that they perceived at least one of their supervisors to prefer. Close to a third of the entire student group

emphasised a style during practice teaching different to that they perceived both supervisors to prefer whether or not those supervisors were seen to be in accord.

3. Nearly half of the group perceived the college supervisor to prefer adult-centred styles as compared with the students' own child-centred preferences. This proportion was even greater for the same perceived difference between the student and his class teacher.
4. Whereas only two fifths of the students saw themselves as in accord with their college supervisor in respect of preferred teaching style, an even smaller proportion of the students perceived congruence between themselves and their class teacher.
5. Nearly half of the students saw their college and class supervisors as preferring different teaching styles. Of these students, a majority saw this as a difference between the college lecturer's child-centredness and the adult-centred emphasis of the class teacher. Of the (slightly more than) half of the group who saw both supervisors as being in accord, most saw their preferred emphasis as being on either control (in particular) or on discovery. More students than not perceived both supervisors as adult- rather than child-oriented.
6. Though a majority of students actually did change their preferred teaching style during practice teaching, majorities of students also predicted that (a) they would not alter their preferred style when they commenced teaching proper and (b) that they would maintain their preferred style even under the stress of teaching in the presence of an authority figure.

7. In respect of preferred teaching styles there was much greater perceived congruence between students and lecturer role models than between students and teacher role models. Where teacher and lecturer role models were seen to be in accord, it was chiefly in the discovery mode of teaching orientation.

CHAPTER 8

8.1 RESULTS: THE FOLLOW-UP SURVEY

8.1.1 INTRODUCTION

The final reported phase of this study focused on one student group only - the 6th semester (Mitchell) cohort of 1976. Measures of commitment to teaching, as detailed in Chapter 4, were obtained from members of this group prior to their leaving college and the students were then followed up two years after entering teaching in an effort to probe relationships between and amongst degrees of perceived role congruence with lecturers and teachers just before entering teaching, degrees of commitment at that point, and subsequent adjustment to teaching insofar as this was reflected in measures of satisfaction with and expressed commitment to teaching. To this end, the responses to the follow-up questionnaire are first summarised below and are then followed by various analyses which examined associations between:

- (a) commitment to teaching prior to leaving college and degrees of student identification with what they perceived to be the views held by lecturers and teachers about the primary teacher role, and
- (b) degrees of perceived role congruence with significant others and adjustment to teaching two years after entry.

Where sub-group numbers made it feasible to do so, relationships amongst the three above-mentioned variables - commitment, perceived congruence, and adjustment - were also explored. The

analyses undertaken were based upon criteria of commitment previously outlined (in Chapter 4) and the identification of student sub-groups according to how close students saw themselves as being to lecturers and teachers in role viewpoint. While the limitations of these analyses are obvious (for example, with respect to the number of variables accounted for) it needs perhaps to be reiterated that the intent was primarily that of a preliminary exploration which might suggest hypotheses worth pursuing, and point to the necessity for, say, more intensive investigations with larger samples.

In addition, students were also asked to complete Role Norm Inventory One (Own Norms) again in order to examine the proposition widely held in the literature that, once their college days are over, students 'regress' to the more conservative, traditional attitudes purportedly characteristic of the profession as a whole. The data thus gathered are presented briefly at the end of this chapter.

8.1.2 IDENTIFICATION OF STUDENT SUB-GROUPS

The first step taken was to attempt to identify sub-groups of students who perceived themselves as being close to lecturers and/or to teachers, and those who, relative to the rest of the group, saw themselves as unlike lecturers or teachers, or both, in their views about what constitutes appropriate behaviour for a primary teacher. Specifically, four sub-groups were identified:

1. those who perceived themselves as close to lecturers but not to teachers;
2. those who perceived themselves as close to teachers but not to lecturers;

3. those who perceived themselves as close to both; and
4. those who perceived themselves, relative to the rest of the cohort, as close to neither lecturers nor teachers.

To arrive at the composition of these four groups, the following procedure was adopted:* students were ranked according to two measures of perceived distance between themselves and each of their significant others (lecturers and teachers); the two measures were (i) the sum of the absolute differences for the 45 role norms between a student's own norms and those attributed to the significant other in question (i.e. lecturer or teacher), and (ii) the number of role norms for which there were no such differences (i.e. where the difference between the student's own and attributed norm was zero). The average of these two ranks was taken as indicating a subject's position, relative to the whole group, in respect of perceived distance from lecturers and from teachers. Thus the students could be ranked from 1 (closest to) to 97 (furthest from) in respect of perceived distance from lecturers and from teachers.

From these two lists those students who appeared in the top half ($n = 48$ approximately) of both lists were regarded as the sub-group, relative to their peers, who were closest to both lecturers and teachers. Similarly, those in the bottom half ($n = 48$) of each list became the group furthest from both. Those in the top half of the scale ranking students in respect of distance from lecturers and in the bottom half of the list ranking them in terms of distance from teachers became the group regarded as relatively close to lecturers

* The raw data from which these groupings were derived (i.e. responses to Role Norm Inventories 1, 3 and 4) are given in Appendix 14(a).

but not to teachers. Likewise, the fourth group - those relatively close to teachers but not to lecturers - was derived from the top and bottom halves of the relevant lists.

In this way four distinct sub-groups were determined:

- GROUP 1: Students who, relative to their peers, tended to perceive little difference between themselves and both lecturers and teachers in respect of the role concepts they held. There were 31 in this group which could be regarded as the collectivity manifesting least perceived role conflict. In terms of views held about the teacher role, they tended to identify with both groups of significant others.
- GROUP 2: Students who perceived most distance between themselves and both teachers and lecturers, thus being the group showing most perceived conflict. There were 30 in this group which, relatively, identified with neither lecturers nor teachers.
- GROUP 3: Students who, relatively, saw no great differences between themselves and lecturers, but perceived greater distance between themselves and teachers. That is they tended to identify with lecturers but not teachers in respect of role concepts. There were 19 in this group.
- GROUP 4: Students who, similarly, tended to identify with teachers but saw themselves as holding relatively different views about the teacher role than those ascribed to lecturers. There were 17 students in this group.

These procedures were also used to identify other relevant sub-groupings of students. Thus, for example, collectivities closest to and furthest from teachers (irrespective of their perception of lecturers) could be determined by ranking students according to (i) the sum of the absolute differences between their own norms and those they attributed to teachers over the 45 items of the inventory and (ii) the number of items where the difference was zero, and then averaging these rankings to produce a ranking list from which the top and bottom quartiles or thirds could be contrasted in respect of other criteria such as commitment to teaching. In this way sub-groups of students closest to and furthest from teachers, and closest to and furthest from lecturers were produced. As well, the absolute differences between each student's responses to Role Norm Inventories 3 (norms attributed to lecturers) and 4 (norms attributed to teachers) were summed over the entire inventory as a basis for producing a ranking for each student reflecting that student's position vis à vis his/her peers with respect to the degree of disparity perceived to exist between lecturers and teachers.

Comparison of the relative position of a few specific subjects should suffice to illustrate the differences between the sub-groupings obtained by the means described above. For instance, for the last-mentioned groupings - that is, those reflecting the degree of perceived disparity between lecturers and teachers - student 093 (M) was ranked as the student who perceived the greatest difference between lecturers and teachers: there were only 8 items out of 45 where this student saw no difference between lecturers and

teachers; for the entire inventory the student averaged 1.4 per role norm difference on the 5-point response scale and 1.703 over the 37 items where differences were perceived. By contrast, the student (042F) who perceived least disparity, saw no difference between lecturers and teachers on 41 of the 45 items and averaged only 0.177 difference per role norm over the inventory. Student 012F ranking 24th (the quartile mark) in respect of most perceived distance between lecturers and teachers, saw differences on 29 items and averaged 1.2 difference per role norm over the inventory. The student ranking 24th in respect of least perceived disparity (student 040F) saw differences on 18 items and averaged 0.64 difference per role norm over the inventory.

Similarly, the student ranking closest to teachers perceived differences between herself and teachers on only 9 of the 45 items of the inventory and averaged a mere 0.20 per role norm difference overall, while the student ranking furthest from teachers perceived differences on no less than 39 of the 45 role norms and averaged 1.67 per role norm difference over the entire inventory. The student ranking closest to lecturers perceived differences on a mere 3 items out of 45 and averaged a negligible 0.09 per role norm difference, whereas the student ranking furthest saw differences on 33 items and averaged 1.09 per role norm difference.

These cases serve to convey something of the range and degree of difference within the student group as regards students' perceptions of lecturers and teachers. Summing up, the range was from students who saw themselves as virtually identical to lecturers and/or teachers in respect of views held about the role of primary

teacher, to those who saw themselves as very different from either lecturers or teachers, or both. Further, whereas some students perceived very little difference between lecturers and teachers, others saw a veritable gulf as existing between the two.

8.1.3 RESPONSES TO THE FOLLOW-UP QUESTIONNAIRE

1. Response rate: A very high response rate for a postal survey of 91 out of the original 97 subjects (i.e. nearly 94%) was achieved by means of sending an initial letter and up to two follow-up requests where necessary. Efforts made to track the 6 non-respondents revealed that none of them were teaching. Of the 91 respondents, 5 indicated that either they had already left teaching or were about to do so, with no intention of returning. In all therefore, two years after entry into the profession 11 of the original 97 who made up the 1976 cohort had either left teaching not to return, or were about to leave permanently. A check subsequently made on those who said they were about to leave showed that all, in fact, did so.

2. Trends in the data: Responses to the follow-up questionnaire are given in full in Appendix 26. What follows is a summary of the main trends in the data. This is intended merely to serve as a background to subsequent analyses:

(i) Appointments in the first two years: The first questions asked concerned the number of schools to which the student had been appointed since leaving College, and the reasons for any such transfers. These data were gathered because experience with beginning teachers pointed to the transfer system as a possible source

of dissatisfaction. Moreover, not only is this discussed in the literature (e.g. Coverdale, 1973: 37; Tisher *et al.*, 1978: 18) but programmes dealing with the kinds of support needed by beginning teachers implicitly assume stability in appointment in the early part of a teacher's career if help is to be effective in easing the transition from college to school (e.g. Minns, 1974). Table 8.1 conveys the number of appointments in the first two years of teaching:

TABLE 8.1
APPOINTMENTS IN FIRST 2 YEARS OF TEACHING

Number of Appointments Since Entry	MALES		FEMALES		TOTALS	
	n	%	n	%	n	%
One	14	15.4	35	38.4*	49	53.8
Two	7	7.7	24	26.4	31	34.1
Three or more	2	2.2	9	9.9	11	12.1
TOTALS	23	25.3	68	74.7	91	100

* Adjustment to make for 100% in total.

The table shows that nearly half of the respondents were not teaching in the school to which they had been appointed two years earlier and that about one in eight was currently teaching in at least his/her third school. Indeed, one student (F17) was in her sixth school! There were no statistically significant differences in the number of appointments between males and females (chi square = 0.693, df = 2, $p < .80$).

Overwhelmingly, the reasons given for transfers to another school fell into two categories. These were (i) either a request of a personal nature such as an impending marriage or a desire to move out of a particular area, and (ii) a change from reserve teacher to a permanent position. Reasons relating to an inability to cope, or to friction with other staff were only rarely instanced. When elsewhere in the questionnaire respondents listed their sources of dissatisfaction, the fact of being transferred was scarcely mentioned.

(ii) Levels of satisfaction with teaching: A clear trend toward relatively high levels of satisfaction was discerned with almost four fifths of the group declaring that teaching was either fully satisfying (23.1%) or satisfying on the whole (56%). Even allowing for possible maximum dissatisfaction amongst the 6 non-respondents, the overall picture of relatively high satisfaction with teaching is not substantially altered. A comparison of the mean satisfaction scores for those ex-students who were still teaching at the school to which they had been first appointed ($\bar{X} = 1.94$, $s = 0.75$; $n = 49$) and for those who had been moved once or more ($\bar{X} = 2.24$, $s = 0.98$; $n = 42$) showed no statistically significant difference at the .05 level ($t = 1.6216$).

(iii) Retrospective satisfaction with the choice of teaching as a career was also relatively high. About 79% of respondents reported either that they would 'certainly' or 'probably' choose teaching if they could make their career choice again, with 11% uncertain, and about 10% seeing themselves as unlikely to choose teaching given the choice again. No statistically significant

sex-related differences were found when, because of some low cell frequencies, response categories were collapsed into those LIKELY to have gone into teaching (the 'certainly' and 'probably' categories) and those UNLIKELY to have chosen teaching (the 'uncertain', 'probably not' and 'certainly not' categories). The obtained chi square value corrected for continuity was, with 1 degree of freedom, 0.671 ($p < .40$).

(iv) Expressed commitment to teaching as reflected in respondents' future career plans and in the likelihood of their leaving teaching within a year or five years was, overall, adjudged to be relatively high. Table 8.2 shows the responses obtained in the six categories provided for the career plans question:

TABLE 8.2

FUTURE CAREER PLANS TWO YEARS AFTER ENTERING TEACHING

FUTURE PLANS	MALES		FEMALES		TOTALS	
	n	%	n	%	n	%
1. Continue teaching until retirement	2	2.2	2	2.2	4	4.4
2. Stay in schools in foreseeable future but not necessarily until retirement	10	11.0	9	9.9	19	20.9
3. Continue in field of education but hope to move eventually to another area of education	3	3.3	5	5.5	8	8.8
4. Leave teaching for a time but return later	5	5.5	47	51.6	52	57.1
5. Leave teaching to have a family and not return	0	0.0	2	2.2	2	2.2
6. Leave teaching and not return	3	3.3	3	3.3	6	6.6
TOTALS	23	25.3	68	74.7	91	100

The table shows that only a small proportion of the group (8.8%) intended to leave teaching and not return. Alternatively, a very large proportion (91.2%) shows, by the criterion of future plans, some commitment to the profession whether it be to stay until retirement, to stay in the foreseeable future, to remain in some area of education, or to return after leaving for a time (to have a family, to travel, and for other reasons - see questionnaire in the appropriate Appendix). When categories 1, 2 and 3 were collapsed to form a 'Stay in Education' cell and compared with categories 4 - 'Leave and Return' and categories 5 and 6 combined ('Leave') it was found that (i) the proportion of females who see teaching as a contingent occupation (response category 4) was greater than expected while the proportion of males was less than expected, and (ii) the reverse of this obtained for the 'Stay in Education' category (chi square = 21.107, df = 2, $p < .001$). Not surprisingly, female respondents most frequently (57% of all responses) gave the desire to start a family as a reason for leaving teaching for a time, although the desire to travel was also strong (36% of responses). It might be noted that the perception by females of teaching as a contingent occupation found in this follow-up survey is in accord with findings reported by Walker (1967) in an earlier study which investigated career commitment amongst teachers five years after training.

(v) Despite the relatively high levels of commitment and satisfaction found after 2 years in teaching, over half (56%) of the entire group had at some time 'seriously' considered leaving the profession. This was not sex-related (chi square = .085, df = 1,

$p < .70$). The most frequently given reasons for considering leaving teaching concerned the exhausting nature and tension of the job and frustration at inadequate pedagogical skills.

(vi) While the likelihood of leaving teaching within the immediate future (1 year) was low, with 88% of respondents expecting still to be teaching in 1 year's time, a very different picture emerged for the 'forseeable' future with slightly over half of the group (51.6%) expecting to have left - either 'definitely' or 'probably' - within 5 years. Moreover, whereas there was no difference between males and females in respect of their short term career plans (chi square = 0.350, df = 1, $p < .50$), there were sex-related differences in respect of long term expectations of leaving teaching (chi square = 13.553, df = 3, $p < .01$).¹ The analysis pointed primarily to a tendency in male respondents to be over-represented in the 'extremely unlikely to leave' and 'might, but unlikely to leave' categories. Correspondingly, females were somewhat under-represented in the 'extremely unlikely to leave' category. That is, within the forseeable future, males appeared less likely to leave teaching than females.

(vii) Retrospective perception of important role influences: by frequency of mention, teaching colleagues were perceived as the most important positive influences on respondents' thinking about their role as teacher when they looked back over their training

1. Siegel (1956: 110) following Cochran (1954) recommends that for contingency tables with degrees of freedom larger than 1, the chi square test may be used if fewer than 20 per cent of the cells have an expected frequency of less than 5 and if no cell has an expected frequency of less than 1. In this particular analysis, while 2 of the 8 cells did not have an expected frequency of 5, they were so close to it (4.6, 4.3) that the test was proceeded with.

and the experience of two years in the schools. Of 156 responses, 73 (or nearly 47%) designated teaching colleagues as positive influences while lecturers ranked second with 17.3% of responses and teachers met during practice teaching 3rd with 16% of responses.

The parents of pupils were seen most frequently by respondents as negative influences with 29% of the 76 interpretable responses given. Colleagues, including principals ranked second with 25% of responses, and lecturers third with 17% of responses. The 'community' was also perceived as exerting a negative influence in 12% of responses.

Predominantly, comments specifying how colleagues, lecturers and others both positively and negatively influenced ways in which respondents perceived their roles as teachers, concerned practical matters. For example, lecturers who were seen as negative influences tended to be seen as 'too theoretical' in orientation or 'too far removed from the classroom' while those seen as positive influences were seen as classroom- and method-oriented. Similarly, there was appreciation of teachers who had helped students cope with the many-faceted problem of becoming a competent classroom practitioner.

Summarising the responses to the follow-up survey, it can be said that an overall picture of relative satisfaction with teaching is conveyed after 2 years in the job with some evidence, however, that adjustment was not without its problems. The next step taken was to ascertain to what degree, if at all, the various measures of adjustment were associated with degree of commitment to teaching just before entering the profession, and degree of perceived role congruency with lecturers and teachers.

8.1.4 TEACHING COMMITMENT, PERCEIVED ROLE CONGRUENCY AND ADJUSTMENT TO TEACHING

On the basis of criteria outlined in Chapter 4, a sub-group of 28 of the 97 students comprising the 1976 6th semester cohort were designated 'highly committed' relative to their peers, while 32 were rated 'low committed'. The 37 students who did not fall reasonably clearly into either category were given a 'moderate commitment' rating. There were no statistically significant sex-related differences in commitment for all three levels (chi square = 3.314, df = 2, $p > .10$) or, in a separate analysis, between the high and low committed students (chi square = 3.431, df = 1, $p > .05$).

To determine whether or not level of commitment was associated with students' perceived role congruence with lecturers and teachers, the two variables were cross-tabulated. As explained, degree of perceived role congruence was ascertained by ranking students in terms of perceived distance between themselves and their lecturers and teachers. Those students with a composite ranking in the top half of the entire cohort of 97 with respect to perceived distance from lecturers, or teachers, or both, were regarded as having 'some' role model or as being relatively congruent with significant others, while those ranking in the bottom half were seen as having 'no' role model (in this limited sense), or as lacking in role congruence (relatively speaking). Table 8.3 shows the results of this cross-tabulation for all categories of role congruence (congruent with lecturers, teachers, both, and neither) and all degrees of commitment (high, moderate and low):

TABLE 8.3

PERCEIVED ROLE CONGRUENCE WITH SIGNIFICANT OTHERS BY
COMMITMENT TO TEACHING: 6TH SEMESTER, 1976

		<u>Commitment</u>			
		High	Moderate	Low	
<u>Role</u> <u>Congruence</u> <u>With...</u>	Lecturer	6	8	5	19
	Teacher	7	7	3	17
	Both	13	11	7	31
	Neither	2	11	17	30
		28	37	32	97

The table yielded a chi square value of 15.502 which, with 6 degrees of freedom, was statistically significant at beyond the .02 level. The associated adjusted contingency coefficient² of 0.431 signified a relationship of moderate strength between the cross-tabulated variables. Specifically, the obtained chi square value was principally accounted for by the fact that high committed students were under-represented and low committed students over-represented in the 'neither' role model category, high committed students somewhat over-represented in the 'both' role models category, and low committed students rather under-represented in the 'both' and 'teacher' role models categories. When the 'lecturer' and 'teacher' categories were collapsed to form a 'lecturer or teacher' role model category the same relationships were found for the 3 x 3

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2. Since the coefficient of contingency (C) is always less than 1, some of the disadvantages of using it can be ameliorated by adjusting the computed value of C (the square root of: the obtained chi square value divided by that value plus N) to take into account the maximum value C may attain (C_{\max}) for any given table. This latter value is found by taking the square root of: the number of rows in the contingency table minus 1, divided by the number of rows. The adjusted value of C (C_{adj}) is equal to C divided by C_{\max} (cf. Mendenhall et al. 1973: 350-351).

table (chi square = 15.181, df = 4, $p < .01$; $C_{adj} = 0.451$). Again, when the 'neither' category was compared with the other three categories combined, the obtained chi square value of 14.813 (df = 2) was statistically significant at beyond the .001 level, and the adjusted contingency coefficient of 0.446 indicated a relationship of some strength between the two variables.

As might be expected, this relationship was even stronger when the role congruence categories were based on the top and bottom thirds (n = 32) of the cohort. This procedure had yielded subgroups of 20 with 'no' role model, 20 with 'both' role models, 6 with a teacher but not lecturer model, and 6 with a lecturer but not teacher model. Once more, categories were collapsed to compare those with 'no' model (n = 20) with those with 'some' model (n = 32). Table 8.4 shows the outcome of this comparison.

TABLE 8.4

PERCEIVED ROLE CONGRUENCE BY COMMITMENT:
SUB-GROUPS OF 1976 6TH SEMESTER COHORT

<u>Role</u> <u>Congruence</u>		<u>Commitment</u>			
		High	Moderate	Low	
	Yes	15	11	6	32
	No	0	7	13	20
		15	18	19	52

The obtained chi square value of 16.688 (df = 2) was statistically significant at beyond the .001 level and the adjusted contingency coefficient of 0.700 indicated a strong association between degree of role congruence and degree of commitment insofar as this latter could be said to be reflected by the composite ratings detailed in Chapter 4.

Finally, when the 28 highly committed students were compared with the 32 low committed students in respect of perceived role congruence ('some' role model versus 'no' role model) the same clear tendency for high commitment and congruence with significant others to be associated was discerned as Table 8.5 below shows:

TABLE 8.5

COMMITMENT BY PERCEIVED ROLE CONGRUENCE:
SUB-GROUPS OF 1976 6TH SEMESTER COHORT

<u>Commitment</u>		<u>Role Congruence</u>		
		Yes	No	
<u>Commitment</u>	High	26	2	28
	Low	15	17	32
		41	19	60

The table yielded a chi square value (corrected for continuity) of 12.544 which, with 1 degree of freedom, was statistically significant at beyond .001 and gave a phi coefficient of 0.457.

In all, therefore, it was found that commitment to teaching prior to leaving training college and degree of perceived role congruence with lecturers and/or teachers were associated. The clear tendency was for relatively high commitment to be linked with relative perceived 'closeness' to the two significant others of the formal training period, and for low commitment to be associated with perceived 'distance'.

To determine whether there was any association between perceived role congruence with lecturers and teachers during training and subsequent commitment to teaching as measured by perhaps the ultimate

criterion of actually staying in the job after entering the profession, it was decided to cross-tabulate role congruence with commitment to teaching as this latter was reflected in whether students remained in the job or had left teaching at a point two years after leaving College. As already stated, of the 91 respondents to the follow-up survey 5 had either left teaching or were about to do so (and subsequently did). Also, none of the 6 non-respondents were teaching as far as could be ascertained. Table 8.6 shows the consequent cross-tabulation.

TABLE 8.6

ROLE CONGRUENCE WITH SIGNIFICANT OTHERS, BY COMMITMENT TO
REMAIN IN TEACHING TWO YEARS AFTER ENTRY: 6TH SEMESTER, 1976.

		Stayed in Teaching	Left Teaching	
<u>Role</u>	Yes	73	4	77
<u>Congruence</u>	No	13	7	20
		86	11	97

Chi square = 11.203, df = 1, $p < .001$, $\phi = 0.340$.

The obtained chi square value (corrected for continuity) and the associated phi coefficient once again indicate an association of some significance between the cross-tabulated variables. The conclusion was therefore drawn - albeit with caution - that it may possibly be that students who enter teaching with a conception of the teacher role which, relative to their peers, is at odds with that they attribute to the lecturers and teachers who have trained them, may subsequently be less disposed or able to make the necessary

adjustments to remain in the profession. That is, identification with a teacher or lecturer role model during training and the likelihood of remaining in the profession may somehow be linked. While the evidence given here for this possibility is not claimed to be other than tentative and slight, it does perhaps at least suggest that the proposition might warrant further and fuller investigation. It should be noted that the association detailed above persists, as one might expect, where the criterion for role congruence was based upon only the top and bottom thirds of the student cohort. When the 32 students thus designated as having 'some' role model (the 20 closest to both lecturers and teachers together with the 6 closest to lecturers but not teachers, and the 6 closest to teachers but not lecturers) were compared with the 20 who were furthest in perceived viewpoint from both significant others, a chi square value of 5.498 was obtained which, with 1 degree of freedom, was statistically significant at beyond the .02 level.

Again, when the 20 students closest to both lecturers and teachers were compared with the 20 furthest from both in respect of whether or not they were still teaching after two years, the result was statistically significant. The distribution is shown in Table 8.7 below:

TABLE 8.7

ROLE CONGRUENCE WITH SIGNIFICANT OTHERS, BY COMMITMENT TO
REMAIN IN TEACHING: SUB-GROUPS OF 6TH SEMESTER, 1976.

		Stayed in Teaching	Left Teaching	
<u>Role</u>	Yes	20	0	20
<u>Congruence</u>	No	14	6	20
		34	6	40

Following Siegel's (1956: 110) recommendation that when N is between 20 and 40 the Fisher Exact Probability Test should be used if all expected frequencies do not reach 5, the Fisher test was applied, with a resultant probability of 0.0101 of obtaining the observed distribution of frequencies. (Since N did not fall below 40, a chi square value was also calculated. It was 4.902 which, with 1 degree of freedom, was statistically significant at between .05 and .02 and yielded a phi coefficient of 0.350).

As a final example of this line of analysis, to the 6 non-respondents were added 8 others whose responses to the follow-up survey indicated that they intended to leave teaching permanently, or in some cases, had already done so. The commitment levels of this group of 14 prior to leaving college were compared with those of the 83 students making up the rest of the cohort. It was found that no less than 10 of the 14 who had either left teaching or who signalled their intention to leave permanently had been designated 'low committed' two years earlier. This result was statistically significant (chi square = 10.984, $df = 2$, $p < .01$; $C_{adj} = 0.451$), the obtained chi square value being largely accounted for by the fact that low committed students were notably over-represented in the category of those who had either left teaching or declared their intention to do so.

The next step was to compare the four sub-groupings shown in Table 8.5 above with respect to satisfaction levels two years after entering teaching. Referring back to Table 8.5, the four sub-groups were:

1. the highly committed with 'some' role model (n = 26)
2. the highly committed with 'no' role model (n = 2)
3. the low committed with 'some' role model (n = 15)
4. the low committed with 'no' role model (n = 17)

Realistically, sub-group 2 above had to be eliminated from any such analyses because of its size. Consequently, groups 1, 3 and 4 were compared where cell frequencies made this possible. Where not, groups 3 and 4 were combined.

Firstly, groups 1, 3 and 4 were compared with respect to the number of schools served in since commencing teaching in case this was a source of dissatisfaction. Responses to the question were dichotomised so that respondents could be classified according to whether they had had one appointment or more than one. On this basis no statistically significant differences were found between the groups (chi square = 1.431, df = 2, $p > .10$) – a result borne out by examination of students' written comments in the follow-up survey which, as has been recorded, indicated that appointments and transfers were not a problem for the students of this cohort.

Next, mean satisfaction scores for the entire high (n = 28) and low (n = 32) committed groups were calculated. Students known to have left teaching were given a 5 score on the 1 to 5 satisfaction scale. The mean for the high committed group was 1.75 with a standard deviation of 0.93, while that for the low committed group was 2.85 (s = 1.25). The difference between means was statistically significant at $p < .001$ ($t = 3.901$, df = 58).

Following this, mean satisfaction scores were computed for groups (i), (iii) and (iv) above. They were, respectively 1.81 ($s = 0.94$), 2.73 ($s = 1.33$) and 2.82 ($s = 1.13$). A one way analysis of variance yielded an F value of 5.8276 ($MS_b = 6.83$, $df = 2$; $MS_w = 1.172$, $df = 55$) which was statistically significant at $p < .01$, and follow-up contrasts of means showed group (i) to differ from those for the other two groups. Overall then, the conclusion might tentatively be drawn that students who are both highly committed prior to entering teaching and see themselves as being reasonably in accord with one or both of their significant others may tend subsequently to find more satisfaction in teaching than those who have no role model and/or are less committed.

The same sort of conclusion was reached on another measure of satisfaction with teaching - the frequency with which respondents had seriously considered leaving teaching during the two years in the job. When this was cross-tabulated with commitment level the following distribution emerged:

TABLE 8.8

COMMITMENT BEFORE ENTERING TEACHING, BY FREQUENCY WITH WHICH
RESPONDENT CONSIDERED LEAVING AFTER TWO YEARS

		<u>Frequency Considered Leaving</u>			
<u>COMMITMENT</u>		<u>NEVER</u>	<u>SOMETIMES</u>	<u>OFTEN</u>	
	High	20	3	3	26
	Low	6	12	14	32
		26	15	17	58

The obtained chi square value of 19.622 ($df = 2$, $p < .001$) and the contingency coefficient value of .503 ($C_{adj} = .711$) indicates a strong association between commitment and this particular measure of adjustment to teaching. The most notable tendencies were for highly committed students 'never' to have seriously considered leaving teaching during their first two years in the job, while the low-committed students were clearly under-represented in the 'never seriously considered leaving' cell and somewhat over-represented in the 'often seriously considered leaving' category. For this analysis it was necessary to combine the two low commitment sub-groups for, when an analysis comparing the three groups was attempted, cell numbers were too small in over twenty per cent of cells for the table to be amenable to statistical analysis.

Similarly, when commitment was cross-tabulated with students' future career plans two years after entering teaching, the low commitment groups had to be combined because of cell sizes. As well, to make a 2 x 2 table and to take account of the sex variable, the six career plans categories were collapsed into two - those who intended staying in teaching ultimately (even if this meant leaving to return at a later date after having travelled or having had a family) and those who intended to leave permanently. The results of this analysis are given below:

TABLE 8.9
 COMMITMENT BEFORE ENTERING TEACHING, BY
 FUTURE CAREER PLANS

		<u>Career Plans</u>		
<u>COMMITMENT</u>		<u>STAY IN TEACHING</u>	<u>LEAVE TEACHING</u>	
	High	24	2	26
	Low	22	10	32
		46	12	58

The obtained chi square value of 6.482 (df = 1, $p < .02$; $\phi = .334$) is almost wholly accounted for by one cell: high commitment students are clearly under-represented in the 'leave teaching' career plans category. That is, highly committed students were found to be less likely than expected to leave teaching permanently.

While no differences were found between the three sub-groups in respect of the likelihood of leaving teaching within 5 years (chi square = 3.015, df = 2), there were differences in respect of retrospective satisfaction with their college training (chi square = 7.627, df = 2, $p < .05$; $C = 0.352$). For the purposes of the analysis the five satisfaction categories were collapsed into two (satisfied/dissatisfied) since there were no responses at all in the middle 'can you give no opinion' category. Specifically, the main tendencies were for the high commitment group to be over-represented in the 'satisfied' category and under-represented in the 'dissatisfied' category, with the reverse of this obtaining for sub-group (ii) - the low commitment students who were relatively close in perceived role standpoint to at least one significant other.

Again, when the three groups were compared with respect to their retrospective choice of teaching as a career there were differences. Respondents were asked in the follow-up survey to indicate on a five-point scale ranging from 'certainly' (1) through to 'certainly not' (5) the likelihood of their choosing teaching as a career if they had the choice again. For the purposes of the analysis, the 'certainly' and 'probably' response categories were collapsed into a 'likely' to have chosen teaching category and the 'uncertain', 'probably not' and 'certainly not' into an 'unlikely' category. When this was cross-tabulated with commitment and role congruence as embodied in groups (i), (iii) and (iv), a chi square value of 8.356 ($df = 2$, $p < .02$) was obtained, with an adjusted contingency coefficient of .502 indicating an association of moderate strength. Specifically, the principal trend was for the high committed group to be noticeably under-represented in the 'unlikely' to have chosen teaching category. Both low committed groups were over-represented in this category while the high committed group was over-represented in the 'likely' to have chosen teaching category. That is, overall, high commitment and congruence with significant others was found to be associated with relatively high retrospective satisfaction with the choice of teaching as a career, and vice versa.

At this point it perhaps needs re-stating that there were other relevant ways of dividing the student cohort on the basis of perceived role congruence with significant others, and in keeping with the exploratory nature of the work, this was done. For the most part, analyses undertaken with these other sub-groupings confirmed the associations between commitment, role congruence and adjustment

to teaching reported above. It must be stressed however that while such analyses did uncover clear and persistent trends in the data, the associations found were predominantly of moderate strength, and detailed knowledge of some individual cases warned against the drawing of any simplistic conclusions about relationships amongst the variables considered. There follows a summary of findings from some such analyses as a means of showing how the associations detailed above tended to hold for other sub-groupings of the cohort:

* A comparison was made between the commitment levels of students as these related to their perceived distance from practising teachers. The sub-groups compared were those in the top quartile ($n = 24$) in respect of perceived distance from teachers (that is, those who were closest), and those in the bottom quartile (farthest from teachers). An association of moderate strength was found between commitment level and perceived compatibility of viewpoint with practising teachers (chi square = 6.948, $df = 2$, $p < .05$; $C_{adj} = 0.504$). The tendencies were for relative perceived distance from teachers to be associated with low commitment and for relative closeness to teachers with high commitment. When the 'moderate' commitment category was excluded and those in the high and low commitment categories only compared, the association persisted (chi square = 5.163, $df = 1$, $p < .05$; $\phi = 0.396$).

* Similarly, a comparison was made between the commitment levels of students as these related to their perceived distance from lecturers. Again, the top and bottom quartiles were compared, and

a moderately strong association found between commitment level and perceived compatibility of viewpoint with lecturers (chi square = 5.99, df = 2, $p = .05$; $C_{adj} = 0.471$). The same relationships between high commitment and perceived closeness, and low commitment and perceived distance were found.

* Two other sub-groupings were compared with respect to teaching commitment as this was measured prior to leaving college. The first of these groupings was composed of students who, relative to the rest of the cohort, were least close to both lecturers and teachers and also perceived the greatest disparity between the two. The second group consisted of those students who, by contrast, saw themselves as closest to both lecturers and teachers, and also perceived least disparity between the two significant others. There were 14 students in the former grouping and 17 in the latter. It was found that those in the former group were less likely than those in the latter to be highly committed to teaching and more likely to be less than highly committed (chi square = 11.516, df = 1, $p < .001$; $\phi = 0.61$). The phi coefficient signified that this association was quite strong.

* Of the 20 students most distant from both lecturers and teachers in perceived role viewpoint, there were 13 students in the low commitment category. The mean satisfaction score of this sub-grouping two years after entering teaching was 2.77 ($s = 1.24$). This compared with a mean satisfaction score of 1.58 ($s = 0.45$) for the sub-group of 12 who, relative to their peers, were closest to both lecturers and teachers and were in the high commitment

category. The result was statistically significant ($t = 3.1448$, $df = 23$, $p < .01$). When level of commitment was omitted, a difference in satisfaction was also found between the 20 students closest to both significant others and the 20 least close. The mean satisfaction level for the first group on the five point scale was 1.75 ($s = 0.64$) while that for the second group was 2.55 ($s = 1.146$). The difference, again, was statistically significant at beyond the .01 level ($t = 2.7304$, $df = 38$).

* Differences in perceived role conflict with lecturers and teachers were found between the high ($n = 28$) and low ($n = 32$) committed groups. The absolute differences between each student's own norms and the norms they attributed, in turn, to lecturers and to teachers, were summed over the entire 45 items of the inventory and an average for each group obtained. The average of the absolute perceived differences between students and lecturers was 24.93 ($s = 9.3$) for the high committed group and 31.41 ($s = 10.81$) for the low committed students. The difference was statistically significant ($t = 2.4961$, $df = 58$, $p < .02$). Similarly, the difference between the respective averages for perceived differences with teachers (high: $\bar{X} = 32.00$, $s = 14.51$; low: $\bar{X} = 41.59$, $s = 14.81$) was statistically significant ($t = 2.5303$, $df = 58$, $p < .02$).

* A comparison was made of the commitment levels of the 21 students reporting themselves 'fully satisfied' with teaching in the follow-up survey with the 19 who were only moderately satisfied, less than satisfied or 'most unsatisfied'. It was found that there were 13 high committed students and 1 low committed student in the former sub-group, and 3 high committed and 10 low committed

in the latter. The association between commitment and subsequent satisfaction with teaching was both statistically significant (chi square = 10.839, $df = 1$, $p < .001$) and quite strong ($\phi = 0.634$). Similarly, a strongish association was found between retrospective choice of teaching as a career and level of commitment. High commitment was associated with high satisfaction with career choice (the 'certainly go into teaching' category), and low commitment with uncertainty or low satisfaction with the choice of teaching as a career (chi square = 10.895, $df = 1$, $p < .001$; $\phi = 0.535$).

* Finally, though far from exhaustively, level of commitment and degree of role congruence was examined in relation to students who, on the basis of a combination of criteria of adjustment to teaching, were designated 'best' or 'least' adjusted to the job two years after leaving college. The criteria used were students' estimate of their present level of satisfaction, the degree to which they had seriously considered leaving teaching, and their retrospective satisfaction with choice of teaching as a career. Whether or not the respondent planned to leave teaching permanently was also considered.

The 'best' adjusted students were those who declared themselves 'fully' satisfied with teaching (response category 1 on a 5 point scale), had 'never' seriously considered leaving (response category 1 on a 3 category scale) and who would 'certainly' go into teaching if the choice of career could be made again (response category 1 on a 5 point scale). There were 12 such students, none of whom intended leaving teaching permanently.

The 'least' adjusted sub-group was composed of 11 students who were less than satisfied with teaching (response categories 3, 4 and 5), had 'sometimes' or 'often' seriously considered teaching, and who, if they had the choice again, would be unlikely to choose teaching again (the 'uncertain', 'probably not' and 'certainly not' response categories).

It was found that none of the 'best' adjusted students were in the low commitment category. There were 9 in the high commitment category and the remaining 3 were moderately committed. However, of the 11 'least' adjusted students, 8 were low committed, 3 moderately committed and none highly committed. Using the Fisher Test, the probability of getting the obtained distribution on a high/moderate versus low commitment basis was 0.0003. Alternatively, on a high commitment versus moderate/low basis the probability of obtaining the resulting distribution was 0.00027.

Of the 12 best adjusted students, 10 were relatively close to either or both significant others compared with their peers, while 2 were in the 'no role model' category. Six of the 11 least adjusted students had 'some' role model, while 5 had none. Though the probability of obtaining such a distribution (or one more extreme - cf. Siegel, 1956: 98) exceeded the .05 level, it might be noted that not one of the least adjusted students had a teacher role model.

8.1.5 CONCLUSION

The foregoing analysis should suffice to indicate both the nature of the explorations undertaken with the students of one cohort and the typical results obtained. Limited though the evidence

presented undoubtedly is, it would seem to suggest, at least, that degree of identification by students with the perceived role standpoint of lecturers and teachers, and degree of commitment to teaching - especially this latter - may indeed be associated with subsequent adjustment to the job proper, as hinted at in the literature but to date left largely unexplored. Tentatively, it appears feasible that high perceived role congruence with significant others and high commitment to teaching, particularly in combination, may facilitate socialization into the profession, and vice versa. Certainly, such a proposition seems to be worth intensive investigation.

8.2 RESPONSES TO THE ROLE NORM INVENTORY

Accompanying the follow-up questionnaire was a copy of Role Norm Inventory One which, in respect of the 45 role norm items, asked respondents - as before - how they thought a primary teacher ought to behave given good working conditions and a sympathetic head-teacher and colleagues. That is, students' ideal role concepts were once more sought - two years after they had entered teaching. The prime purpose of this was to try to ascertain the direction of any shifts in role standpoint over the two year period. To do this a comparison along lines previously established was made between the group's responses to R.N.I.1 when in 6th semester and their responses as teachers two years later. Any differences found were then looked at against the actual norms of teachers and lecturers obtained in the 1976 section of the study to determine the direction of those shifts. For comparison purposes the 6 non-respondents to the follow-up survey were eliminated from the original (1976 6th semester) data. That is, the same 91 students were compared.

Because they were the same students, the t test for non-independent samples was used to ascertain statistical significance.

In view of the detailed analyses previously given for the role norm inventory data, it was considered necessary to present here only the salient trends in the follow-up responses as briefly as possible. The basic data from which these are derived are given in Appendix 8. All 91 students responded to the role norm inventory and, overwhelmingly the inventories were fully completed. All responses to role norm items were used.

8.2.1 RESULTS: THE FOLLOW-UP ROLE NORM DATA

1. Role Sector 1: Acting Toward Pupils

There were 10 statistically significant differences between the students' own norms when students, and their own norms as teachers. In every case the shift was in the direction of the teachers' own norms as these latter appear in the 1976 data. In 7 out of the 10 cases, the shifts were away from the norms of lecturers as these appear in the 1976 data. That is, in respect of role relationships with pupils the ex-students of the 1976 6th semester cohort had become more like teachers and less like lecturers. Specifically, they had become a good deal more formal and traditional (role norms 1, 4), more punitive (3, 7, 12) and less pupil-centred and democratic (9, 11, 15). There were also relatively small differences on items 5 (evaluate pupils on individual basis) and 6 (give greater attention to the more able than the less able pupils) which confirmed the overall shift to a less progressive standpoint.

The mean difference per role norm for these items was a relatively substantial 0.449 while, over the entire sector, it was a moderate 0.339. Disregarding statistical significance, the direction of the differences in the mean scores was toward teachers for no less than 14 of the 15 items, and away from lecturers for 10 of the 15. Overall then, the shift in the ex-students' norms for the classroom role was consistent and quite marked.

2. Role Sector 2: Acting Toward Colleagues

Though there were 5 statistically significant differences for this role sector, they tended to be only moderate or slight differences of degree as is evidenced by the mean difference per role norm of 0.314 for the 5 items and only 0.225 for the whole sector. If anything, there was a mild trend toward less altruism (role norms 16 and 25), some inclination toward less informality with staff in front of pupils (18), a relaxing of attitude concerning the private use of the telephone while at school (22), and perhaps a lessening of a tendency toward clannishness (19). Again, the overall trend - albeit a mild one - was toward the viewpoint of teachers, though for this role sector, there was no notable movement away from lecturers.

3. Role Sector 3: Acting Toward Parents

There were 5 statistically significant differences for this sector. The clear trend was toward a lesser degree of co-operativeness with parents (items 28, 31, 32) and an inclination to more distance and formality in respect of strictly teacher concerns (items 29 - discuss with parents the child's scores on standardized attainment tests, and 30 - tell parent tested I.Q. of child). On each of

the 5 items the shift was toward teachers and away from lecturers. The mean difference per role norm of 0.496 signifies a not inconsiderable change for these items (0.303 for the whole sector). Without regard to statistical significance, the direction of the differences between the means was toward teachers for 8 of the 10 items in this sector and away from lecturers for 6 of the 10.

4. Role Sector 4: Acting Toward Community

Once more, while there were 5 statistically significant differences for this role sector, they tended to be moderate as indicated by the mean difference per role norm of 0.342 for the 5 items and a mere 0.202 for the entire sector. The most notable difference was an amelioration of the tendency to be cautious and conservative about the teacher's image from a professional political standpoint (items 36 and 43). There was also a little less inclination to live within the school neighbourhood (37), to spend an eight hour day at school (40), and to be active within the community (38). Again, directional shifts tended to be more toward teachers than toward lecturers.

8.2.2 The Role Norm Inventory Responses: Conclusion

Over the whole inventory then, there was a clear shift in responses toward the role standpoint of the teachers in the 1976 study and away from that of lecturers. There were 25 statistically significant differences in all, mostly at beyond the .01 level, and of these there was a shift toward the teacher standpoint in no less than 20, while a shift away was found in only 4 items with 1 item showing no difference. Against this, there were shifts

away from the lecturer standpoint on 16 of the 25 items, and toward them on the remaining 9. This trend was also evident for the 20 items where there were no statistically significant differences.

The most notable shifts occurred for role relationships with pupils and with parents - the two areas where most potential conflict with teachers had been found prior to the students leaving college.

Comparison of the norms of the cohort after they had been teaching for two years with those of the teachers in the 1976 section of the study showed that the ex-students had become very much like the teachers they saw themselves as so different from in many respects before leaving college, and rather less like the lecturers to whom they had then seen themselves as being relatively close.