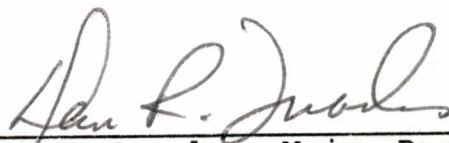
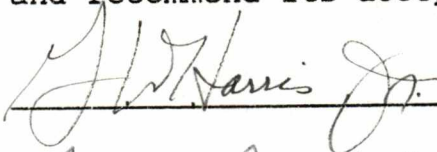
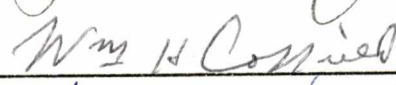
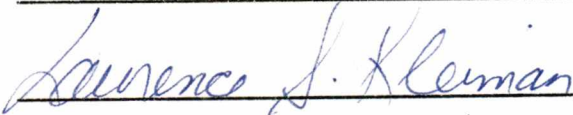


To the Graduate Council:

I am submitting herewith a dissertation written by Hugh Arthur Campbell entitled "A Study of Supervisory Practices of University Faculty Supervisors of Student Teachers Utilizing Reflective Perceptions of Teachers With One to Five Years of Experience." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Dan R. Quarles, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Vice Provost
and Dean of The Graduate School

A STUDY OF SUPERVISORY PRACTICES OF UNIVERSITY
FACULTY SUPERVISORS OF STUDENT TEACHERS
UTILIZING REFLECTIVE PERCEPTIONS OF
TEACHERS WITH ONE TO FIVE
YEARS OF EXPERIENCE

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee

Hugh Arthur Campbell

August 1988

DEDICATION

This dissertation is dedicated to my wife, Mary Ann Campbell. Her love, patience, and encouragement have made this graduate degree possible. In many ways she has sacrificed more time and effort than anyone in helping me to reach this goal. Without her steadfastness and selfless giving, this degree would not have been achieved.

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ABSTRACT

Many factors are important in the selection, training, and preparation of students in the teacher training process. The role of college faculty in the supervision of student teachers continues to be an important part of the teacher preparation programs. In this study 361 teachers with one to five years of experience were surveyed from the Hamilton county/Chattanooga, Tennessee area. The survey investigated the supervisory practices of the university supervisor during the teachers' student teaching experience. A reflective approach was used in this study to determine if any differences existed between the findings from the studies which utilized student teachers as the study population and the perceptions of experienced teachers.

Major findings of this study revealed that:

1. The role of the college supervisor was important and that effective supervisory practices did influence the student teacher;
2. No differences existed between the supervisory approaches for the elementary and secondary level;
3. The performance ratings received by the college

supervisors were related to certain behaviors or practices that were exhibited. These behaviors included concern, freedom of expression for the student teacher, certain frequency and duration patterns of observation, and type of supervisory approach;

4. Supervision by the college supervisor according to content area was important to the respondents. The ability to help with specific content related problems was considered to be of significant importance by the experienced teachers;

5. No major differences existed between the experienced teachers' perceptions and the perceptions of student teachers from other studies with respect to effective supervisory practices.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION AND DESIGN OF THE STUDY	1
	Introduction	1
	Background	2
	Statement of the Problem	4
	Purpose of the Study	5
	Significance of the Study	5
	Definition of Terms	7
	Limitations	9
	Assumptions	10
	Hypotheses	11
	Organization of the Study	14
II.	REVIEW OF RELATED LITERATURE	16
	Introduction	16
	Role Considerations of University	
	Supervisors	17
	Problems Associated With Supervisory	
	Process	26
	Important Factors of the Supervision	
	Process	31
	Summary of Review of Literature	35

CHAPTER	PAGE
III. PROCEDURES FOR THE STUDY	38
Introduction	38
Identification and Selection of Study	
Participants	39
Collection of Data	41
Tabulation and Analysis of Response	
Data	45
IV. PRESENTATION OF FINDINGS AND ANALYSIS	
OF DATA	48
Introduction	48
Findings	48
Analysis of the Findings	132
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
FOR FURTHER RESEARCH	145
Introduction	145
Summary	145
Conclusions	155
Recommendations	160
LIST OF REFERENCES	163

CHAPTER	PAGE
APPENDICES	169
APPENDIX A	170
APPENDIX B	174
APPENDIX C	176
VITA	178

LIST OF TABLES

TABLE	PAGE
1. COMPARISON OF THE PERCENTAGE RETURNS BY ELEMENTARY OR SECONDARY CLASSIFICATION	46
2. DESCRIPTIVE STATISTICS FOR LIKERT-TYPE QUESTIONNAIRE ITEMS FROM TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FOR THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	50
3. FREQUENCY OF OBSERVATIONS BY UNIVERSITY SUPERVISORS ACCORDING TO TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FOR THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	51
4. CONCEPTION OF AN ADEQUATE FREQUENCY OF OBSERVATION BY UNIVERSITY SUPERVISORS ACCORDING TO TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FOR THE CHATTANOOGA/ HAMILTON COUNTY AREA--1988	52
5. SUGGESTED LENGTH OF SUPERVISORY VISITS ACCORDING TO TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/ HAMILTON COUNTY AREA--1988	53
6. AVERAGE DURATION OF SUPERVISORY VISIT ACCORDING TO TEACHERS FROM THE CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE--1988	54
7. TYPE OF FEEDBACK PROVIDED BY UNIVERSITY SUPERVISOR ACCORDING TO TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	56
8. WHEN FEEDBACK WAS GIVEN BY UNIVERSITY SUPERVISORS ACCORDING TO TEACHERS FROM THE CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE--1988	56

9.	SATISFACTION WITH WHEN SUPERVISORY FEEDBACK WAS GIVEN ACCORDING TO TEACHERS FROM THE CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE--1988	57
10.	RATING OF COLLEGE SUPERVISORS BY TEACHER WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	58
11.	TYPE OF SUPERVISORY APPROACH UTILIZED BY UNIVERSITY SUPERVISORS ACCORDING TO TEACHERS FROM THE CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	59
12.	SATISFACTION WITH SUPERVISORY APPROACH USED BY UNIVERSITY SUPERVISORS ACCORDING TO TEACHERS FROM THE CHATTANOOGA/HAMILTON AREA WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE--1988	60
13.	THE CONCEPT OF THE ESSENTIAL ROLE OF UNIVERSITY SUPERVISORS IN PREPARING STUDENT TEACHERS FOR THE TEACHING PROFESSION ACCORDING TO TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/ HAMILTON COUNTY AREA--1988	61
14.	SUPERVISION ACCORDING TO AREA OF SUBJECT SPECIALIZATION AS PERCEIVED BY TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/HAMILTON COUNTY AREA-1988	62
15.	UNDERGRADUATE INSTITUTIONAL SIZE OF TEACHERS SURVEYED WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE FOR THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	63
16.	UNDERGRADUATE GRADE POINT AVERAGE FOR THE TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE TEACHING FOR THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	64
17.	LEVEL OF STUDENT TEACHING EXPERIENCE INDICATED BY THE TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/ HAMILTON COUNTY AREA--1988	64

18.	YEARS OF TEACHING EXPERIENCE AS REPORTED BY TEACHERS SURVEYED FROM THE CHATTANOOGA/ HAMILTON COUNTY AREA--1988	66
19.	SEX OF RESPONDENT TABULATION FROM TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE TEACHING FOR THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	66
20.	SEX OF UNIVERSITY SUPERVISOR ACCORDING TO TEACHERS FROM THE CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	67
21.	CAREER LADDER PARTICIPATION AS TABULATED FROM THE RESPONSES OF TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	67
22.	RESPONSES FOR LIKERT-TYPE ITEMS CROSSTABULATED BY SIZE OF INSTITUTION ATTENDED BY TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/ HAMILTON COUNTY AREA--1988	69
23.	LIKERT-TYPE ITEMS CROSSTABULATED BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	70
24.	LIKERT-TYPE ITEMS CROSSTABULATED BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM THE CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS EXPERIENCE--1988	72
25.	CROSSTABULATION OF RESPONSES BY YEARS OF EXPERIENCE FOR LIKERT-TYPE ITEMS FROM TEACHERS OF THE CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	74
26.	CROSSTABULATION OF RESPONSES BY SEX OF RESPONDENT FOR LIKERT-TYPE ITEMS FOR TEACHERS IN THE CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE--1988	75

27.	CROSSTABULATION OF THE RESPONSES BY SEX OF UNIVERSITY SUPERVISOR FOR LIKERT-TYPE ITEMS FOR TEACHERS IN CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE--1988	76
28.	CROSSTABULATION OF INSTITUTIONAL SIZE BY FREQUENCY OF OBSERVATION FOR TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE IN THE CHATTANOOGA/ HAMILTON COUNTY AREA--1988	79
29.	CROSSTABULATION OF INSTITUTIONAL SIZE BY PERCEIVED SUFFICIENT FREQUENCY RATE OF OBSERVATION FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	79
30.	CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	80
31.	CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	80
32.	CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY SUPERVISORS BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	81
33.	CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR BY INSTITUTIONAL SIZE OF TEACHER FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	81

34.	CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	82
35.	CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	82
36.	CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-1988	83
37.	CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-1988	83
38.	CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	84
39.	CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-1988	84

40.	CROSSTABULATION OF FREQUENCY OF OBSERVATION BY GRADE POINT AVERAGE FOR TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	86
41.	CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE OF OBSERVATION BY GRADE POINT AVERAGE FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	86
42.	CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	87
43.	CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	87
44.	CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY SUPERVISORS BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	88
45.	CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	88

46.	CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	89
47.	CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	89
48.	CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	90
49.	CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	90
50.	CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	91
51.	CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	91
52.	CROSSTABULATION OF FREQUENCY OF OBSERVATION BY LEVEL OF STUDENT TEACHING FOR TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	93

53.	CROSSTABULATIONS OF PERCEIVED SUFFICIENT FREQUENCY RATE OF OBSERVATION BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-1988	93
54.	CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	94
55.	CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	94
56.	CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY SUPERVISORS BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	95
57.	CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	95
58.	CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	96

59.	CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	96
60.	CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY BY STUDENT TEACHING LEVEL FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	97
61.	CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	97
62.	CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	98
63.	CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	98
64.	CROSSTABULATION OF FREQUENCY OF OBSERVATION BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	100

65.	CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE OF OBSERVATION BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	100
66.	CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION BY YEARS OF TEACHING EXPERIENCE FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	101
67.	CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	101
68.	CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY SUPERVISORS BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	102
69.	CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	102
70.	CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	103

71.	CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	103
72.	CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	104
73.	CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	104
74.	CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	105
75.	CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	105
76.	CROSSTABULATION OF FREQUENCY OF OBSERVATION BY SEX OF RESPONDENT FOR TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	107

77.	CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE OF OBSERVATION BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	107
78.	CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE	108
79.	CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	108
80.	CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY SUPERVISORS BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	109
81.	CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	109
82.	CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	110
83.	CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	110

84.	CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	111
85.	CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	111
86.	CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	112
87.	CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	112
88.	CROSSTABULATION OF FREQUENCY OF OBSERVATION BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON COUNTY AREA--1988	114
89.	CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE OF OBSERVATION BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	114

90.	CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	115
91.	CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE-- 1988	115
92.	CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY SUPERVISORS BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	116
93.	CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/ HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	116
94.	CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	117
95.	CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	117

96.	CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	118
97.	CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	118
98.	CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	119
99.	CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988	119
100.	KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF SATISFACTION WITH SUPERVISORY APPROACH FOR DIRECTIVE, NON-DIRECTIVE, AND COMBINATION TECHNIQUES OF SUPERVISION	121
101.	KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF UNIVERSITY SUPERVISOR RATINGS FOR DIRECTIVE, NON-DIRECTIVE, AND COMBINATION TECHNIQUES OF SUPERVISION	122
102.	KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF THE ESSENTIAL ROLE OF THE UNIVERSITY SUPERVISOR FOR DIRECTIVE, NON-DIRECTIVE, AND COMBINATION TECHNIQUES OF SUPERVISION	124

103.	KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF THE RATING RECEIVED BY UNIVERSITY SUPERVISORS FOR THE AREA OF SUBJECT MATTER EXPERTISE	124
104.	KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF THE SATISFACTION LEVEL WITH SUPERVISORY APPROACH FOR FINAL GRADE POINT AVERAGE	126
105.	CROSSTABULATION OF TYPE OF SUPERVISORY APPROACH AND LEVEL OF STUDENT TEACHING EXPERIENCE	126
106.	CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH AND THE LEVEL OF STUDENT TEACHING EXPERIENCE	128
107.	CROSSTABULATION OF DURATION OF OF SUPERVISORY VISIT AND THE RATING RECEIVED BY THE UNIVERSITY SUPERVISOR	129
108.	CROSSTABULATION OF THE ROLE OF ESSENTIAL PREPARATION FOR THE TEACHING PROFESSION AND SIZE OF INSTITUTION ATTENDED BY RESPONDENTS	130
109.	MULTIPLE REGRESSION OF INDEPENDENT VARIABLES AS PREDICTORS OF SUCCESS FOR UNIVERSITY SUPERVISORS OF STUDENT TEACHERS	132

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

I. INTRODUCTION

"Amid the controversies regarding teacher education, there is one area in which consensus exists--the importance of student teaching" (Morris and Chissom, 1975, p.5). As the Better Schools Movement and other quality conscious concepts of education sweep across the country, the importance of an effective student teaching experience is ever increasing. The professional development of student teachers requires that students be provided with quality supervisory programs (McNeil and Agne, 1987). The Carnegie Report was published in 1986 under the auspices of the Carnegie Forum on Education and the Economy. Its task force on teaching as a profession suggested many recommendations which included strengthening the teacher preparation programs in colleges and universities.

As the training of teachers by colleges and universities comes under increasing scrutiny, the methods of preparation

must be improved. All facets of teacher training, especially the student teaching phase, will face thorough examination. Improving the process of supervision of student teachers will present a substantial challenge to the university faculty (McNeil and Agne, 1987).

Evaluating the effectiveness of university supervisors of student teachers remains one of the most persistent and critical issues facing education (Morris, 1980). In meeting the demands of current educational reform, educators must come to grips with the role and impact of the university supervisor of student teachers.

II. BACKGROUND

Supervision of student teaching is, for the most part, an unglamorous ingredient in most teacher training programs (Tinning, 1983). Many professors of education would prefer to remain on campus participating in the traditional activities of teaching, research, and service. The college professor's job is a complex one, which is made even more complex by the addition of student teaching supervision. Thus, the role of university supervisor can be described as being both extremely complex and almost impossible to carry out (Ratzlaff and Grimmett, 1985).

There is much debate today as to the effectiveness of faculty supervision of student teachers. Some educators believe the college supervisor is the needed link in the chain which connects a preservice teacher to the local schools. Still others believe that the college supervisor represents a needless drain upon dwindling resources (Bitner, 1983). Research has shown that both sides of the effectiveness argument can be supported to some degree.

In determining the proper role college faculty should play in the student teaching process, educators must address the following questions:

1. Should a directive or non-directive approach be taken?
2. What are the most important qualities that a college supervisor should possess?
3. What is the frequency of occurrence and length of supervisory visits that are most productive?
4. To what extent are college supervisors important in the preparation of student teachers for the teaching profession?

Improving the process of supervision of student teachers

both qualitatively and quantitatively in light of the typical university demands of faculty time and expertise, along with unclear role expectations, presents a substantial challenge (McNeil and Agne, 1987). Research needs to be conducted to determine the most efficient and effective role for the university supervisor.

III. STATEMENT OF THE PROBLEM

Many factors are important in the selection, training, and preparation of students who will become the teachers of tomorrow. Academic, social, and communication skills are essential for those individuals who will be instructors in the local schools. One major difficulty involves integrating the background of four years of preparation into a single phase of student teaching. As the student teacher begins his/her phase of student teaching, a multitude of problems begins to have an influencing effect upon the individual. Problematic situations such as discipline, scheduling of time, curricular decisions, methodology, and other pressures that regular classroom teachers face begin to affect the student teacher.

For the period of student teaching to have some common thread of meaning and a congruence between theory and practice, the student must have some frame of reference

upon which to rely. Hopefully, the university faculty supervisor (in conjunction with the classroom teacher) can provide the direction that is needed.

IV. PURPOSE OF THE STUDY

The purpose of this study was to investigate supervisory practices of university faculty who supervise the student teacher experience. This study attempted to identify supervisory guidelines which may be utilized by the university faculty supervisor to ensure a maximum positive experience for the student teacher. By utilizing the data presented in this study, university faculty can possibly help the student teacher to have a positive, productive, and rewarding student teaching experience.

V. SIGNIFICANCE OF THE STUDY

Most of the research studies dealing with the role of the university faculty in student teaching experiences have been from the perspective of the student teacher. The research has taken place during the semester/quarter in which the individuals were participating in the student teaching experience. The conclusions of these studies have relied upon the feedback given by student teachers which may have introduced limitations to the studies. The

limitations may be due to a lack of experience on the part of the student teachers. Results from published research have indicated that teacher behavior and attitudes do change or differ for teachers with different levels of experience (Pearce and Loyd, 1987).

This study attempted to investigate perceptions and attitudes of elementary and secondary teachers with one to five years of teaching experience in reference to the role of college faculty supervisors. The literature that examined the perceptions of student teachers contained very little that differentiated the elementary from the secondary student teachers. The significance of this study of experienced teachers was:

1. to provide a reflective approach as the basis of the teachers' perceptions;
2. to determine experienced teachers' perceptions of what makes for a successful university supervisor;
3. to investigate whether or not there are any appreciable differences in the student teachers' perceptions and the experienced teachers' perceptions.

4. to investigate if there are any differences in the roles of university supervisors according to level of supervision (elementary or secondary).

This study attempted to determine the most effective role for university supervisory personnel which will possibly aid in the development of more effective and productive student teaching experiences.

VI. DEFINITION OF TERMS

The key terms used in this study are defined below:

1. Combination approach: an approach to supervision in which the supervisor utilizes both directive and non-directive supervisory techniques.
2. Cooperating teacher: the classroom teacher with whom the student works during student teaching.
3. Conference: that time spent by the university supervisor with the student teacher discussing the observation.

4. Directive approach: an authoritarian approach to supervision in which the university supervisor evaluates and then gives the "correct" method of instruction; the supervisor assumes an information giver role.
5. Feedback: information provided by the university supervisor to the student teacher concerning the observation visit.
6. Non-directive approach: an approach to supervision in which the university supervisor attempts to have the student think through problems, coming up with different alternatives; the supervisor assumes a facilitator role.
7. Observation: that time a university supervisor spends evaluating (observing) a student teacher. Another name is visitation.
8. Reflective approach: an approach that allows for the influence of time and experience to influence one's judgment.
9. Seminars: time spent with collective groups of student teachers discussing the student teaching experience.

10. Student teaching: the teaching experience of a student that is at the end of his collegiate training in which he/she is under the supervision of a cooperating teacher and a university representative.
11. University supervisor: a faculty member or graduate student that supervises and evaluates student teachers. Another name is college supervisor.

VII. LIMITATIONS

Certain limitations were inherent in this study and should be recognized as possible factors that would affect the conclusions of the study. Generalizations which can be made on the basis of the obtained results are limited to populations of subjects similar to those sampled for this study.

A second limitation was that certain responses (grade point average, number of visits, and length of visits) by the respondents may have lacked complete accuracy due to the time differential between student teaching and survey response.

Results were based upon perceptions and attitudes of the

respondents. Certain incidents, such as an unfair grade, during the student teaching experience may have influenced the perspective or attitudes of a respondent. All of these limitations must be considered when evaluating the conclusions that are a result of this study.

VIII. ASSUMPTIONS

Certain basic assumptions were made in designing this study. These assumptions are delineated below:

1. The survey instrument was valid and reliable.
2. The subjects for this study responded to the best of their ability.
3. The teachers surveyed were representative of the situations experienced by student teachers throughout the country.
4. By using a reflective approach, the subjects gave meaningful insights into the roles and responsibilities of the college supervisor.
5. The subjects adequately recalled most details of their student teaching experience. Ranges were provided in the survey questions to enable the responses to be as accurate as possible.

6. The training and supervision received by the teachers are typical of procedures used by colleges of Education throughout the country.

IX. HYPOTHESES

One perspective of this study attempted to identify variables relative to the perceived impact of university faculty supervision. The variables included:

1. Concern;
2. Frequency of supervisory visits;
3. Duration of supervisory visits;
4. Type of feedback;
5. Frequency of feedback;
6. Timing of feedback;
7. Satisfaction with feedback;
8. Helpfulness;
9. Type of supervisory approach;
10. Willingness and ability to diagnose learning problems;
11. Subject area expertise.

Descriptive statistics are reported in tabular form for the preceding variables. This form of statistical

methodology allowed for descriptions of the data found in the study to be reported. The research questions that were investigated in this study are:

Research question #1

HO: There will be no significant difference between the supervisory approach of university faculty with respect to the level of satisfaction.

H1: There will be a significant difference between the approach used with respect to the level of satisfaction.

Research question #2

HO: There will be no significant difference between the supervisory approach used with respect to the rating for the college supervisor.

H1: There will be a significant difference between the approach used by the college supervisor with respect to his/her rating.

Research question #3

HO: There will be no significant difference between the supervisory approach of the university supervisor and the essential preparation for the teaching profession.

H1: There will be a significant difference between the approach used by the supervisor with respect to the essential preparation for the teaching profession.

Research question #4

HO: There will be no significant difference between supervising in one's own content area with respect to the rating received as a supervisor.

H1: There will be a significant difference between supervising in one's own content area and the rating received.

Research question #5

HO: There will be no significant difference between the final grade point average with respect to the level of satisfaction with the type of supervisory approach.

H1: There will be a significant difference between the grade point average with respect to the level of satisfaction with the type of supervisory approach used by the supervisor.

Research question #6

HO: There will be no significant difference in the type of supervisory approach used by college supervisors between elementary and secondary levels.

H1: There will be a significant difference in the supervisory approach between the elementary and secondary levels.

Research question #7

HO: There will be no significant difference in satisfaction of supervisory approaches between secondary and elementary levels.

H1: There will be a significant difference in satisfaction levels between secondary and elementary levels.

Research question #8

HO: There will be no significant difference in the duration of supervisory visits and the rating for the supervisor.

H1: There will be a significant difference in the duration of supervisory visits and the rating for the supervisor.

Research question #9

HO: There will be no significant difference in the perception of essential preparation for the teaching profession between institutions with small, medium, or large student populations.

H1: There will be a significant difference in the perception of preparation between institutions with various student populations.

X. ORGANIZATION OF THE STUDY

This study is organized in the following manner:

Chapter I is an introduction which consists of background, statement of the problem, purpose of the study, and significance of the study. It includes definition of terms, limitations, and assumptions. The hypotheses of the study are also included.

Chapter II presents a review of related literature on supervisors of student teachers and the supervisory practices used. It covers role considerations of university supervisors and problems associated with the supervisory process. In addition, important factors of the supervision process are presented. A summary of the literature is also included.

Chapter III describes the procedures for the study. It includes identification and selection of study participants and collection of the data. Also included is the tabulation and analysis of the response data.

Chapter IV contains the findings of the study and the analysis of the findings.

Chapter V summarizes the research and findings, draws

conclusions from the findings, and makes recommendations for further research concerning supervisory practices of student teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

An examination of the literature and research related to university supervisors of student teachers was a prerequisite to conducting this study. The literature that was used to provide the review was periodicals, research studies, and previously completed dissertations on the topic of supervision of student teachers. A computerized search of Education Resources Information Center (ERIC) was conducted for the initial review. In addition to the ERIC search, a computerized search of Dissertation Abstracts International was conducted. In addition a manual search of professional journals was conducted by the researcher. The literature review was limited to those publications that were considered relevant to the topic under consideration; supervision of student teachers by university faculty.

II. ROLE CONSIDERATIONS OF UNIVERSITY SUPERVISORS

Student teaching has been widely regarded as one of the most vital and dynamic parts of any teacher education program. Despite the lack of conclusive research to support the value of such experiences, they are assumed to be the indispensable part of teacher preparation (Filburn, 1968). Student teaching can be viewed as a time for guided integration of academic and professional courses. Ideally, student teaching, concomitant with the methods courses, should provide opportunities for analysis and evaluation of teaching performance along with development of professional skills. To successfully build the professional roles and the development of an individual teaching style, a team consisting of the student teacher, cooperating teacher, and the university supervisor is needed (Filburn, 1968). Thus for successful student teaching to occur, the role of the university supervisor must be examined and defined. However, improving the process of supervision of student teachers both qualitatively and quantitatively in light of the typical university demands of faculty time and expertise has presented a substantial challenge to teacher training institutions (McNeil and Agne, 1987).

The role of supervision and the supervisor will continue

to change in the future just as it has in the past, as new ideas are accepted (Scholl, 1966.). Few question the administrative function the college supervisor performs. The placement of the student teacher and the orientation of both the student teacher and the classroom teacher, as well as the distribution and collection of materials and necessary forms, is seldom a controversial issue (Bennie, 1972). However, there is a difference of opinion on how much the supervisor should enter into the direct supervision of the student teacher.

According to Kerber and Protheroe (1973) the working definition of a university supervisor's role encompasses the concepts of (a) coordinator, (b) teacher, (c) guide, (d) co-analyzer, (e) demonstrator and subject of analysis, (f) amplifier and expander of what is observed, and (g) substantive area(s) specialist. The authors deliberately omitted the concepts of evaluator and appraiser from the role definition because the college supervisor never makes an evaluative decision about student teachers in isolation from other individuals involved in the student teaching process.

A survey conducted by Neal, Kraft, and Kracht (1967) reported that the function of liason is the most important

aspect of the college supervisor. A somewhat distant second function was that of providing help to the student teachers. One conclusion of the Neal, Kraft, and Kracht study was that the primary role should not be that of direction and critical evaluation of student teachers. That role should be left to the cooperating teacher.

Evaluating the performance and effectiveness of the college supervisor of student teachers has presented one of the most difficult tasks to a director of field experiences. According to Morris (1980) a differentiation must be made between supervising and visiting student teachers. Supervision of student teachers means that the university supervisor becomes an active participant in the the teaching-learning process. Thus he/she applies his/her supervisory skills to assist the student teacher in developing the teaching skills necessary to become an outstanding teacher. The act of visiting student teachers involves social and not supervisory skills. This approach depends primarily on providing general information relating to program requirements, personal needs of the student teacher, empathy, and moralizing about teaching. Visiting does not involve systematic application of knowledge and skills to the solution of classroom instructional problems (Morris, 1980).

Also, nowhere in the student teaching picture does one find more variation than in the kinds of personalities and backgrounds represented in the college supervisory position (Bennie, 1972). Those who are assigned the supervisory responsibility range from full professors to graduate students. In between one is likely to find retired teachers, former superintendents, former classroom teachers, and even those who have never been associated with teaching in public school classrooms (Brodbelt, 1986; Peterson, 1977; Sistrunk, 1983). The lack of consistency in the selection of the college supervisor has done much to keep student teaching from developing into a higher quality experience. According to The Association for Student Teaching, Association of Teacher Educators, and other researchers (McNeal, Bennie, Copeland, and Griffin) there should be criteria for the selection of competent supervisors from the universities. Among the suggested criteria are the following:

1. Has teaching experience at the level at which the student teachers are assigned. At least three year appears to be a resonable minimum.
2. Has completed an advanced graduate program related

to the supervision of student teaching; a completed doctorate is recommended.

3. Acquainted with new developments in his teaching field or level.
4. Acquainted with good teaching to the point where he/she can identify the components (behaviors) and provide necessary feedback to the student teacher.
5. A proven student of teaching and learning and aware of effective teaching research which provides the basis to analyze, examine, and conceptualize the teaching act.
6. Provided the leadership skills necessary and the personality traits congruent to working with student teachers, teachers, school administrators, and faculty colleagues.

Thus the role of the university supervisor has been and continues to be enigmatic to teacher educators. Within every college of education one hears a range of reactions. A few faculty members claim striking successes. Many are uncertain about their influence. Others are chronically frustrated by having to compete with cooperating teachers. Still others are disillusioned, openly acknowledging the impotence of their role (Clark, et al, 1984). There was a considerable amount of literature related to the general

topic of teacher education and that phase of teacher education dealing with student teaching (Scholl, 1966). The fact that student teaching has been widely regarded as one of the most vital and dynamic parts of any teacher education program is practically beyond dispute (Filburn, 1968; Scholl, 1966; Griffin, 1983; McNeil and Agne, 1987; Morris and Chissom, 1975; Krajewski, 1982; et al). Morris and Chissom (1975, p.5) stated the following:

Ever since the establishment of the first teacher education school of which there is any record, student teaching has been an important part of the preparation program. While student teaching was primarily a function of the laboratory school there was little need for a university supervisor. With the rapid expansion of enrollments in teacher education in the late forties and early fifties and the use of public school classrooms to provide more realistic settings for professional laboratory experiences the need for university supervision became apparent. Today, the preparing institution is expected to provide supervision but the effectiveness of this supervision, like many aspects of teacher preparation, is frequently the subject of controversy. *

An interesting notation was that conclusive evidence for taking a firm stance regarding the importance of the position of university supervisor of student teaching was lacking. According to Clark and others (1984) writers have worked to identify the roles and responsibilities of the supervisor (e.g. Abrell, 1974; Griswold et al, 1981; Neal,

Kraft & Kracht, 1968; Strugess, 1978; Zeichner & Tabachnick, 1982; Zimpher et al, 1980). The debate continues about the actual justification for the present supervisory programs that exist today in teacher education.

Research conducted by Gangstead (1983) indicated that student teachers can change their behavior quickly, sometimes dramatically, when under a supervisory program which focused upon behavioral change during the student teaching experience. According to Gangstead, such change was contingent upon the extent to which student teachers have specific objectives to achieve. Also important are regular and precise feedback about the progress being made in achieving the stated objectives. DeBruin (1983) also investigated student teacher behavior and the relationship that existed between the student teacher and the university supervisor. His research also indicated that given the proper set of interactions and supervisory skills, that include professional and personal skills, the behaviors of student teachers could be effectively altered by the college supervisor.

Pfister and Newcomb (1984) conducted a study in which seventy-six cooperating teachers and one hundred and eight

student teachers were asked to rank the performance of the university supervisor on a number of items. The supervisor ranked the highest by the cooperating teacher held conferences or seminars in which the student teacher was permitted to express concerns, anxieties and satisfactions. The study also revealed that rankings were high for the university supervisor who elicited ideas for self-improvement from the student teacher and assisted the student teacher in suggesting alternative solutions to teaching problems. The student teachers also ranked the college supervisor highest who visited the student teacher's classroom early in the student teaching experience. The next highest ranked university supervisor conducted conferences with both cooperating teacher and student teacher to provide encouragement, constructive criticism, and recognition of success.

Research conducted by John D. McIntyre (1983) investigated the roles of university student teacher supervisors and the success of field experiences of the student teacher. The conclusion was that field experience in teacher education is threatened by the lack of commitment by higher education, the low status of clinical (supervisory) faculty, the lack of objective evaluation criteria, and the lack of a relationship between field and

campus study. A contrasting study suggested that the university supervisor's influence is very important. From the descriptive study the researchers concluded that without the university supervisor, student teachers would have had little input in setting requirements, evaluating, or assessing the overall experience (Zimpher, et al, 1980). According to this study the supervisors provided most of the impetus to the student teachers to advance beyond concerns for daily chores to concerns for self-analysis and improvement.

Willis Copeland (1980) examined the issue of a directive approach of supervision versus a non-directive philosophy. He stated that the literature accumulated supported a non-directive supervisory philosophy for the university personnel (p.37). However, his research suggested a directive over a non-directive approach because of a lack of experience and the skills necessary to cope with day to day problems encountered by the student teacher (p.42). To add another factor to this issue, the supervisory approach used may have limitations which are related to the sex of either the student teacher or the supervisor. Student teachers preferred supervisors of the opposite gender when a directive approach was taken (Copeland, 1980).

Almost in direct contradiction to this finding, an earlier study of 66 student teachers reported that the subjects in the study clearly preferred directive supervisory behavior and an authoritarian posture to non-directive supervisory behavior (Copeland and Atkinson, 1978). The research seemed to indicate, in some circumstances, that student teachers prefer the university supervisor to assume more of a directive role and less of a facilitator role.

The need for careful role definition for the college supervisor is evident. It is hoped that such role definition will be forthcoming as public schools and colleges improve the cooperative arrangements for student teaching (Bennie, 1972).

III. PROBLEMS ASSOCIATED WITH SUPERVISORY PROCESS

As the role and responsibility conflict continues, support for all sides can be mustered. Some have argued that the traditional role of the college supervisor has become outdated (Ellenberg, 1981; McIntyre & Norris, 1980; Morris, 1980). In research conducted by Griffin (1981), alteration or elimination of contacts with a university supervisor led only to differences in student teachers' self-reports of satisfaction and ease of communication with

cooperating teachers. It appeared that the university supervisor had minimal effect upon performance, but a more potent effect upon student teacher communication and satisfaction. The role model needed to be dissected, examined and perhaps completely redefined according to this particular view. Others, such as Krajewski (1982), advocated going to a clinical supervision format for the university supervisor that would allow a much more consistent and reliable observation process to occur.

More negative factors regarding the role and responsibilities of the university supervisor were found in the literature. The college supervisor, even with previous experience in a local school system, was considered an academician serving a different system of schooling. Responsiveness, subject matter, and teaching skills were more practical and germane to the work of the college supervisor. The student teacher shared general concern with these issues, yet was in a position where the concerns that were relevant to a university supervisor were of necessity suspended or implemented according to the demands found in the cooperating teacher's classroom (Peterson, 1977). Griffin (1983) suggested that supervision is dominated by the cooperating teacher and that supervision interactions by the university supervisor were

characterized as being situation-specific and temporally immediate. In his research, Griffin also noted that student teachers overwhelmingly reported satisfaction with their cooperating teachers' roles and viewed their university supervisors as people who could have been more helpful.

Additional literature on the efficacy of university faculty as supervisors of student teachers revealed the opinion that university supervisors have a low impact on student teachers, and that their role is secondary to that of cooperating teachers (Tinning, 1983). He stated that the apparent cause for this perspective was the lack of training to help student teachers respond appropriately to certain classroom stimuli. Also research indicated there was a tendency for supervisor advice to be generalized across settings with little understanding of the idiosyncratic nature of classroom environments (Gitlin, 1982; Tinning, 1983; Pearce and Loyd, 1987). Another cause of low impact was quality and quantity of feedback, often delayed and infrequent, which was given to the student teacher. Reinforcers contrived by the university supervisor tended to be of insufficient potency to offset the natural occurring reinforcers in the classroom. Added to this concept, was the lack of accurate detailed

specifications of appropriate student teacher behavior which was often absent. Supervisors also failed to take an accurate record of student behavior which resulted in inaccurate record keeping and a weak accountability system (Tinning, 1983).

The findings of other studies (Griffin, et al, 1983; Martin and Woods, 1984) suggested the same basic set of conclusions. First, the supervision process is dominated by the cooperating teachers. This dominance was observed in terms of process (the cooperating teachers led the student teachers through the semester by assuming the major role in conference conversations and the student teacher acquiesced) and product (the cooperating teachers introduced the topics of conference conversation and the student teachers followed the leader). Second, supervision interactions between university supervisors and student teachers were characterized as being situation-specific and temporally immediate. The conversation of supervision conferences dealt with events in a particular classroom at a particular point in time. Very rarely did the talk between cooperating teacher and student teacher focus upon what might be called alternate means of understanding and treating classroom events (Griffin, et al, 1983).

Intensive examination of the experiences of student teachers from a major multi-site research project involving student teachers' success have indicated three conclusions according to Edwards (1982). The first conclusion indicated that there is a lack of an articulated, agreed-upon knowledge base regarding the context and process of training student teachers. The second conclusion by Edwards was that personal characteristics of the members of the student teaching triad are highly predictive of the interactions and evaluations which take place. The third conclusion suggested that craft knowledge and "common sense" were the basis of most on-the-scene decisions regarding specific experiences and behaviors.

It is noteworthy that the literature regarding the supervision of student teachers was almost void of contributions from administrators or others having expertise in educational administration and supervision (Bitner, 1983). This lack of research may indicate that further study could have important implications that might yield significant findings which could possibly influence the role of the university supervisor.

The ineffectiveness of university supervision was often attributed to such factors as faculty overload, professors

preferring to remain on campus to teach and publish, inadequate funding, ambivalence about the role of the supervisor, lack of cooperation among various departments involved in the teacher preparation program, lack of adequate preparation of faculty for supervisory roles, and the lack of specific tasks by which effectiveness can be determined (Morris and Chissom, 1975). A study of verbal behaviors engaged in by college student teaching supervisors revealed that the university supervisors behaved differently in interactions with the classroom supervisors as opposed to interactions with student teachers (Rousseau, 1972).

IV. IMPORTANT FACTORS OF THE SUPERVISION PROCESS

Copeland and Atkinson (1978) determined that a number of factors were important in the rating of university supervisors by student teachers. Among those factors were: comprehension of student problems, confidentiality, trustworthiness, ability to help, willingness to help, and knowledge of teaching. Johns and Cline (1985) determined that several factors were important in determining high rankings for the college supervisor by the student teachers:

1. Holding conferences;
2. Allowing the students to express concerns;
3. Visiting by university professor early in student teaching experience;
4. Eliciting ideas for self-improvement by university supervisor;
5. Providing encouragement;
6. Giving constructive criticism;
7. Recognizing success;
8. Engaging in regular supervisory visits.

O'Neal (1983) found that communication was considered very important by the student teacher with regard to the role of the university supervisor. She further reported that student teachers were concerned about the helpfulness of their college supervisors and also expressed a desire to be observed more frequently and at a variety of times. Another important factor identified in this study was that the concept of "remaining in touch" with the individual classroom situations throughout the semester was important. The answers to a questionnaire sent to 171 first-year teachers indicated that during student teaching not only was the conference the most frequently used supervisory technique but that it was also perceived by student teachers as the most helpful (Dussault, 1970).

Additional research identified other supervision behaviors and supervisory process attributes deemed important by student teachers. Supervisory personnel from colleges should exhibit such traits as: fairness, approachability, consistency, consideration, friendliness, tactfulness, and the ability to communicate (Tisher, 1987). Thus, effective behaviors of the college supervisor in various roles had substantial impact on student teachers, even more so than by supervising teachers (Dirks, et al, 1967). Spivey (1974) concluded from his research that the generalist approach provided significantly more supervision to student teachers than did subject area specialists and that the generalist was able to meet the needs of student teachers to a significantly greater degree than the subject area specialist.

A study conducted by Grimmett (1982) found that conceptual functioning level emerged as an important variable in distinguishing between effective and less effective supervisory intervention. The participants of his study were videotaped and observed, and transcripts of conference dialogues and participant thought processes were analyzed. A comparison of general behavior patterns associated with supervisors who were more abstract or more

concrete was made. Grimmett found that more abstract supervisors used "feeding" questioning strategies: information-seeking, information-giving, delimiting and guiding. They also held questions in abeyance (withholding expertise but not support) and stimulated supervisees to conduct analysis for themselves. Only when the supervisors were unable to elicit satisfactory appraisal from the student teacher did the university supervisor give direct feedback.

Another important factor to be considered was the specialized versus general approach to supervision. According to the research (Beaumont, 1973; Dirks, 1967; Bennie, 1972; Griffin, 1982; Terrell, 1984) the specialized approach utilizes the skills of a faculty member who has expertise in a particular area to supervise student teachers in that area of content preparation. The general approach assigns supervisors based on geographical locations, random selection, or some other method rather than matching supervisor cognate expertise to subject area of student teaching. The researchers indicated that while it was difficult to judge which pattern was more effective, the dominant pattern was probably the general approach. Thus the general student teaching supervisor was normally assigned a geographical area in which he/she was

responsible for those student teachers assigned to that particular area, regardless of teaching specialization.

According to Scholl (1966) the following reasons were given for the need and importance of determining the effectiveness of the university supervisor in his/her role of supervision: (1) student teaching is important; (2) the position of the college supervisor is vital to the student teaching enterprise; (3) there is a need to determine what supervisory behaviors are effective and what expectations are held so that better education and training of the college supervisor can be effected. Further research in supervision might well explore the ways in which the college supervisor's contributions impact upon the continuous growth of effective teaching ideas. Experienced teachers' views of their status, problems, aspirations and the changes they would like to see implemented need to be considered seriously by anyone seeking to improve teaching (Gezi & Gezi).

V. SUMMARY OF REVIEW OF LITERATURE

Research on the roles, responsibilities, and effectiveness of college supervisors of student teachers has not been conclusive by any means. Some researchers have indicated that the traditional model of student

teaching supervision needs to be abolished, which would include any supervision from college faculty whatsoever. Others have indicated that university supervisors can and do make a difference by influencing the student teacher and his/her field experiences.

What stood out as unique about the vast majority of the available literature was the fact that student teachers were the population used to gather information about college supervisors. All of the studies that have been identified (except for Pfister and Newcomb) were conducted during the student teaching phase. Also of importance was the lack of research that distinguished between the behavior of supervisors of secondary student teachers and the supervisors of elementary student teachers. Of course involvement by the student teachers was anonymous with assurances that their identities would not be divulged.

However, this approach introduced certain limitations. Student teachers are under an extreme amount of pressure during the student teaching phase and this pressure could have influenced their perspective. Also, being so close to a situation without any real experience to measure or gauge incidents, could have influenced the way in which they answered the questions. Finally, by being removed from a

situation for a period time, a reflective look as to the importance of college supervisory behavior could possibly yield a different set of conclusions.

CHAPTER III

PROCEDURES FOR THE STUDY

I. INTRODUCTION

The purpose of this chapter is to present the procedures utilized in the development of this study. The conceptual framework of the study arose from a review of the literature dealing with student teacher observation and the role of the collegiate faculty in these observations. It was noted that definite conclusions were hard to draw based upon the findings in the literature.

A review of the literature illuminated an interesting fact. Almost all of the research previously accomplished used as the participants, degree candidates who were in some stage of their student teaching experience. Very few studies (addressed in the review of the literature) were conducted using experienced teachers to reflect back on their student teaching experiences. In the following presentation the procedures of this study are grouped into three areas (1) identification and selection of the

participants in the study, (2) collecting the data for the study, and (3) tabulation and analysis of the response data.

II. IDENTIFICATION AND SELECTION OF STUDY PARTICIPANTS

With the entire teaching population from which to choose, the problem of limiting the survey to a manageable task became necessary. The population for this study included teachers in the Hamilton County school system, the Chattanooga City school system, and specific private schools located within the Hamilton County/Chattanooga area. The population was limited to teachers that had been teaching for five (5) years or less and were currently teaching within Hamilton County, including the city of Chattanooga. The population lists were gathered from the administrative offices of the county and city schools and from the principals or headmasters of the private schools. The population included both elementary and secondary teachers.

With the schools identified that had teachers within the population, the researcher contacted each school concerning instrument distribution procedures. The survey instrument was then distributed to the teachers identified as having one to five years of teaching experience. An introductory

section of the questionnaire (see Appendix A) included brief instructions for the teachers. A letter (see Appendix B) which explained the purpose of the study and provided a brief description of the study was attached to the survey questionnaire.

Included with the written instructions was a note of appreciation to the teachers for their assistance in helping to supply the necessary information for the study. A self-addressed, business reply envelope was attached to the survey form for the return of the questionnaire. The initial distribution of the survey instrument began March 28, 1988. Approximately three weeks later a follow-up letter (see Appendix C) and another survey form were sent to teachers who had not responded. Because of administrative difficulties the deadline was slightly different for certain sectors of the population. The difficulties included lack of response from the central office concerning authorization for distribution, lack of cooperation from some building principals, and different spring break schedules between the public and private schools. The data collection ended the last week of May, 1988.

III. COLLECTION OF DATA

The survey instrument distributed was originally developed by the Research in Teacher Education unit (RITE) of the Research and Development Center at the University of Texas, Austin. Johns and Cline (1985) adapted the instrument for faculty evaluation by student teachers in their research. Additional modifications were made to the instrument so that it would be more pertinent to this particular study. The majority of the questions asked were in closed question form. Only two items provided the opportunity for teachers to give additional information.

The survey instrument was field tested at Tennessee Temple University in Chattanooga, Tennessee. Twenty-eight student teachers and two university supervisors of student teachers completed the instrument. The field test participants were asked to indicate items that were not clear in meaning or appropriate to the survey. Some minor changes were made as a result of the recommendations by the participants of the field study. Primarily, the changes dealt with grammatical and sentence structure clarifications.

Nine of the twenty-one questions included on the

questionnaire were Likert-type scaled items. The balance of the questions were categorical in nature. The survey instrument was divided into two parts. The first section of the instrument sought responses concerning the behaviors, actions, and attitudes of their college supervisors during the student teaching experience. Also, the teachers were asked to rate their college supervisor's ability to be a positive influence during the student teaching experience.

The second section of the survey asked for general information concerning the teachers' background. Questions were asked concerning the size (student population) of the undergraduate institution they attended, final grade point average, the level at which student teaching took place, the number of years of teaching experience that the teachers had accumulated, the respondent's sex, the sex of the university supervisor, and if the respondent was a Career Ladder participant.

The survey instruments were distributed in person to some of the schools (mainly city and county schools) by the researcher. The instruments were then left in each identified teacher's school mailbox or with the building principal. The gathering of the teachers' names for

follow-up purposes was problematic. Because of the school board policy regarding local building autonomy, the principals were able to dictate the way in which the teachers were to receive the forms. In some cases the principals were extremely cooperative providing the names of the teachers that were in the study population. In other instances the principals were extremely uncooperative and would not give out the names of their staff that were identified as being in the research population. The procedure in these schools was to leave the survey instruments with the building principal, in hopes that he/she would deliver the instruments to the proper teachers. Follow-up at these schools was extremely difficult due to the lack of exact correlation of instrument numbers with names of the respondents.

A second method of instrument distribution was utilized to reach the designated research population. Phone calls were made to the local schools, explaining the nature of the study. Again permission was sought from the principal to distribute the instrument in that particular school. Again the response range varied from extremely helpful to extremely belligerent. Some of the county schools were contacted by phone because of difficulties encountered scheduling appointments with the building principal. The

majority of private schools were contacted utilizing this method. The instruments were then either mailed directly to the principal for distribution or taken to the schools by the researcher. Again, varied responses were evident in relation to data requests for follow-up purposes. In some cases the names were provided while in other instances just a verbal affirmation was given in reference to distributing out the instruments to the proper individuals.

A third method of instrument distribution was also utilized. In some of the schools (a few city schools and private schools) the researcher had a list of the teachers identified as being in the one to five year range. In this case the survey instruments were sent directly to the teachers through the U.S. mail in care of the school address.

The first distribution of the survey instrument resulted in 179 returns. This was 51% of the total number of instruments distributed throughout the city, county, and private schools. After approximately three weeks a follow-up request was mailed to those individuals who had not responded to the initial request. An additional copy of the questionnaire and a self-addressed, postage-paid envelope was included with this request. A new code number

was assigned to allow the researcher to distinguish between those respondents complying to the second request and those responding to the initial mailing. The follow-up yielded an additional 65 returns.

IV. TABULATION AND ANALYSIS OF RESPONSE DATA

After receiving the completed surveys, the responses were processed at The University of Tennessee-Chattanooga using the Statistical Package for Social Sciences (SPSS). The investigation of experienced teachers' perceptions relied upon a population of 361 teachers from the Hamilton County area. This population included teachers from local public and private schools in this geographic area. A total of 244 questionnaires were returned, for a return rate of 67.6%. Table 1 presents the data relating to the total number of questionnaires distributed and the number that were returned. Also in the table the percentage of returns according to elementary or secondary classification are presented.

TABLE 1
COMPARISON OF THE PERCENTAGE RETURNS BY ELEMENTARY
OR SECONDARY CLASSIFICATION

Level	Sample Size	%	Usable Returns	% Returned	% of Total Usable Returns
Elementary	162	44.9	121	74.7	33.5
Secondary	199	55.1	123	61.8	34.1
Total	361	100	244		67.6

Descriptive survey methods of research were used in this study. For the Likert type questions a response of one or two indicated a high level of satisfaction. The means and standard deviations of the responses for the nine Likert questions were calculated. The means were indicators of the level of acceptance according to the respondents. The standard deviations were indicators of the homogeneity of response. Also, the same questions were crosstabulated with added dimensions for comparisons. The added dimensions were population size, grade point average, level of student teaching experience, years of experience, sex of respondent, and sex of university supervisor.

The frequency and percentages of responses were computed

for the questions that are cateorgical in nature. The same questions were crosstabulated according to institutional size, grade point average, level of student teaching experience, and years of experience, sex of respondent, and sex of university supervisor. No crosstabulations were made according to Career Ladder participation because the response totals would have resulted in misleading statistical information.

Kruskal-Wallis one-way analysis-of-variance was used to evaluate the null hypotheses concerning differences stated by hypotheses one through five. Chi-square statistics were calculated to evaluate the null hypotheses concerning differences stated by hypotheses six, seven, eight, and nine. A significance level of .05 was established for all tests.

Some data were considered to be beyond the ordinal level to "interval approaching" data. Regression analysis was used to identify variables which could be used to predict the overall rating of the university supervisor. Again, a significance level of .05 was established for the regression analysis.

CHAPTER IV

PRESENTATION OF FINDINGS AND ANALYSIS OF DATA

I. INTRODUCTION

A survey questionnaire was sent to teachers within Hamilton County that had five years or less teaching experience. The survey questionnaire sought to investigate supervisory practices of university supervisors of student teachers utilizing a reflective approach. Research hypotheses investigated by this study were delineated in Chapter III. Findings and analysis of data will be reported in this chapter by consideration of the research questions and the questionnaire items which related to them.

II. FINDINGS

Nine of the twenty-eight questions were Likert-type items. The balance of the questions were categorical in nature and are discussed later in the chapter. From the data the first general finding was the means for each of the 9 Likert-type questions revealed that the teachers

perceived the supervisors as frequently performing the specific tasks mentioned in each item. The findings are displayed in Table 2. The possible exception to this trend was seen in responses to question 18. According to the mean (3.07) supervisors were perceived as able to help diagnose student learning problems only sometimes. By inspecting the questionnaire (Appendix A) it can be seen that a high level of acceptance was evident when the teacher chose a rank of one or two in responding to the question. The standard deviations indicated a wide range of responses by the teachers with the exception of question 4 which had a standard deviation of .95 indicating greater homogeneity.

TABLE 2

DESCRIPTIVE STATISTICS FOR LIKERT-TYPE QUESTIONNAIRE ITEMS
FROM TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE
FOR THE CHATTANOOGA/HAMILTON COUNTY AREA--1988

Item	N	M	SD
1	244	2.26	1.08
2	244	2.34	1.02
3	244	2.27	1.07
4	244	2.66	.95
7	244	1.98	1.16
11	244	1.76	1.07
14	244	2.29	1.14
18	244	3.07	1.10
20	244	2.32	1.18

Item five asked the teachers how often they were observed by the university supervisor. The responses from the teachers indicated that one observation every three weeks was the most common frequency rate (54.9%) for university supervisors. The second most frequent response (34%) was a frequency rate of once every two weeks. The responses are given according to elementary and secondary levels but the narrative refers only to the total percentages which are displayed in Table 3.

TABLE 3

FREQUENCY OF OBSERVATIONS BY UNIVERSITY SUPERVISORS
ACCORDING TO TEACHERS WITH ONE TO FIVE YEARS OF
EXPERIENCE FOR THE CHATTANOOGA/HAMILTON COUNTY
AREA-1988

	1/wk	1/2wk	1/3wk	never
Elementary	14/5.8	44/18.0	60/24.6	3/1.2
Secondary	9/3.7	39/16.0	74/30.3	1/0.4
Total	23/9.5	83/34.0	134/54.9	4/1.6
N/Percentage of total respondents				

Item six asked the respondents what they considered to be a sufficient frequency of observations by their college supervisor. The data indicated that one observation every two weeks was the preferred frequency with a response rate of 54.1% according to the combined totals of both elementary and secondary teachers. The responses are given in Table 4 and reflected a difference between supervisor practice and perceived need when the results are compared with Table 3.

If the respondent answered sometimes, rarely, or never to item seven they were to indicate what they perceived to be

TABLE 4

CONCEPTION OF AN ADEQUATE FREQUENCY OF OBSERVATION
BY UNIVERSITY SUPERVISORS ACCORDING TO TEACHERS
WITH ONE TO FIVE YEARS OF EXPERIENCE FOR THE
CHATTANOOGA/HAMILTON COUNTY ARE--1988

Level	1/wk	1/2wk	1/3wk	other
Elementary	28/11.5	67/27.5	25/10.3	1/0.4
Secondary	22/9.0	65/26.6	35/14.3	1/0.4
Total	50/20.5	132/54.1	60/24.6	2/0.8
N/Percentage of total respondents				

an adequate length of supervisory visit by the university supervisor. The teachers' responses varied from a low of 20 minutes to a high of 514 minutes with the most frequent response being 60 minutes. The mean was 76.38 minutes with a standard deviation of 67.58. Such an unusual deviation was accounted for by the extremes in responses. The extremes of response times were not explained by the respondents. The results of the responses are indicated in Table 5 according to level but the discussed results refer to the totals.

Item nine asked the respondents to provide feedback concerning the actual duration of the university

TABLE 5

SUGGESTED LENGTH OF SUPERVISORY VISITS ACCORDING TO
TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM
THE CHATTANOOGA/HAMILTON COUNTY AREA-1988

Level	N	High (Minutes)	Low	Mean	SD	Mode Min.(N)
Elementary	35	514	20	82.11	81.09	60(9)
Secondary	33	300	30	70.30	50.03	60(8)
Total	68	514	20	76.38	67.58	60(17)

supervisor's visit. The 40-50 minute observation range was indicated by 32.4% of the teachers as being the most common duration of visit with 80.8% of the respondents indicating that the average duration was 50 minutes or less. The results, when compared with questions seven and eight revealed that a discrepancy existed between the average duration and the suggested length of supervisory visits although the data indicated that the duration was sufficient according to question seven which had a mean of 1.98 (Table 2). The responses of the teachers are found in Table 6.

TABLE 6

AVERAGE DURATION OF SUPERVISORY VISIT ACCORDING TO
TEACHERS FROM THE CHATTANOOGA/HAMILTON COUNTY AREA
WITH ONE TO FIVE YEARS OF TEACHING
EXPERIENCE-1988

Level	10-20 min.	20-30 min.	30-40 min.	40-50 min.	> 50 min.
Elementary	11/4.5	19/7.8	39/16.0	33/13.6	19/7.8
Secondary	7/2.9	19/7.8	23/9.5	46/18.9	28/11.1
Total	18/7.4	38/15.6	62/25.4	79/32.4	47/19.2
N/Percentage of total respondents					

Items ten, eleven, twelve, thirteen, and fourteen all dealt with the concept of feedback given by the university supervisor. The items attempted to gain information concerning type of feedback, when feedback was given, and satisfaction with the time feedback was given. The data indicated that 61.9% of the supervisors gave both written and oral feedback to the student teacher and that 54.9% gave feedback immediately after the lesson in the post-observation conference. Question eleven with a mean of 1.76 (Table 2) indicated that the feedback was given frequently. However, 23.4% reported that they received feedback at some point in time after the observation while 4.9% reported never receiving feedback from their supervisors.

The data indicated that 70.5% of the teachers were satisfied with when the observation feedback was given and on question twelve a mean of 2.29 (Table 2) indicated that frequently the feedback was precise enough to be of help during their student teaching experience. The tabulation of the categorical responses are set forth in Tables 7 through 9 with a breakdown according to level. The data given in the narrative refers to the total percentage of the respondents.

TABLE 7

TYPE OF FEEDBACK PROVIDED BY UNIVERSITY SUPERVISOR
 ACCORDING TO TEACHERS WITH ONE TO FIVE YEARS OF
 EXPERIENCE FROM THE CHATTANOOGA/HAMILTON
 COUNTY AREA--1988

Level	Written	Oral	Both	None
Elementary	5/2.0	30/12.3	79/32.4	7/2.9
Secondary	9/3.7	33/13.5	72/29.5	9/3.7
Total	14/5.7	63/25.8	151/61.9	16/6.6
N/Percentage of total respondents				

TABLE 8

WHEN FEEDBACK WAS GIVEN BY UNIVERSITY SUPERVISORS
 ACCORDING TO TEACHERS FROM THE CHATTANOOGA/
 HAMILTON COUNTY AREA WITH ONE TO FIVE
 YEARS OF TEACHING EXPERIENCE--1988

Level	Immediately after observation	Back on campus/ same day	Later, some point in time	Never
Elementary	73/29.8	14/5.7	28/11.5	6/2.5
Secondary	61/25.0	27/11.1	29/11.9	6/2.5
Total	134/54.9	41/16.8	57/23.4	12/4.9
N/Percentage of total respondents				

TABLE 9

SATISFACTION WITH WHEN SUPERVISORY FEEDBACK WAS GIVEN
ACCORDING TO TEACHERS FROM THE CHATTANOOGA/HAMILTON
COUNTY AREA WITH ONE TO FIVE YEARS OF TEACHING
EXPERIENCE-1988

Level	Yes	No	Undecided
Elementary	88/36.1	20/8.2	13/5.3
Secondary	84/34.4	19/7.8	20/8.2
Total	172/70.5	39/16.0	33/13.5
N/Percentage of total respondents			

In item fifteen the teachers were asked to rate their university supervisor of student teaching. The possible response ranges were from excellent to no help. Fifty seven percent of the respondents rated their supervisor as excellent or above average while 16.8% rated them below average or of no help. Table 10 provides the responses that were given by the teachers by level and total percentages. The totals were given in discussing the findings.

Item sixteen on the survey instrument asked the teachers to describe the supervisory approach used by the college

TABLE 10

RATING OF COLLEGE SUPERVISORS BY TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE CHATTANOOGA/HAMILTON COUNTY AREA--1988

Level	Excellent	Above average	Average	Below average	No help
Elementary	29/11.9	41/16.8	30/12.3	12/4.9	9/3.7
Secondary	33/13.5	36/14.8	34/13.9	16/6.6	4/1.6
Total	62/25.4	77/31.6	64/26.2	28/11.5	13/5.3
N/Percentage of total respondents					

supervisors of student teachers. The data displayed in Table 11 indicated that a combination (54.5%) of directive and non-directive techniques was the most frequently used. The non-directive approach (16%) was utilized the least according to the respondents. These figures represented combined percentages and totals from the table.

TABLE 11

TYPE OF SUPERVISORY APPROACH UTILIZED BY UNIVERSITY
SUPERVISORS ACCORDING TO TEACHERS FROM THE
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE
TO FIVE YEARS OF EXPERIENCE--1988

Level	Directive	Non-directive	Combination
Elementary	41/16.8	16/6.6	64/26.2
Secondary	31/12.7	23/9.4	69/28.3
Total	72/29.5	39/16.0	133/54.5
N/Percentage of total respondents			

Item seventeen asked the respondents whether or not they were satisfied with the type of supervisory approach employed by their university supervisor. The data from Table 12 indicated 64.8% of the teachers were satisfied with the supervisory approach used by the university

TABLE 12

SATISFACTION WITH SUPERVISORY APPROACH USED BY UNIVERSITY
SUPERVISORS ACCORDING TO TEACHERS FROM THE CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF TEACHING EXPERIENCE--1988

Level	Yes	No	Not a factor
Elementary	79/32.4	20/8.2	22/9.0
Secondary	79/32.4	19/7.8	25/10.2
Total	158/64.8	39/16.0	27/19.2
N/Percentage of total respondents			

supervisor. A total of 35.2% indicated they were not satisfied with the approach or that the approach was not a factor influencing satisfaction. These figures represented the totals from the data.

Item nineteen asked the teachers if the university supervisors were essential to the teachers' preparation for the teaching profession. The results indicated 48.4% agreed that the university supervisor was essential in helping the student teacher to prepare for the teaching profession. The results, according to the totals in Table 13, indicated that 23.8% of the teachers disagreed with the

TABLE 13

THE CONCEPT OF THE ESSENTIAL ROLE OF UNIVERSITY
SUPERVISORS IN PREPARING STUDENT TEACHERS FOR
THE TEACHING PROFESSION ACCORDING TO TEACHERS
WITH ONE TO FIVE YEARS OF EXPERIENCE FROM THE
CHATTANOOGA/HAMILTON COUNTY AREA-1988

Level	Agree	Disagree	Ambivalent
Elementary	60/24.6	30/12.3	31/12.7
Secondary	58/23.8	28/11.5	37/15.1
Total	118/48.4	58/23.8	68/27.8
N/Percentage of total respondents			

essential role of the supervisor for professional preparation while 27.8% reported ambivalence towards this role of the university supervisor.

Item twenty-one on the survey instrument asked the teachers if the university faculty member was supervising in his/her area of cognate preparation. The data indicated that 12.7% of the teachers stated that the university supervisor was not in his/her field of expertise while 38.1% did not know if the supervisor was in his/her area of subject specialization. The totals displayed in Table 14 give the data gathered from the respondents.

TABLE 14

SUPERVISION ACCORDING TO AREA OF SUBJECT
SPECIALIZATION AS PERCEIVED BY TEACHERS
WITH ONE TO FIVE YEARS OF EXPERIENCE
FROM THE CHATTANOOGA/HAMILTON COUNTY
AREA-1988

Level	Yes	No	Don't Know
Elementary	63/25.8	12/4.9	46/18.9
Secondary	57/23.4	19/7.8	47/19.2
Total	120/49.2	31/12.7	93/38.1
N/Percentage of the total respondents			

Survey items twenty-two through twenty-eight gathered information about the respondents' background. Table 15 gives a breakdown of the respondents according to the size of the undergraduate institution they attended. The data, according to level breakdown and percentage totals, indicated no particular size was overly represented in the population. The largest representation was from the medium sized institutions (3000-9000 student population) with 43.8% of the teachers having indicated attending such a school.

TABLE 15

UNDERGRADUATE INSTITUTIONAL SIZE OF TEACHERS SURVEYED
WITH ONE TO FIVE YEARS OF TEACHING EXPERIENCE FOR
THE CHATTANOOGA/HAMILTON COUNTY AREA--1988

Level	Small	Medium	Large
Elementary	28/11.5	64/26.2	29/11.9
Secondary	40/16.4	43/17.6	40/16.4
Total	68/27.9	107/43.8	69/28.3
N/Percentage of total respondents			

Table 16 displays the respective frequencies for each grade point average interval. The teachers that had a grade point average of 3.01 or higher comprised 65.6% of the study population while those with grade point averages between 2.00 and 3.00 made up 34.4% of the population. The results are tabulated from the data given in the table.

The survey totals for the study are given in Table 17. The number of respondents completing their student teaching at the elementary level was 121 or 49.6% of the total teachers surveyed. The area of secondary education was represented by 123 respondents, a percentage of 50.4.

TABLE 16

UNDERGRADUATE GRADE POINT AVERAGE FOR THE TEACHERS WITH
ONE TO FIVE YEARS OF EXPERIENCE TEACHING FOR THE
CHATTANOOGA/HAMILTON COUNTY AREA--1988

Level	2.00-2.50	2.51-3.00	3.01-3.50	Above 3.50
Elementary	5/2.0	35/14.3	51/20.9	30/12.3
Secondary	8/3.3	36/14.8	49/20.1	30/12.3
Total	13/5.3	71/29.1	100/41.0	60/24.6
N/Percentage of total respondents				

TABLE 17

LEVEL OF STUDENT TEACHING EXPERIENCE INDICATED BY THE
TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE FROM
THE CHATTANOOGA/HAMILTON COUNTY AREA--1988

Level	N	%
Elementary	121	49.6
Secondary	123	50.4
Total	244	100.0

The breakdown of the respondents according to years of teaching experience is given in Table 18. The highest percentage represented (32.4%) were teachers with five years of experience and the lowest representation (14.3%) were teachers with four years of experience. A complete breakdown is given in the following table according to levels. The previously mentioned percentages represented totals according to years of experience.

The percentage of respondents according to sex is reported in Table 19. The male population totaled 62 or 25.4% of the study population. The female sector accounted for 182 respondents or 74.6% of the population according to the total tabulated. The sex of the university supervisors was also tabulated with 37.7% being male and 62.3% being female. The breakdown according to elementary or secondary levels are also given in Table 20.

The respondents were also asked to indicate if they were career ladder participants and if so, what level had they achieved. Only 131 (53.7%) indicated yes to career ladder participation. Of those who indicated they were participants, 118 stated they were at Level I, 11 indicated they had achieved Level II, and 2 indicated Level III achievement. Table 21 displays the findings.

TABLE 18

YEARS OF TEACHING EXPERIENCE AS REPORTED BY TEACHERS
SURVEYED FROM THE CHATTANOOGA/HAMILTON COUNTY
AREA --1988

Level	1	2	3	4	5
Elementary	19/7.8	19/7.8	26/10.7	14/5.7	43/17.6
Secondary	18/7.4	24/9.8	24/9.8	21/8.6	36/14.8
Total	37/15.2	43/17.6	50/20.5	35/14.3	79/32.4
N/Percentage of the total respondents					

TABLE 19

SEX OF RESPONDENT TABULATION FROM TEACHERS WITH
ONE TO FIVE YEARS OF EXPERIENCE TEACHING FOR
THE CHATTANOOGA/HAMILTON COUNTY AREA--1988

Level	Male	Female
Elementary	14/5.7	107/43.9
Secondary	48/19.7	75/30.7
Total	62/25.4	182/74.6
N/Percentage of total respondents		

TABLE 20

SEX OF UNIVERSITY SUPERVISOR ACCORDING TO TEACHERS
FROM THE CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Level	Male	Female
Elementary	35/14.3	86/35.3
Secondary	57/23.4	66/27.0
Total	94/37.7	152/62.3
N/Percentage of total respondents		

TABLE 21

CAREER LADDER PARTICIPATION AS TABULATED FROM THE
RESPONSES OF TEACHERS WITH ONE TO FIVE YEARS OF
EXPERIENCE FROM THE CHATTANOOGA/HAMILTON
COUNTY AREA--1988

Level	Yes	No	If responded yes:		
			Level I	Level II	Level III
Elementary	63/25.8	58/23.8	54	7	2
Secondary	68/27.9	55/22.5	64	4	0
Total	131/53.7	113/46.3	118	11	2
N/Percentage of total respondents					

The Likert-type items reported in Table 2 were addressed with added dimensions crosstabulated for analysis. The added dimensions were population size, grade point average, level of student teaching experience, years of experience, sex of respondent, and sex of university supervisor as the basis for comparison.

The data for the Likert-type items when crosstabulated by institutional population indicated results very similar to the data produced by the total population. Analysis revealed no significant departure from the means and standard deviations of the total population. Analysis also revealed that for each item area the mean was lowest for the large institutions and highest for the small institutions. An exception to this was item 14 which dealt with helpfulness of the supervisor. Analysis of this item indicated an opposite trend.

The item that had the best homogeneity of response was item four and the least homogeneity was item 20. The data indicated a standard deviation of 0.91, 0.94, and 0.96 respectively for the answers given for the frequency of observation when crosstabulated by institutional size. These results indicated the teachers as a group were consistent on this item. Responses on item 20, supervisor

knowledge about content, resulted in the highest standard deviations (1.21, 1.20, 1.13). These results indicated the teachers responded more diffusely to this item. This analysis was also consistent in relation to the total population. The results are displayed in Table 22.

TABLE 22

RESPONSES FOR LIKERT-TYPE ITEMS CROSSTABULATED BY
SIZE OF INSTITUTION ATTENDED BY TEACHERS WITH
ONE TO FIVE YEARS OF EXPERIENCE FROM THE
CHATTANOOGA/HAMILTON COUNTY AREA--1988

Item	Small	Medium	Large
1-Expression	2.39/1.01	2.25/1.13	2.14/1.07
2-Concerns	2.47/0.90	2.41/1.12	2.10/0.95
3-Professional Improvement	2.36/1.04	2.32/1.16	2.08/0.91
4-Observation	2.89/0.91	2.59/0.94	2.08/0.96
7-Observation Duration	2.10/1.24	1.94/1.18	1.92/1.04
11-Type of Feedback	1.83/1.05	1.77/1.14	1.68/1.04
14-Helpfulness	2.26/1.07	2.28/1.20	2.36/1.12
18-Learning Problems	3.11/1.07	3.04/1.17	3.05/1.04
20-Content Knowledge	2.42/1.21	2.30/1.20	2.23/1.13
Mean/SD			

Analysis of the data for Likert-type items crosstabulated by grade point average in Table 23 also revealed that the means and standard deviations were not significantly varied from the data reported for the total population.

TABLE 23

LIKERT-TYPE ITEMS CROSSTABULATED BY GRADE POINT AVERAGE
OF TEACHERS FROM CHATTANOOGA/HAMILTON AREA WITH ONE
TO FIVE YEARS OF EXPERIENCE--1988

Items	2.00-2.50	2.51-3.00	3.01-3.50	> 3.5
1-Expression	2.76/0.83	2.36/1.13	2.26/1.16	2.03/0.86
2-Concerns	2.53/0.96	2.35/1.18	2.34/0.99	2.28/0.90
3-Professional Improvement	2.53/0.87	2.39/1.15	2.25/1.07	2.10/0.98
4-Observation	2.61/0.87	2.62/0.99	2.76/0.97	2.55/0.87
7-Observation Duration	2.30/1.37	2.07/1.22	1.95/1.17	1.86/1.03
11-Type of Feedback	2.23/1.16	1.83/1.13	1.74/1.13	1.63/0.84
14-Helpfulness	2.53/1.19	2.36/1.13	2.36/1.21	2.06/1.00
18-Learning Problems	3.53/1.05	3.07/1.18	3.06/1.05	2.98/1.11
20-Content Knowledge	3.00/1.15	2.26/1.18	2.28/1.21	2.30/1.13
Mean/SD				

As the data were examined one pattern was noted. The means according to grade point average were higher for the range of 2.00-2.50 with each successive grade point level mean being lower. The two exceptions to this statement were items 18 and 20 with slight variations from this pattern. However, there appeared to be no significant indication that the minor differences were indicative of any important relationship.

One important aspect of this study was the comparison between practices of supervisors for elementary student teachers and practices of supervisors for secondary student teachers. The data from Table 24 indicated that apparently no major differences existed between the two groups according to the responses generated by the Likert-type items cross-tabulated with teaching level. The homogeneity of response was best on item 4 (.89, .99) for both levels and the lowest means (1.77, 1.75) were indicated for item 11 which dealt with the type of feedback given. In comparison the data for each level revealed a close similarity with the data given in Table 2.

TABLE 24

LIKERT-TYPE ITEMS CROSSTABULATED BY LEVEL OF STUDENT
TEACHING FOR TEACHERS FROM THE CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE
YEARS EXPERIENCE--1988

Items	Elementary	Secondary
1-Expression	2.25/1.08	2.26/1.08
2-Concerns	2.34/1.04	2.33/1.01
3-Professional Improvement	2.31/1.09	2.22/1.04
4-Observation	2.57/0.89	2.74/0.99
7-Observation Duration	1.99/1.19	1.97/1.14
11-Type of Feedback	1.77/1.09	1.75/1.05
14-Helpfulness	2.23/1.16	2.36/1.12
18-Learning Problems	3.02/1.14	3.11/1.07
20-Content Knowledge	2.24/1.09	2.39/1.27
Mean/SD		

Examination of the data produced by crosstabulation of the Likert-type items and years of experience revealed no significant variation from the findings according to the total population in Table 2. For each level of experience the findings revealed no particular pattern according to experience. According to the data the teachers did not express answers significantly varied due to different levels of experience. Table 25 gives the breakdown according to years of experience for the Likert-type items.

Examination of the data provided in Table 26 revealed no significant variation from the total study population by either sex. Analysis made comparing male to female respondents showed that the mean scores were higher for the males than for the female teachers. While the scores were not greatly different, the males did tend to indicate answers toward the less frequent range.

Data for the crosstabulation by the sex of supervisors are given in Table 27. Analysis demonstrated that for each item the male supervisor had a higher mean score than his female counterpart. However, as with the sex of respondent crosstabulation, the differences between the means did not vary greatly.

TABLE 25

CROSSTABULATION OF RESPONSES BY YEARS OF EXPERIENCE
FOR LIKERT-TYPE ITEMS FROM TEACHERS OF THE
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE
TO FIVE YEARS OF EXPERIENCE--1988

Items	1	2	3	4	5
1-Expression	1.86 1.08	2.02 0.80	2.44 1.14	2.40 1.09	2.40 1.12
2-Concerns	2.08 0.98	2.06 0.93	2.44 0.83	2.34 1.05	2.54 1.15
3-Professional Improvement	2.13 1.05	1.90 0.89	2.30 0.99	2.22 1.08	2.53 1.15
4-Observation	2.45 0.96	2.50 0.97	2.86 0.85	2.57 1.03	2.75 0.93
7-Observation Duration	1.70 0.96	1.97 1.28	1.94 1.09	2.08 1.33	2.10 1.15
11-Types of	1.45 0.80	1.74 1.07	1.70 1.01	1.80 1.21	1.94 1.14
14-Helpfulness	2.16 1.19	2.02 1.03	2.28 1.05	2.45 1.17	2.45 1.20
18-Learning Problems	3.05 1.10	2.83 1.02	3.10 0.97	3.00 1.11	3.21 1.22
20-Content	2.29 1.05	1.95 1.02	2.34 1.23	2.48 1.22	2.44 1.26
Mean/SD					

TABLE 26

CROSSTABULATION OF RESPONSES BY SEX OF RESPONDENT FOR
 LIKERT-TYPE ITEMS FOR TEACHERS IN THE CHATTANOOGA/
 HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
 OF TEACHING EXPERIENCE--1988

Items	Male	Female
1-Expression	2.35/1.11	2.24/1.07
2-Concerns	2.43/1.03	2.31/1.02
3-Professional Improvement	2.40/1.12	2.23/1.05
4-Observation	2.91/0.96	2.58/0.93
7-Observation Duration	2.20/1.19	1.91/1.15
11-Type of Feedback	1.80/1.07	1.75/1.07
14-Helpfulness	2.50/1.01	2.23/1.17
18-Learning Problems	3.30/1.03	3.01/1.10
20-Content Knowledge	2.66/1.29	2.19/1.13
Mean/SD		

TABLE 27

CROSSTABULATION OF THE RESPONSES BY SEX OF UNIVERSITY
SUPERVISOR FOR LIKERT-TYPE ITEMS FOR TEACHERS IN THE
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE
YEARS OF TEACHING EXPERIENCE--1988

Items	Male	Female
1-Expression	2.32/1.14	2.22/1.04
2-Concerns	2.41/1.09	2.29/0.98
3-Professional Improvement	2.33/1.16	2.23/1.00
4-Observation	2.72/0.98	2.62/0.92
7-Observation Duration	2.02/1.24	1.96/1.11
11-Type of Feedback	1.88/1.26	1.69/0.93
14-Helpfulness	2.41/1.25	2.23/1.06
18-Learning Problems	3.20/1.12	2.98/1.09
20-Content Knowledge	2.46/1.27	2.23/1.12
Mean/SD		

As in Tables 3-14, the same categorical items were addressed after being crosstabulated according to institutional size, grade point average, level of student teaching experience, years of experience, sex of respondent, and sex of university supervisor.

The findings from the data indicated only minor differences in the frequencies between small, medium, and large institutions crosstabulated by the categorical items. The exception to this statement was possibly found with items 17, 19, and 21. The teachers attending a small institution responded yes only 52.9% on item 17 which asked the teachers if they were satisfied with the supervisory approach. The teachers' response from medium sized institutions to this item was 67.3%. Individuals who had attended large institutions had a response percentage of 72.5%. The percentage data indicated less satisfaction on the smaller institution level and more on the large institution level with the supervisory approach used by the college supervisor.

The second exception was item 19 which asked the teachers to respond on the supervisors' role of essentialness to the teaching preparation of the student teacher. The data indicated 42.6% of the teachers from small institutions

agreeded that the supervisor was essential in helping to prepare them for the teaching profession. The individuals who had attended large institutions had a response percentage of 46.4% to this item. The combined frequency for the disagree and ambivalent responses was over 50% for both the small and large institutions. The teachers as a whole did not indicate that the college supervisors played an overly essential role in career preparation.

The third exception was found in the analysis of item 21. In response to the item which asked if the supervisor was in his/her area of expertise, the individuals from large institutions responded yes only 36.2% of the time and 49.3% indicated that they did not know if the supervisor was in his/her area of cognate preparation. As a group, the teachers indicated that in many instances the supervisors were (probably) not supervising in an area of expertise. The findings discussed are displayed in Tables 28-39. Specific references were made to items 17, 19, and 21 which are given in Table 37 (17), Table 38 (19), and Table 39 (21).

TABLE 28

CROSSTABULATION OF INSTITUTIONAL SIZE BY FREQUENCY OF
OBSERVATION FOR TEACHERS WITH ONE TO FIVE YEARS OF
EXPERIENCE IN THE CHATTANOOGA/HAMILTON COUNTY
AREA-1988

Item 5	Small	Medium	Large
Once/week	3/4.4	14/13.1	6/8.7
Once/2 weeks	22/32.4	36/33.6	25/36.2
Once/3 weeks or less	41/60.3	55/51.4	38/55.1
Never	2/2.9	2/1.9	0/0
N/Categorical percentage			

TABLE 29

CROSSTABULATION OF INSTITUTIONAL SIZE BY PERCEIVED
SUFFICIENT FREQUENCY RATE OF OBSERVATION FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY
AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 6	Small	Medium	Large
Once/week	11/16.2	24/22.4	15/21.6
Once/2 weeks	38/55.9	59/55.1	35/50.6
Once/3 weeks- or less	19/27.9	24/22.5	19/27.6
Other	0/0	1/.9	1/.4
N/Categorical percentage			

TABLE 30

CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 8*	Small	Medium	Large
Low	30	20	45
High	120	514	300
Mean	69	81	77
SD	32	90	62

N=68, *responses in minutes

TABLE 31

CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY
VISIT BY INSTITUTIONAL SIZE OF TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE
TO FIVE YEARS OF EXPERIENCE--1988

Item 9	Small	Medium	Large
10-20 min.	3/4.4	10/19.3	5/7.4
20-30 min.	13/19.1	16/15.0	9/13.2
30-40 min.	21/30.9	26/24.3	16/23.0
40-50 min.	21/30.9	34/31.8	24/35.3
> 50 min.	10/14.7	21/19.6	15/22.1

N/Categorical percentage

TABLE 32

CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY
SUPERVISORS BY INSTITUTIONAL SIZE OF TEACHERS
FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 10	Small	Medium	Large
Written	4/5.9	6/5.6	4/5.8
Oral	25/36.8	24/22.4	14/20.3
Both	36/52.9	68/63.6	47/68.1
None	3/4.4	9/8.4	4/5.8
N/Categorical percentage			

TABLE 33

CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 12	Small	Medium	Large
Immediately after lesson	41/60.3	56/52.4	37/53.7
Later on campus/same day	11/16.2	21/19.6	9/13.0
Later/some point in time	14/20.6	23/21.5	20/29.0
Never	2/2.9	7/6.5	3/4.3
N/Categorical percentage			

TABLE 34

CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 13	Small	Medium	Large
Yes	45/66.2	80/74.8	47/68.1
No	12/17.6	13/12.1	14/20.3
Undecided	11/16.2	14/13.1	8/11.6
N/Categorical percentage			

TABLE 35

CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 15	Small	Medium	Large
Excellent	15/22.1	30/28.1	17/24.7
Above Average	18/26.4	36/33.6	23/33.3
Average	21/30.9	24/22.4	19/27.5
Below average	13/19.1	8/7.5	7/10.2
No help	1/1.5	9/8.4	3/4.3
N/Categorical percentage			

TABLE 36

CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 16	Small	Medium	Large
Directive	20/29.4	29/27.1	23/33.3
Non-directive	13/19.1	18/16.8	8/11.6
Combination	35/51.5	60/56.1	38/55.1
N/Categorical percentage			

TABLE 37

CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 17	Small	Medium	Large
Yes	36/52.9	72/67.3	50/72.5
No	14/20.6	17/15.9	8/11.6
Not a factor	18/26.5	18/16.8	11/15.9
N/Categorical percentage			

TABLE 38

CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 19	Small	Medium	Large
Agree	29/42.6	57/53.3	32/46.4
Disagree	21/30.9	27/25.2	23/21.5
Ambivalent	18/26.5	23/21.5	27/39.1
N/Categorical percentage			

TABLE 39

CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR
PREPARATION BY INSTITUTIONAL SIZE OF TEACHERS
FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 21	Small	Medium	Large
Yes	35/51.5	60/56.1	25/36.2
No	6/8.8	15/14.0	10/14.5
Don't know	27/39.7	32/29.9	34/49.3
N/Categorical percentage			

Crosstabulation according to grade point average was important because the study attempted to determine if the level of achievement, as indicated by grade point average, would have a bearing on the responses given by the teachers. No research had been conducted to determine if the academic achievement level of student teachers had any bearing on the type of supervisory approach used by the university supervisor. Also, no studies had been conducted to determine if the university supervisors stayed longer per visit for a given grade point average or if the feedback was different because of perceived ability on the part of the student teacher.

The information provided by the crosstabulation of grade point average with categorical items yielded no significant differences between the grade point levels. One particular problem that existed when describing the data from the crosstabulation was the relatively small number of respondents for some categorical levels. For instance, with only 13 individuals in the grade point level of 2.00-2.50 a frequency difference of just 1 or 2 would change the percentage significantly. The data are provided in Tables 40-51.

TABLE 40

CROSSTABULATION OF FREQUENCY OF OBSERVATION BY GRADE
POINT AVERAGE FOR TEACHERS WITH ONE TO FIVE YEARS
OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON
COUNTY AREA-1988

Item 5	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Once/week	0/0	7/9.9	9/9.0	7/11.7
Once/2 weeks	8/61.5	28/39.4	30/30.0	17/28.3
Once/3 weeks or less	5/38.5	34/47.9	59/59.0	36/60.0
Never	0/0	2/2.8	2/2.0	0/0
N/Categorical percentage				

TABLE 41

CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE
OF OBSERVATION BY GRADE POINT AVERAGE FOR TEACHERS
FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 6	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Once/week	2/15.4	16/22.5	16/16.0	16/26.7
Once/2 weeks	10/76.9	37/52.2	63/63.0	22/36.7
Once/3 weeks- or less	1/7.7	16/22.5	21/21.0	22/36.7
Other	0/0	2/2.8	0/0	0/0
N/Categorical percentage				

TABLE 42

CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION
BY GRADE POINT AVERAGE OF TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 8*	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Low	20	30	30	45
High	90	514	120	120
Mean	55	96	71	60
SD	25	106	33	25

N=68, *responses in minutes

TABLE 43

CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT
BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 9	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
10-20 min.	2/15.4	5/7.1	10/10.0	1/1.7
20-30 min.	2/15.4	12/17.1	14/14.0	10/16.6
30-40 min.	5/38.4	17/24.3	25/25.0	15/25.0
40-50 min.	3/23.1	22/31.4	36/36.0	18/30.0
> 50 min.	1/7.7	15/20.1	15/15.0	16/26.7

N/Categorical percentage

TABLE 44

CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY
SUPERVISORS BY GRADE POINT AVERAGE OF TEACHERS
FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 10	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Written	2/15.4	5/7.0	3/3.0	4/6.7
Oral	2/15.4	18/25.4	28/28.0	15/25.0
Both	8/61.5	42/59.1	61/61.0	40/66.6
None	1/7.7	6/8.5	8/8.0	1/1.7
N/Categorical percentage				

TABLE 45

CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR
BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 12	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Immediately after lesson	5/38.4	40/56.4	52/52.0	37/61.7
Later on campus/same day	3/23.1	11/15.5	16/16.0	11/18.3
Later/some point in time	4/30.8	17/23.9	25/25.0	11/18.3
Never	1/7.7	3/4.2	7/7.0	1/1.7
N/Categorical percentage				

TABLE 46

CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK
BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 13	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Yes	8/61.5	46/64.8	71/71.0	47/78.3
No	4/30.8	11/15.5	17/17.0	7/11.7
Undecided	1/7.7	14/19.7	12/12.0	6/10.0
N/Categorical percentage				

TABLE 47

CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR
BY INSTITUTIONAL SIZE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 15	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Excellent	2/15.4	21/29.6	21/21.0	15/25.0
Above Average	3/23.0	22/31.0	27/27.0	25/41.6
Average	5/38.5	15/21.1	32/32.0	12/20.0
Below average	2/15.4	8/11.3	11/11.0	7/11.7
No help	1/7.7	5/7.0	6/6.0	1/1.7
N/Categorical percentage				

TABLE 48

CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY
BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 16	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Directive	5/38.4	22/31.0	27/27.0	18/30.0
Non-directive	3/23.1	11/15.5	19/19.0	6/10.0
Combination	5/23.1	38/53.5	54/54.0	36/60.0
N/Categorical percentage				

TABLE 49

CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH
BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 17	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Yes	3/23.1	46/64.8	68/68.0	41/68.4
No	4/30.8	13/18.3	14/14.0	8/13.3
Not a factor	6/46.1	12/16.9	18/18.0	11/18.3
N/Categorical percentage				

TABLE 50

CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION
BY GRADE POINT AVERAGE OF TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 19	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Agree	4/30.8	35/49.3	44/44.0	35/58.3
Disagree	5/38.4	14/19.7	24/24.0	15/25.0
Ambivalent	4/30.8	22/31.0	32/32.0	10/16.7
N/Categorical percentage				

TABLE 51

CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR
PREPARATION BY GRADE POINT AVERAGE OF TEACHERS
FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 21	2.00- 2.50	2.51- 3.00	3.01- 3.50	>3.50
Yes	5/38.4	38/53.5	48/48.0	29/48.3
No	4/30.8	9/12.7	11/11.0	7/11.7
Don't know	4/30.8	24/33.8	41/41.0	24/40.0
N/Categorical percentage				

Crosstabulation according to level of student teaching attempted to discover whether or not there were any major differences between the behaviors of secondary supervisors and elementary supervisors. The findings revealed that percentages for each item did not differ greatly between elementary and secondary levels. The data for these crosstabulations are displayed in Tables 52-63.

The most important finding associated with these comparisons was found with items 19 (Table 62) and 21 (Table 63). Of the elementary respondents 50.4% disagreed or were ambivalent about the essential role of the university to their teaching preparation and the secondary level indicated a 52.8% response to the same concept. These responses indicated that both secondary and elementary supervisors' ability to help prepare student teachers for the profession was questionable.

To the item which asked about supervisor cognate expertise 52.1% of the elementary level responded yes while only 46.3% of the secondary responded yes to the question. The indication was that supervisors on both levels were not in an area of expertise or there was doubt by the teachers concerning area expertise.

TABLE 52

CROSSTABULATION OF FREQUENCY OF OBSERVATION BY LEVEL OF STUDENT TEACHING FOR TEACHERS WITH ONE TO FIVE YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON COUNTY AREA-1988

Item 5	Elementary	Secondary
Once/week	14/11.6	9/7.3
Once/2 weeks	44/36.4	39/31.7
Once/3 weeks or less	60/49.5	74/60.2
Never	3/2.5	1/.8
N/Categorical percentage		

TABLE 53

CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE OF OBSERVATION BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 6	Elementary	Secondary
Once/week	28/23.1	22/17.9
Once/2 weeks	67/55.4	65/52.8
Once/3 weeks- or less	25/20.7	35/28.5
Other	1/.8	1/.8
N/Categorical percentage		

TABLE 54

CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION
BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 8*	Elementary	Secondary
Low	20	30
High	514	300
Mean	82	70
SD	81	50

N=68, *responses in minutes

TABLE 55

CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT
BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 9	Elementary	Secondary
10-20 min.	11/9.1	7/5.7
20-30 min.	19/15.7	19/15.6
30-40 min.	39/32.2	23/18.9
40-50 min.	33/27.3	46/37.7
> 50 min.	19/15.7	27/22.1

N/Categorical percentage

TABLE 56

CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY
SUPERVISORS BY LEVEL OF STUDENT TEACHING FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY
AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 10	Elementary	Secondary
Written	5/4.1	9/7.3
Oral	30/24.8	33/26.8
Both	79/65.3	72/58.6
None	7/5.8	9/7.3
N/Categorical percentage		

TABLE 57

CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR
BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 12	Elementary	Secondary
Immediately after lesson	73/60.3	61/49.6
Later on campus/same day	14/11.6	27/22.0
Later/some point in time	28/23.1	29/23.5
Never	6/5.0	6/4.9
N/Categorical percentage		

TABLE 58

CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK
BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 13	Elementary	Secondary
Yes	88/72.7	84/68.3
No	20/16.5	19/15.4
Undecided	13/10.8	20/16.3
N/Categorical percentage		

TABLE 59

CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR
BY LEVEL OF STUDENT TEACHING FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 15	Elementary	Secondary
Excellent	29/24.0	33/26.8
Above Average	41/33.9	36/29.3
Average	30/24.8	34/27.6
Below average	12/9.9	16/13.0
No help	9/7.4	4/3.3
N/Categorical percentage		

TABLE 60

CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY
BY STUDENT TEACHING LEVEL FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE
TO FIVE YEARS OF EXPERIENCE--1988

Item 16	Elementary	Secondary
Directive	41/33.9	31/25.2
Non-directive	16/13.2	23/18.7
Combination	64/52.9	69/56.1
N/Categorical percentage		

TABLE 61

CROSSTABULATION OF SATISFACTION WITH SUPERVISORY
APPROACH BY LEVEL OF STUDENT TEACHING FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY
AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 17	Elementary	Secondary
Yes	79/65.3	79/64.3
No	20/16.5	19/15.4
Not a factor	22/18.2	25/20.3
N/Categorical percentage		

TABLE 62

CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER
PREPARATION BY LEVEL OF STUDENT TEACHING FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY
AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 19	Elementary	Secondary
Agree	60/49.6	58/47.2
Disagree	30/24.8	28/22.8
Ambivalent	31/25.6	37/30.0
N/Categorical percentage		

TABLE 63

CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR
PREPARATION BY LEVEL OF STUDENT TEACHING FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY
AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 21	Elementary	Secondary
Yes	63/52.1	57/46.3
No	12/9.9	19/15.4
Don't know	46/38.0	47/38.3
N/Categorical percentage		

Crosstabulation according to years of teaching experience was important because one aspect of the study attempted to investigate if there were any differences between various years of experience. Again, no research had been conducted to determine if variations existed not only between student teachers and experienced teachers but also if variations existed between various experience levels.

Data for the crosstabulation of categorical items according to years of teaching experience are given in Tables 64-75. No findings significantly different from the aggregate data were evident from the data produced. A difficulty with reporting important variations from these crosstabulations was that some of the categorical levels contained small number of responses which if changed only by one or two responses could have altered the categorical percentage to a greater degree. With this limitation being considered, the different experience level data produced nothing of significant difference from the total findings.

TABLE 64

CROSSTABULATION OF FREQUENCY OF OBSERVATION BY YEARS OF
TEACHING EXPERIENCE FOR TEACHERS WITH ONE TO FIVE
YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON
COUNTY AREA-1988

Item 5	1	2	3	4	5
Once/week	3/8.2	4/9.3	5/10.0	2/5.7	9/11.5
Once/2 weeks	17/45.9	14/32.6	14/28.0	16/45.7	22/27.8
Once/3 weeks or less	17/45.9	25/58.1	31/62.0	15/42.9	46/58.2
Never	0/0	0/0	0/0	2/5.7	2/2.5
N/Categorical percentage					

TABLE 65

CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE
OF OBSERVATION BY YEARS OF TEACHING EXPERIENCE FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA
WITH ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 6	1	2	3	4	5
Once/week	4/10.8	8/18.6	12/24.0	6/17.1	20/25.3
Once/2 weeks	22/59.5	19/44.2	25/50.0	23/65.8	43/54.4
Once/3 weeks or less	10/27.0	15/34.9	13/26.0	6/17.1	16/20.3
Other	1/2.7	1/2.3	0/0	0/0	0/0
N/Categorical percentage					

TABLE 66

CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 8*	1	2	3	4	5
Low	45	30	20	30	30
High	300	514	60	120	120
Mean	100	98	47	77	71
SD	86	131	12	40	31

N=68, *responses in minutes

TABLE 67

CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 9	1	2	3	4	5
10-20 min.	2/5.6	4/9.3	3/6.0	4/11.4	5/6.3
20-30 min.	2/5.6	4/9.3	11/22.0	6/17.1	15/19.0
30-40 min.	6/16.7	12/27.9	9/18.0	5/14.3	30/38.0
40-50 min.	16/44.3	10/23.3	18/36.0	15/42.9	20/25.3
> 50 min.	10/27.8	13/30.2	9/18.0	5/14.3	9/11.4

N/Categorical percentage

TABLE 68

CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY
SUPERVISORS BY YEARS OF TEACHING EXPERIENCE FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA
WITH ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 10	1	2	3	4	5
Written	4/10.8	1/2.3	3/6.0	2/5.7	4/5.1
Oral	7/18.9	7/16.3	21/42.0	8/22.9	20/25.3
Both	25/67.6	32/74.4	24/48.0	21/60.0	49/62.0
None	1/2.7	3/7.0	2/4.0	4/11.4	6/7.6
N/Categorical percentage					

TABLE 69

CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 12	1	2	3	4	5
Immediately after lesson	28/75.7	26/60.5	27/54.0	17/48.6	36/45.6
Later on campus/same day	4/10.8	10/23.3	9/18.0	5/14.3	13/16.5
Later/some point in time	5/13.5	6/14.0	12/24.0	9/25.7	25/31.6
Never	0/0	1/2.2	2/4.0	4/11.4	5/6.3
N/Categorical percentage					

TABLE 70

CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 13	1	2	3	4	5
Yes	28/75.7	34/79.0	37/74.0	21/60.0	52/65.8
No	6/16.2	3/7.0	7/14.0	8/22.9	15/19.0
Undecided	3/8.1	6/14.0	6/12.0	6/17.1	12/15.2
N/Categorical percentage					

TABLE 71

CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 15	1	2	3	4	5
Excellent	13/35.2	9/20.9	14/28.0	8/22.9	18/22.8
Above average	12/32.4	22/51.1	9/18.0	13/37.1	21/26.6
Average	8/21.6	7/16.3	17/34.0	9/25.7	23/29.1
Below average	3/8.1	3/7.0	7/14.0	4/11.4	11/13.9
No help	1/2.7	2/4.7	3/6.0	1/2.9	6/7.6
N/Categorical percentage					

TABLE 72

CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 16	1	2	3	4	5
Directive	14/37.8	9/20.9	18/36.0	10/28.6	21/26.6
Non-directive	6/16.2	4/9.3	4/8.0	5/14.3	20/25.3
Combination	17/45.9	30/69.8	28/56.0	20/57.1	38/48.1
N/Categorical percentage					

TABLE 73

CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 17	1	2	3	4	5
Yes	24/64.9	32/74.4	38/76.0	22/62.9	42/53.2
No	6/16.2	4/9.3	8/16.0	5/14.2	16/20.2
Not a factor	7/18.9	7/16.3	4/8.0	8/22.9	21/26.6
N/Categorical percentage					

TABLE 74

CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION
BY YEARS OF TEACHING EXPERIENCE FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 19	1	2	3	4	5
Agree	19/51.4	28/65.1	21/42.0	21/48.5	33/41.8
Disagree	7/18.9	3/7.0	14/28.0	10/28.6	24/30.4
Ambivalent	11/29.7	12/27.9	15/30.0	8/22.9	22/27.8

N/Categorical percentage

TABLE 75

CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR
PREPARATION BY YEARS OF TEACHING EXPERIENCE FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA
WITH ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 21	1	2	3	4	5
Yes	17/45.9	21/48.8	21/42.0	15/42.9	46/58.2
No	9/24.4	5/11.6	5/10.0	6/17.1	6/7.6
Don't know	11/29.7	17/39.6	24/48.0	14/40.0	27/34.2

N/Categorical percentage

The results of the crosstabulation of categorical items by sex of respondent indicated no significant trends for either the male or female sectors. When the information from Tables 76 through 87 was analyzed the difference between male and female response percentage was small. Two exceptions did exist in the response frequencies for items 19 (Table 86) and 21 (Table 87). On item 19, 38.3% of the male teachers surveyed responded they agreed the university supervisor was essential to their teaching profession preparation. The female response to the agree category was 52.2%. Both male and female responses to the disagree section of the item were very close (male 25.0%, female 23.6%). The ambivalent percentage again showed a wider margin of difference with the males having a 36.7% response in contrast to 24.2% for the female teachers.

Item 21 was a second area which indicated a response difference. When ask to indicate if the supervisor was in an area of expertise only 31.6% of the female population answered yes while 56.0% of the male respondents answered yes to the item. The response percentage for the no section was about equal (11.7% to 12.7%) but the don't know category reflected a 56.7% response rate by females to a 31.3% response rate for the male population.

TABLE 78

CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 8*	Male	Female
Low	30	20
High	120	514
Mean	74	72
SD	35	69

N=68, *responses in minutes

TABLE 79

CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 9	Male	Female
10-20 min.	2/3.3	16/8.8
20-30 min.	12/20.0	26/14.2
30-40 min.	14/23.3	48/26.4
40-50 min.	22/36.7	56/30.8
> 50 min.	10/16.7	36/19.8

N/Categorical percentage

TABLE 76

CROSSTABULATION OF FREQUENCY OF OBSERVATION BY SEX OF
RESPONDENT FOR TEACHERS WITH ONE TO FIVE YEARS OF
EXPERIENCE IN THE CHATTANOOGA/HAMILTON
COUNTY AREA-1988

Item 5	Male	Female
Once/week	3/5.0	20/11.0
Once/2 weeks	22/36.7	59/32.4
Once/3 weeks or less	32/53.3	102/56.0
Never	3/5.0	1/0.5
N/Categorical percentage		

TABLE 77

CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE
OF OBSERVATION BY SEX OF RESPONDENT FOR TEACHERS
FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE
TO FIVE YEARS OF EXPERIENCE--1988

Item 6	Male	Female
Once/week	13/21.7	37/20.4
Once/2 weeks	30/50.0	101/55.5
Once/3 weeks or less	17/28.3	43/23.6
Other	0/0	1/0.5
N/Categorical percentage		

TABLE 80

CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY
SUPERVISORS BY SEX OF RESPONDENT FOR TEACHERS
FROM CHATTANOOGA/HAMILTON COUNTY AREA WITH
ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 10	Male	Female
Written	5/8.3	9/4.6
Oral	15/25.0	48/26.4
Both	37/61.7	113/62.1
None	3/5.0	12/6.6
N/Categorical percentage		

TABLE 81

CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS OF
EXPERIENCE--1988

Item 12	Male	Female
Immediately after lesson	30/50.0	104/57.2
Later on campus/same day	12/20.0	27/14.8
Later/some point in time	15/25.0	42/23.1
Never	3/5.0	9/4.9
N/Categorical percentage		

TABLE 82

CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 13	Male	Female
Yes	39/65.0	132/72.6
No	12/20.0	27/14.8
Undecided	9/15.0	23/12.6
N/Categorical percentage		

TABLE 83

CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 15	Male	Female
Excellent	11/18.3	50/27.5
Above Average	16/26.7	60/33.0
Average	21/35.0	43/23.6
Below average	9/15.0	19/10.4
No help	3/5.0	10/5.5
N/Categorical percentage		

TABLE 84

CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 16	Male	Female
Directive	20/33.3	52/28.6
Non-directive	10/16.7	28/15.4
Combination	30/50.0	103/56.0
N/Categorical percentage		

TABLE 85

CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 17	Male	Female
Yes	35/58.3	123/67.6
No	12/20.0	27/14.8
Not a factor	13/21.7	32/17.6
N/Categorical percentage		

TABLE 86

CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/
HAMILTON COUNTY AREA WITH ONE TO FIVE YEARS
OF EXPERIENCE--1988

Item 19	Male	Female
Agree	23/38.3	95/52.2
Disagree	15/25.0	43/23.6
Ambivalent	22/36.7	44/24.2
N/Categorical percentage		

TABLE 87

CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION
BY SEX OF RESPONDENT FOR TEACHERS FROM CHATTANOOGA/HAMILTON
COUNTY AREA WITH ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 21	Male	Female
Yes	19/31.6	102/56.0
No	7/11.7	23/12.6
Don't know	34/56.7	57/31.4
N/Categorical percentage		

Another point of investigation in this study was to crosstabulate the responses by sex of university supervisor. The review of the literature had revealed that very few studies were conducted concerning the roles and methods according to a breakdown by sex of the faculty supervisor. The responses of the teachers with one to five years of experience were crosstabulated according to the sex of the university supervisors of student teaching to ascertain if any appreciable differences existed between the male and female supervisors of student teaching.

The findings according to a crosstabulation of categorical items by sex of university supervisor revealed that no significant differences were evident in the response percentage given by the teachers between male and female supervisors. Upon examination of the data in Tables 88-99 only relatively minor percentage differences were evident between university supervisors of different sexes. The data indicated that the supervisory practices between male and female supervisors were the same according to the teachers surveyed in the study.

TABLE 88

CROSSTABULATION OF FREQUENCY OF OBSERVATION BY SEX OF
UNIVERSITY SUPERVISOR FOR TEACHERS WITH ONE TO FIVE
YEARS OF EXPERIENCE IN THE CHATTANOOGA/HAMILTON
COUNTY AREA-1988

Item 5	Male	Female
Once/week	9/9.8	14/9.2
Once/2 weeks	27/29.3	56/36.8
Once/3 weeks or less	53/57.6	81/53.3
Never	3/3.3	1/0.7
N/Categorical percentage		

TABLE 89

CROSSTABULATION OF PERCEIVED SUFFICIENT FREQUENCY RATE
OF OBSERVATION BY SEX OF UNIVERSITY SUPERVISOR FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA
WITH ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 6	Male	Female
Once/week	17/18.5	33/21.7
Once/2 weeks	48/52.2	84/55.2
Once/3 weeks or less	27/29.3	33/21.7
Other	0/0	2/1.4
N/Categorical percentage		

TABLE 90

CROSSTABULATION OF SUGGESTED LENGTH FOR OBSERVATION
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 8*	Male	Female
Low	20	30
High	120	514
Mean	61	86
SD	29	83
N=68, *responses in minutes		

TABLE 91

CROSSTABULATION OF AVERAGE DURATION OF SUPERVISORY VISIT
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 9	Male	Female
10-20 min.	9/9.8	9/6.0
20-30 min.	14/15.2	24/15.8
30-40 min.	24/26.1	38/25.2
40-50 min.	29/31.5	50/33.1
> 50 min.	16/17.4	30/19.9
N/Categorical percentage		

TABLE 92

CROSSTABULATION OF THE TYPE OF FEEDBACK GIVEN BY
SUPERVISORS BY SEX OF UNIVERSITY SUPERVISOR FOR
TEACHERS FROM CHATTANOOGA/HAMILTON COUNTY AREA
WITH ONE TO FIVE YEARS OF EXPERIENCE--1988

Item 10	Male	Female
Written	4/4.3	10/6.6
Oral	28/30.4	35/23.0
Both	50/54.4	101/66.5
None	10/10.9	6/3.9
N/Categorical percentage		

TABLE 93

CROSSTABULATION OF WHEN FEEDBACK WAS GIVEN BY SUPERVISOR
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 12	Male	Female
Immediately after lesson	52/56.5	82/53.9
Later on campus/same day	13/14.1	28/18.4
Later/some point in time	18/19.6	39/25.7
Never	9/9.8	3/2.0
N/Categorical percentage		

TABLE 94

CROSSTABULATION OF SATISFACTION WITH TIME OF FEEDBACK
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 13	Male	Female
Yes	64/69.6	108/71.1
No	19/20.6	20/13.1
Undecided	9/9.8	24/15.8
N/Categorical percentage		

TABLE 95

CROSSTABULATION OF THE RATING OF THE COLLEGE SUPERVISOR
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 15	Male	Female
Excellent	22/23.8	40/26.3
Above Average	26/28.3	51/33.6
Average	26/28.3	38/25.0
Below average	9/9.8	19/12.5
No help	9/9.8	4/2.6
N/Categorical percentage		

TABLE 96

CROSSTABULATION OF SUPERVISORY STYLE OF COLLEGE FACULTY
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 16	Male	Female
Directive	23/25.0	49/32.2
Non-directive	23/25.0	16/10.5
Combination	46/50.0	87/57.3
N/Categorical percentage		

TABLE 97

CROSSTABULATION OF SATISFACTION WITH SUPERVISORY APPROACH
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 17	Male	Female
Yes	59/64.1	99/65.1
No	16/17.4	23/15.2
Not a factor	17/18.5	30/19.7
N/Categorical percentage		

TABLE 98

CROSSTABULATION OF ESSENTIAL ROLE IN TEACHER PREPARATION
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 19	Male	Female
Agree	44/47.9	74/48.7
Disagree	27/29.3	33/21.7
Ambivalent	21/22.8	45/29.6
N/Categorical percentage		

TABLE 99

CROSSTABULATION ACCORDING TO AREA OF SUPERVISOR PREPARATION
BY SEX OF UNIVERSITY SUPERVISOR FOR TEACHERS FROM
CHATTANOOGA/HAMILTON COUNTY AREA WITH ONE TO
FIVE YEARS OF EXPERIENCE--1988

Item 21	Male	Female
Yes	44/47.8	76/50.0
No	14/15.3	17/11.1
Don't know	33/35.9	59/38.9
N/Categorical percentage		

A Kruskal-Wallis one-way analysis-of-variance test was used to evaluate the null hypotheses concerning the differences stated by hypotheses one through five. Chi-square statistics were calculated to evaluate the null hypotheses concerning differences stated by hypotheses seven through nine. The results obtained are discussed in the following section.

The first null hypothesis stated there would be no significant difference between the supervisory approach of university faculty with respect to the level of satisfaction expressed by the teachers surveyed. The Chi-square obtained was 23.28 with 2 degrees of freedom. The significance level was .000. This finding, displayed in Table 100, indicated that a significant difference existed between the supervisory approach with respect to the level of satisfaction expressed by the teacher. With a significance level established at .05 the null hypothesis was rejected. There appeared to be a significant difference between the supervisory approach of a faculty supervisor and the level of satisfaction indicated by the teacher. According to the respondents, the technique utilized by the supervisor made a difference with respect to the satisfaction level expressed by the respondents.

TABLE 100

KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF SATISFACTION
WITH SUPERVISORY APPROACH FOR DIRECTIVE,
NON-DIRECTIVE, AND COMBINATION
TECHNIQUES OF SUPERVISION

	Number of Respondents	Mean Rank
Directive	72	139.78
Non-Directive	39	154.97
Combination	133	102.56

Chi-square equals 23.28 with 2 degrees of freedom
The significance is .000

The second null hypothesis stated there would be no significant difference between the supervisory approach with respect to the rating received for the college supervisor. The Kruskal-Wallis test yielded a Chi-square of 27.42 with 2 degrees of freedom and a significance level of .000. This finding indicated that a difference existed between the supervisory approach used by the college supervisor with respect to the rating received from the teacher. With a significance level established at .05 the null hypothesis was rejected. It was concluded there was a significant difference between the type of approach utilized with respect to the ratings given by the respondents. The results are given in Table 101.

TABLE 101

KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF UNIVERSITY
SUPERVISOR RATINGS FOR DIRECTIVE, NON-DIRECTIVE,
AND COMBINATION TECHNIQUES OF SUPERVISION

	Number of Respondents	Mean Rank
Directive	72	138.58
Non-Directive	39	161.12
Combination	133	101.40

Chi-square equals 27.42 with 2 degrees of freedom
The significance is .000

The third null hypothesis stated there would be no significant difference between the supervisory approach of the university supervisor and the role of being essential to the preparation for the teaching profession. A Kruskal-Wallis was calculated obtaining a Chi-square of 14.21 with 2 degrees of freedom and a significance level of .001. This finding indicated that a difference existed between the supervisory approach used and the role of being essential in the preparation for the teaching profession. With a significance level established at .05 the null hypothesis was rejected. With a Chi-square of 14.21 and a significance level of .001, it was concluded there was a

significant difference between the types of supervisory approaches with respect to the role the supervisor had in helping to prepare student teachers for the teaching profession. The data are displayed in Table 102.

The fourth null hypothesis stated there would be no significant difference between supervising in one's content area with respect to the rating received as a supervisor. The findings yielded a Chi-square of 26.35 with 2 degrees of freedom and a significance level of .000. This finding indicated that a difference existed between supervision in one's area of expertise and the rating received. With a significance level established at .05 the null hypothesis was rejected. Based on the findings, given in Table 103, there appeared to be a significant difference between supervising in an area of expertise with respect to the rating received as a supervisor. Thus, the respondents indicated that when a supervisor was in his/her area of academic proficiency the rating was different than a rating received for a supervisor not in an area of expertise.

TABLE 102

KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF THE ESSENTIAL
ROLE OF THE UNIVERSITY SUPERVISOR FOR DIRECTIVE,
NON-DIRECTIVE, AND COMBINATION TECHNIQUES OF
SUPERVISION

	Number of Respondents	Mean Rank
Directive	72	138.51
Non-Directive	39	144.00
Combination	133	106.50

Chi-square equals 14.21 with 2 degrees of freedom
The significance is .001

TABLE 103

KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF THE RATING
RECEIVED BY UNIVERSITY SUPERVISORS FOR THE AREA
OF SUBJECT MATTER EXPERTISE

	Number of Respondents	Mean Rank
Yes	120	98.59
No	31	142.23
Don't Know	93	145.72

Chi-square equals 26.35 with 2 degrees of freedom
The significance is .000

The fifth null hypothesis stated there would be no significant difference between the final grade point average of the student with respect to the level of satisfaction expressed with the type of supervisory approach. A Kruskal-Wallis obtained a Chi-square of 7.71 with 3 degrees of freedom and a significance level of .053 which are displayed in Table 104. This finding indicated that a difference did not exist between the level of satisfaction with a type of supervisory approach and the final grade point average of the student. With a significance level established at .05 the null hypothesis was not rejected. It was concluded that no statistically significant difference existed for expressed satisfaction with respect to the final grade grade point average of the individuals surveyed.

The sixth null hypothesis stated there would be no significant difference in the type of supervisory approach used by college supervisors between elementary and secondary levels. A Chi-square was calculated obtaining a 3.901 with 3 degrees of freedom and a significance level of .272. This finding, displayed in Table 105, indicated that no difference existed in the type of supervisory approach used between the elementary and secondary level.

TABLE 104

KRUSKAL-WALLIS ANALYSIS OF VARIANCE OF THE
SATISFACTION LEVEL WITH SUPERVISORY
APPROACH FOR FINAL GRADE POINT
AVERAGE

	Number of Respondents	Mean Rank
2.00-2.50	13	175.12
2.51-3.00	71	121.45
3.01-3.50	100	118.76
> 3.50	60	118.57

Chi-square equals 7.71 with 3 degrees of freedom
The significance is .053

TABLE 105

CROSSTABULATION OF TYPE OF SUPERVISORY APPROACH
AND LEVEL OF STUDENT TEACHING EXPERIENCE

	Elementary	Secondary	Total
Directive	41	31	72
Non-directive	16	23	39
Combination	64	69	133
Total	121	123	244

Chi-square equals 3.901 with 3 degrees of freedom
The significance is .272

With a significance level established at .05 the null hypothesis was not rejected. There appeared to be no significant difference between the type of supervisory approach and the grade level at which supervision occurred. The respondents indicated that the level at which supervision took place was not significant.

The seventh null hypothesis stated there would be no significant difference in satisfaction of supervisory approaches between the secondary and elementary level. A Chi-square of .200 with 2 degrees of freedom and a significance level of .904 was obtained. This finding indicated that no difference existed in satisfaction with supervisory approaches between the secondary and elementary level. With a significance level established at .05 the null hypothesis was not rejected. There appeared to be no significant difference between satisfaction ratings of approaches and the level at which observation occurred. The data provided by the respondents and the findings are given in Table 106.

TABLE 106

CROSSTABULATION OF SATISFACTION WITH SUPERVISORY
APPROACH AND THE LEVEL OF STUDENT TEACHING
EXPERIENCE

	Elementary	Secondary	Total
YES	79	79	158
No	20	19	39
Not a factor	22	25	47
Total	121	123	244

Chi-square equals .200 with 2 degrees of freedom
The significance is .904

The eighth null hypothesis stated there would be no significant difference in the duration of supervisory visits and the rating for the supervisor of student teaching. A Chi-square was obtained of 141.10 with 16 degrees of freedom and a significance level of .000. This finding indicated that a significant difference existed between the duration of supervisory visits and the rating received by the university supervisor of student teaching. Based on the findings presented in Table 107, the null hypothesis was rejected because there appeared to be a statistically significant difference.

TABLE 107

CROSSTABULATION OF DURATION OF SUPERVISORY VISIT AND
THE RATING RECEIVED BY THE UNIVERSITY SUPERVISOR

	Excellent	Above average	Average	Below average	No help	Total
10-20 min.	1	2	3	4	8	18
20-30 min.	6	2	11	17	2	38
30-40 min.	10	23	22	4	3	62
40-50 min.	26	29	23	2	0	80
> 50 min.	19	21	5	1	0	46
Total	62	77	64	28	13	244

Chi-square equals 141.10 with 16 degrees of freedom
The significance is .000

The last null hypothesis stated there would be no significant difference in the perception of the role of essential preparation for the teaching profession between institutions with small, medium, or large student populations. A Chi-square was obtained of 14.42 with 8 degrees of freedom and a significance level of .07. This finding indicated that a significant difference did not exist between the concept of being essential in preparation

and the size of an institution. With a significance level established at .05 the null hypothesis was not rejected because no statistically significance difference appeared to be evident. The data are displayed in Table 108.

TABLE 108

CROSSTABULATION OF THE ROLE OF ESSENTIAL PREPARATION
FOR THE TEACHING PROFESSION AND SIZE OF INSTITUTION
ATTENDED BY RESPONDENTS

	Small	Medium	Large	Total
Agree	29	57	32	118
Disagree	21	27	10	58
Ambivalent	18	23	27	68
Total	68	107	69	244

Chi-square equals 14.42 with 8 degrees of freedom
The significance is .07

If the assumption is made that some data were considered to be beyond the ordinal level and are considered to be "interval approaching" then it is possible to use regression analysis to seek to identify variables which can be used to predict the overall rating of the supervisor. Nine independent variables were identified with the potential to be predictors of supervisory ratings. The potential predictors were:

1. opportunities to express difficulties,
2. ability to clarify and help with concerns,
3. interest in professional improvement,
4. frequency of observation,
5. duration of observation,
6. frequency of feedback,
7. ability to diagnose student learning problems,
8. knowledge about subject matter content, and
9. number of years of teaching experience.

A Stepwise multiple regression was conducted and found that 4 of the 9 independent variables were significant at the .05 level. The four variables accounted for 74.8% of the variance of the ratings for university supervisors in the data received from the teachers surveyed. Table 109 displays the findings of the Stepwise regression.

Table 109

MULTIPLE REGRESSION OF INDEPENDENT VARIABLES AS
PREDICTORS OF SUCCESS FOR UNIVERSITY
SUPERVISORS OF STUDENT TEACHERS

Variables	Beta	SE Beta	T	Sign. of T
Ability to clarify and help with concerns	.409	.094	4.371	.000
Frequency of observation	.355	.085	4.193	.000
Duration of visit	-.234	.085	-2.742	.008
Knowledge about subject matter content	.203	.069	2.944	.005
Constant	.886	.435	2.038	.045
Multiple R	.864			
R Square	.748			
Standard Error	.555			

III. ANALYSIS OF THE FINDINGS

One objective of this study was to identify variables relative to the behaviors of university supervisors of student teachers. Descriptive statistics were used to identify such behaviors. While not diagnostic or

predictive in nature, the descriptive methodology did allow for the data to be analyzed to describe what college supervisors were doing in the field.

The data indicated supervisors were frequently creating opportunities for the student teachers to express any difficulties and concerns they were experiencing. The supervisors also frequently attempted to clarify and help individuals with student teaching problems and showed an interest in the individuals' professional growth and improvement.

A second important area in the supervision of student teachers was the frequency of the visits made by the faculty member. The responses indicated that the observations occurred frequently with the most common observation process being one visit every three weeks (54.9%). The teachers responded (54.1%) that once every two weeks would be an adequate frequency of observation. The data indicated that only 34% of the supervisors visited that often. A combined 74.4% responded that an adequate rate of observation would be one visit every two weeks or less. There existed a discrepancy between the actual frequency of observation visits and the perceived need of an actual observation rate.

The duration of supervisory visits was another important variable examined in this study. The mean response (1.98) indicated that the teachers frequently stayed long enough when coming for student teacher observations. The average duration reported as most prevalent was the range of 40-50 minute observation time. The data also revealed that 77% of the university supervisors stayed longer than 30 minutes per observation. In regard to a suggested length of a supervisory visit for those answering sometimes, rarely, or never concerning the length of duration in item seven, 17 of the 68 respondents indicated that 60 minutes should be the length of a visit. The extremes for this open ended question were a low of 20 minutes to a high of 514 with the mean being 76 minutes. The respondents apparently felt that the duration of an observation visit was important.

Instructional feedback was another important facet discussed in the review of the literature. The data indicated that 93.4% of the teachers received feedback that was either written, oral, or a combination of the two. The response rate showed that 61.9% received both written and oral feedback from the university supervisor. A very disturbing finding was that 6.6% of the teachers received no feedback from the supervisor. The mean of 1.76 indicated that the supervisors frequently gave feedback to

the individuals during the student teaching experience. This study did not address the question as to why feedback was not always given to the student teacher considering the importance of feedback as discussed in the review of the literature.

The timing of observation feedback is considered another important facet of supervisory technique. The data revealed that 54.9% of the teachers received feedback immediately after the observation with another 16.8% getting feedback from the supervisor back on campus the same day. However, 23.4% indicated that they received feedback later, at some other point in time. Again the question should be addressed as to the effectiveness of this process. The response rate showed that 4.9% never received any type of feedback from the university supervisor.

The satisfaction expressed with when feedback was given indicated that 70.5% of the teachers were pleased with the timing factor. Sixteen percent indicated they were not satisfied with the time of feedback and 13.5% responded undecided. An interesting comparison of responses was made regarding time of feedback and satisfaction with feedback. A total of 71.7% received feedback immediately after the

observation or on campus later the same day. A comparison of that percentage with a 70.5% satisfaction rate gave a unique perspective to the timing aspect of feedback. The comparison between the two percentages indicated a possible cause and effect relationship between when feedback was given and the satisfaction expressed by the respondents.

The perceived helpfulness of the university supervisor concerning instructional abilities of the respondents yielded a mean of 2.29. This indicated that the university supervisor was perceived as frequently making comments that were sufficiently precise to be helpful to the individual. Instructional improvement was being aided according to the responses of the teachers. However, 16.8% of the teachers rated the supervisor as below average or of no help based on the perception of helpfulness to instructional improvement.

The type of supervisory approach used by the supervisors was an important variable of this study. The most common style reported was a combination approach (54.5%) with 29.5% reporting that the college supervisor utilized a directive technique of supervision. The satisfaction response indicated 64.8% were satisfied with the type of supervision used by the university supervision. When

supervisory satisfaction was crosstabulated by institutional size the findings indicated that 52.9% of teachers from small schools, 67.3% from medium sized institutions, and 72.5% from large schools were satisfied the type of approach used. A breakdown of style according to institutional size showed no significant variations in style in relation to the size of the undergraduate institution attended by the respondents.

The highest mean (3.07) for Likert-type items was for item 18 which dealt with the supervisors' ability to help diagnose student learning problems. The predominant response from teachers indicated supervisors were only able sometimes to be of assistance in helping the student teacher to understand or diagnose learning difficulties in the classroom. When compared with the next finding discussed, the inability of the supervisors to be of significant help was possibly explained.

Subject area expertise was a final variable for investigation utilizing descriptive statistics. The data indicated that only 49.2% of the university supervisors were supervising in his/her area of specialization. The teachers indicated that 12.7% were not supervising according to specialization and 38.1% of the respondents

indicated they did not know if the supervisor was in an area of specialization. As mentioned in the previous paragraph, there appeared to be a logical pattern of response when comparing data about subject area expertise and ability to help diagnose student learning problems.

Examination of the first research question suggested that a significant difference existed between the type of approach used by a university supervisor with respect to the level of satisfaction expressed. It was concluded that a difference existed between directive, non-directive, and combination techniques of supervision and the level of satisfaction expressed by the teachers surveyed. The data indicated that the respondents expressed different feelings of satisfaction when different types of supervisory practices had been utilized. The highest level of satisfaction was expressed with the combination supervisory technique and the lowest was with the non-directive approach.

The second research question examined whether possible differences existed between ratings given by respondents when different supervisory approaches were used by the college supervisors. The second null hypothesis was rejected based on the statistical findings and it was

concluded that a difference existed between the supervisory approach and the rating received by the supervisor. As the supervisory approach changed from a combination approach of supervision to either a directive or non-directive approach the rating apparently also changed. The results indicated that as the technique shifted toward a combination approach the rating for the supervisor increased. Also, the data indicated that a directive approach received a more favorable rating than the non-directive technique.

The next research question sought to determine if the essential role in preparing student teachers for the teaching profession differed with respect to varied supervisory approaches. The third hypothesis investigated a difference between the supervisory approach and the essential role in professional preparation played by the university supervisor. The Kruskal-Wallis test yielded results which led to the conclusion that a difference existed. According to the results of this study, as the supervisor utilized a different technique of supervision the perception of his/her role of being essential changed according to the data gathered from the respondents. As the supervisory approach shifted to a combination technique the role of being essential in the professional preparation increased while a shift to the non-directive technique

indicated the role was less essential to professional preparation.

Another important research question was whether a significant difference existed between area expertise and rating received by the university supervisor of student teachers. The fourth hypothesis investigated was between supervising in one's area of content specialization and the rating received as a supervisor. The null hypothesis was rejected based on findings that suggested a difference did exist. Thus, when supervisors were involved supervising student teachers according to content specialization the ratings received were different than when supervision was not according to area of supervisor expertise. A significant percentage (38.1%) responded to the "don't know" category for item 21. This responses indicated that student teachers were not aware of the content expertise of the supervisor and this may have been an influencing factor in the ratings given by the teachers.

The fifth null hypothesis stated there would be no significant difference between final grade point average of the student with respect to level of satisfaction with the type of approach. The researcher failed to reject the null hypothesis based on the statistical findings. It was

concluded that the level of satisfaction expressed was not significantly different with respect to the achieved grade point average of the respondents in this study. Thus, college supervisors did not receive statistically significant different levels of satisfaction ratings from students with different grade point averages.

The sixth null hypothesis stated there would be no significant difference in the type of supervisory approach used by college supervisors between the elementary and secondary level. A Chi-square was calculated obtaining a 3.901 with 3 degrees of freedom and a significance level of .272. This finding indicated that no difference existed in the type of supervisory approach used between the elementary and secondary level. With a significance level established at .05 the null hypothesis was not rejected. There appeared to be no significant difference between type of supervisory approach and the level of supervision. According to the data, both high school and elementary level supervisors employed similar supervisory techniques.

The seventh null hypothesis stated there would be no significant difference in satisfaction with supervisory approaches between the secondary and elementary level. A Chi-square was obtained of .200 with 2 degrees of freedom

and a significance level of .904. This finding indicated that no difference existed in satisfaction with supervisory approaches between the secondary and elementary level. With a significance level established at .05 the null hypothesis was not rejected. There appeared to be no significant difference between satisfaction ratings of approaches and the level of observation. This finding indicated that as similar supervisory techniques were utilized on both the elementary and secondary level, the satisfaction expressed by the respondents indicated no problem with the appropriateness of techniques at either level.

The eighth null hypothesis stated there would be no significant difference in the duration of supervisory visits and the rating for the supervisor of student teaching. A Chi-square was obtained of 158.77 with 16 degrees of freedom and a significance level of .000. This finding indicated that a significant difference did exist between the duration of supervisory visits and the rating received. The null hypothesis was rejected because there appeared to be a significant difference that existed. Thus, the length of time that a supervisor observed the teachers surveyed had an apparent difference with respect to the rating received. The data indicated that as the

length of a supervisory visit increased the rating for the supervisor also improved.

The last null hypothesis stated there would be no significant difference in the perception of essential preparation for the teaching profession between institutions with small, medium, or large student populations. A Chi-square was obtained of 14.42 with 8 degrees of freedom and a significance level of .07. This finding indicated that a significant difference did not exist between the concept of being essential to professional preparation and the size of an institution. With a significance level established at .05 the null hypothesis was not rejected because no significance difference appeared to be evident. The respondents indicated that apparently the size of the institution they attended made no difference when considering the role the university supervisor played in helping them to be prepared for the teaching profession.

An analysis of the data on the independent variables indicated that four would be significant as predictors for overall ratings of the university supervisor. First, the ability of the supervisor to clarify and help with the concerns of the student was significant as a possible

predictor for the overall rating. The respondents indicated this ability and behavior as being important. The second and third predictors were observation frequency and duration of observation visit. When a supervisor visited a student teacher, the interval between visits, and the duration of each observation were statistically significant. The negative Beta given for duration of visit indicated that as the duration of observation increased the rating for the supervisor improved.

The analysis of the data also indicated that the ability to relate to the content area of the student teacher was significant. For a supervisor to prove effective, the respondents indicated that supervision in an area of content expertise or having knowledge about the content area of the student teacher was significant. The findings indicated the content knowledge had a definite impact on the overall rating received by the university supervisor.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

I. INTRODUCTION

This chapter begins with a summary of the problem, purpose, procedures, treatment of the data, and the findings obtained in the consideration of the research questions. The second section incorporates the conclusions based upon the findings of the study. The final section contains recommendations for further research in the area of university supervision of student teachers based upon the conclusions in this study.

II. SUMMARY

The Problem

Student teacher supervision presents unique challenges to both the student teacher and the university supervisor.

Historically, the role of the university supervisor has been debated and some educators even call for the discontinuation of the supervisory phase on the part of the university faculty. Documentation in the literature which utilized the perceptions of experienced teachers as a source of information was lacking. This study was conducted in an attempt to provide salient information regarding the supervisory process during student teaching.

The Purpose

The purpose of this study was to investigate supervisory practices of university faculty who supervised the student teaching experience. The study attempted to identify supervisory practices which may be utilized by other university supervisors to improve the student teacher supervision process. The specific outcomes of the study included:

1. A review of the literature to determine the practices and results of university supervision.
2. The development of a survey questionnaire which was administered to teachers with one to five years of teaching experience.

3. An analysis of the data obtained from the survey which addressed important concepts in the student observation process.

Procedures

A review of the literature which addressed the important areas in this study was conducted to provide background information. This information provided guidance in the revision of the original questionnaire which was used by Johns and Cline (1985) in their research. The survey instrument was field tested utilizing two experienced university supervisors of student teachers and twenty-eight student teachers. Their suggestions and recommendations were incorporated into the final form of the survey instrument.

The study population consisted of 361 teachers who had 1 to 5 years of teaching experience and were teaching in the Chattanooga City school system, Hamilton County school system, or in selected private schools in Hamilton County. The teachers were identified as being within this experience range by either the school boards or the local building principals.

Treatment of The Data

The treatment of the data obtained from the survey instrument was dependent upon the level of measurement. Means and standard deviations were provided to depict the data for the Likert-type items. Frequency distributions were provided to present the data in general descriptive form. Crosstabulations were performed to examine the data with reference to certain factors. The Kruskal-Wallis test and Chi-square analyses were performed to explore differences with respect to nominal and ordinal level data. Some data were considered to be "interval approaching" and could be used to identify predictive variables associated with overall supervisory ratings. A multiple regression analysis was conducted to identify potential variables that could be predictive of overall supervisory rating.

Findings

The descriptive statistics indicated that the university supervisors frequently created opportunities for the individuals to express concerns that were present. Also the respondents indicated that the supervisors frequently clarified and helped the student teachers with the concerns

they had expressed. The university supervisors also demonstrated a frequent interest in the teachers' professional improvement and growth.

A second important finding focused on the observation or visitation methodology. The responses indicated the visits were frequently conducted with the most common pattern of observation being once every three weeks. However, the respondents indicated that once every two weeks was the preferred rate of observation visits. A discrepancy existed between the actual pattern and the preferred frequency of observation from the university supervisor.

The teachers indicated the supervisors frequently stayed for a long enough duration of time during the observation sessions. Seventy-seven percent indicated that the supervisor stayed longer than 30 minutes with the most frequent choice of observation duration being 40-50 minutes. Research question 8 stated there would be no significant difference in the duration of supervisory visits and the rating for the supervisor of student teaching. The null hypothesis was rejected because the findings indicated that a significant difference did exist between how long the supervisor stayed for observations and the rating received by the supervisor of student teaching.

Feedback about the student teacher's performance was an important aspect of the supervisory process. The respondents indicated that 93.4% received written or oral feedback or a combination of the two. However, 6.6% of the respondents indicated receiving no feedback at all. The feedback was indicated as being frequently given after the observation and the timing of the feedback was usually the same day (54.9% immediately after the lesson, 16.8% later the same day). A high level of satisfaction with the timing of feedback was expressed by the respondents.

The respondents indicated that the supervisors were frequently helpful in the area of improving the instructional process. Research question 9 stated there would be no significant difference in the perception of the role of essential preparation for the teaching profession between institutions with small, medium, or large student populations. The null hypothesis was not rejected because no statistically significant difference appeared to be evident. Thus, the respondents felt the university supervisors were able to help them improve overall as teachers regardless of the size of the college attended. Apparently the ability to help was not dictated by the size of the institution that the teacher had attended.

The findings indicated that the supervisory approach used most frequently was a combination approach. The supervisory approach that ranked second in frequency was the directive approach according to the responses from the teachers. The data indicated 64.8% of the respondents were satisfied with the approach of the supervisors while 16% indicated they were not satisfied with the approach of the university supervisor. The first research question stated there would be no significant difference between the supervisory approach with respect to the level of satisfaction expressed. The null hypothesis was rejected because there appeared to be a significant difference between the approach and the level of satisfaction expressed by the respondents. Also, the data indicated that as the supervisory technique changed the teachers expressed different feelings of satisfaction. The highest level of satisfaction was expressed with the combination approach.

Also in the area of supervisory approach, the third research question stated there would be no significant difference between the approach used and the role of being essential to the preparation for the teaching profession. It was concluded there was a significant difference and the null hypothesis was rejected. When the method shifted

toward the combination style the respondents indicated the role as having more importance. The fifth null hypothesis stated there would be no difference between the final grade point average of the student teachers and the level of satisfaction expressed with the type of supervision. Based on the findings, the null hypothesis was not rejected. The data indicated the final grade point average was not a factor in the students' level of satisfaction with the type of supervisory approach utilized.

The sixth and seventh research questions dealt with the type of supervisory approach used by the college faculty. The sixth null hypothesis stated that no difference existed in the type of supervisory approach used between the elementary and secondary level. The data indicated that the null hypothesis would not be rejected. The data from the respondents indicated there was no significant difference in the supervisory techniques of elementary supervisors versus secondary supervisors. The seventh research question stated there would be no significant difference in satisfaction of supervisory approaches between the elementary and secondary level. Again, the null hypothesis was not rejected. There was no statistically significant difference between the satisfaction ratings and the level at they occurred.

Another important objective of the study was to determine how the teachers would rate their supervisors. A combined 83.2% rated the supervisors as average, above average, or excellent while 16.8% of the respondents rated their supervisors as below average or of no help. The second research question stated there would be no difference between the supervisory approach with respect to the rating received by the college supervisor. The findings indicated that a significant difference existed and the null hypothesis was rejected. The respondents indicated that as the method of supervision changed there would be a difference in the ratings according to the approach. The combination approach was rated the highest by the respondents.

The last set of findings indicated the supervisors possessed the ability to help with student learning problems only some of the time. This finding was distressful but not unexpected when the data were compared with the results from the item concerning supervision in an area of subject expertise. The teachers indicated the supervisors to be in an area of expertise only 49.2% of the time. The respondents indicated that 50.8% stated the supervisors were not in their area of expertise or didn't

know if the supervisors were content qualified. When the respondents replied they didn't know concerning subject area expertise, the inability of the supervisor to help with content problems was apparently evident. Research question 4 stated there would be no significant difference between supervising in one's content area with respect to the rating received as a supervisor. The null hypothesis was rejected based on the findings. Apparently the teachers indicated that when supervisors were in an area of academic proficiency the rating was better than for supervisors not in an area of expertise.

A summary of the findings regarding independent variables indicated four variables as being statistically significant as predictors of ratings for the university supervisor. The first variable was the ability to clarify and help with the concerns of the student teacher. The second and third variables were concerned with observation patterns. Frequency and duration of visits were established as significant predictors for supervisory rating. How often the supervisor observed and the duration of the observation visit were significant according to data gathered from the teachers.

The fourth variable that was statistically significant as

a predictor was the ability to help with the subject matter of the student teacher. The data indicated that the teachers felt it was important for the supervisor to be competent in an academic area and to be able to help with content problems that occurred during student teaching.

III. CONCLUSIONS

The findings of this study in conjunction with previous research provided evidence to support the following conclusions:

1. Supervision by university supervisors is important according to the literature (Filburn, 1968; DeBruin, 1983; McNeil and Agne, 1987) and the findings of this study. The supervisors were perceived as frequently making comments that were helpful and creating opportunities for the student teachers to express and discuss concerns. The study revealed 83.2% of the respondents rated their supervisors as average, above average, or excellent based on the help received from the university supervisors. The findings of research question 3 indicated a difference existed between supervisory approach and the role of being essential to the preparation for the teaching profession. So as the supervisory approach changed to the combination technique the teachers viewed the college supervisors of

student teaching as being more essential to their professional preparation as teachers.

However, research (Gitlin, 1982; Griffin, et al, 1983; Tinning, 1983; Pearce and Loyd, 1987) also indicated that the university supervisor could have been more helpful in some instances. This study indicated similar findings. The mean of item 18 (3.07) indicated that only sometimes the supervisors could help with student learning problems. The respondents indicated that as the type of supervisory technique changed the role of being essential to professional preparation improved. Though overall 23.8% disagreed that the supervisor was essential along with 27.8% that had feelings of ambivalence toward the concept of preparation for the teaching profession.

2. The data from the study indicated that no difference existed between the supervisory approaches for the elementary and secondary level. The null hypothesis was not rejected concerning this particular investigation. Also the teachers did not indicate any difference in regard to satisfaction with supervision according to level of student teaching. The literature review did not find any studies addressing this particular perspective of supervision. However, some studies (Spivey, 1974; Bennie,

1972; Terrell, 1984; Griffin, 1982) did examine the specialized versus general approach to supervision. The results of this study can be possibly explained with reference to the findings from the literature review. According to the literature, the most popular method of supervision was the general approach. With this approach assignments are made on geographical basis rather than subject or level expertise. The logical conclusion was that most of the respondents in this study were supervised according to the general method which would have accounted for similarities between the elementary and secondary level.

3. It is highly probable that the performance ratings received by the supervisors were related to certain behaviors that the supervisors exhibited. These behaviors may have been personal in nature (such as allowing the student to express concern or showing interest in growth) or professional in nature such as visiting frequently, staying for a longer duration during the visit, or giving advice that was helpful. The findings of this study and the research (Pfister and Newcomb, 1984; Tinning, 1983) indicated these behaviors are important for successful supervision. The specific behaviors have been identified in the previous chapter and deal with the general areas of

supervisory visits, communication of concerns, post-observation feedback, and type of supervisory approach. The findings are congruent with the studies conducted by Johns and Cline (1985) and Tisher (1987). The factors determined to be of non-importance in supervisory effectiveness were grade point average, size of undergraduate institution attended, sex of student teacher or university supervisor, and level of observation.

4. The supervisory approach was important to the respondents with reference to ratings given and help received from the supervisors. The results of this study indicated the respondents preferred the combination approach over the directive approach and the non-directive approach. The combination approach provided the teachers with the openness and opportunity to express themselves but also the input, advice, and structure from the supervisor complemented the less structured aspect of the combination approach. Although a combination technique was not addressed in other studies this finding supported the results of Copeland and Atkinson (1978) which indicated that student teachers preferred directive over non-directive techniques.

5. Other research (Spivey, 1974; Bennie, 1972; Griffin,

et al, 1982; Terrell, 1984) indicated that the generalist approach was very common with student teaching supervisory assignments. This study revealed that only 49.2% of the respondents indicated the supervisor was in an area of content preparation while 50.8% indicated the supervisor was not in a content speciality or didn't know concerning content expertise. Apparently the generalized approach was also evident in this study.

However, Spivey (1974) concluded the generalist approach provided more supervision and was able to meet the needs of student teachers to a significantly greater degree than the subject area specialist. The results of research question 4 concerning rating and content area indicated that as the supervisors were in areas of expertise the ratings improved. The respondents of this study indicated that subject area expertise was important.

6. The primary focus of this study was to gather data from experienced teachers utilizing a reflective approach. This approach was used to determine if any significant differences existed between the results of this study and studies conducted using student teachers as the research population. After examining the results of this study no major difference existed between the experienced teachers'

perceptions and the student teachers' perceptions with respect to effective supervisory practices of the university supervisors of student teachers.

IV. RECOMMENDATIONS

This study has added to the base of information with regard to the supervisory practices of university supervisors of student teachers. However there are questions which remain unanswered and which should be addressed in order to expand the knowledge concerning effective supervisory practices.

According to this study a discrepancy existed between the actual frequency of observations and the suggested rate according to the respondents. While the importance of the supervisory visit was demonstrated, more research should be conducted to determine if an increased frequency of observations would be significant for improving supervisory ratings or results. Also research would be needed to determine if an increased rate of supervisory observations would improve college/local school relations or if an adverse effect would be the result.

The importance and impact of feedback was demonstrated by this study. However, 6.6% of the respondents indicated as

never receiving any type of feedback from the university supervisor. With such a high priority placed on effective feedback more research should be conducted to determine why feedback would not be given 100% of the time. The timing of feedback was also considered important by the teachers, so research needs to be conducted to determine if the optimal effect of feedback would be influenced by any time lapse between the observation and the conference.

Another important area of this study that was significant for future research was the ability of the supervisors to only sometimes help the student teachers to diagnose student learning problems. Supervisors should possess a certain level of expertise concerning the teaching and learning process. More research as to why this lack of ability existed could have a profound impact upon supervisory philosophy. In conjunction with this area, research also should be conducted regarding the content area expertise data given by the respondents. A combination of research in subject area expertise and the ability to help with learning problems would be important with reference to the general versus specialist views of supervision. Although the general philosophy is predominant, further research would help to clarify some important issues.

Additional research concerning the supervisor's role of being essential to the preparation for the teaching profession needs to be addressed. The exact rationale for not regarding supervisors essential should be investigated to determine what course of action should be taken or avoided in producing the optimal supervisory practices for university faculty.

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APPENDICES

APPENDIX A

SURVEY QUESTIONNAIRE
ATTITUDES OF EXPERIENCED TEACHERS REGARDING STUDENT
TEACHING SUPERVISION

PLEASE CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR EXPERIENCE

1. My college supervisor created opportunities for me to express my difficulties and concerns as a student teacher.
1-always 2-frequently 3-sometimes 4-rarely
5-never
2. My college supervisor was able to clarify and help me with my student teaching concerns.
1-always 2-frequently 3-sometimes 4-rarely
5-never
3. My college supervisor's interest in my professional improvement and growth was helpful.
1-always 2-frequently 3-sometimes 4-rarely
5-never
4. My college supervisor observed me teaching:
1-very frequently 2-frequently 3-sometimes
4-rarely 5-never
5. How often were you observed by your college supervisor?
1-one time per week 2-one time every two weeks
3-one time every three weeks or less 4-never observed
6. What did you consider to be a sufficient frequency of observation by your college supervisor?
1-one time per week 2-one time every two weeks
3-one time every three weeks or less
4-other, please state _____
7. My college supervisor observed me for a long enough duration at each visit.
1-always 2-frequently 3-sometimes 4-rarely
5-never
8. If you responded, sometimes, rarely, or never in number 7, how long should the visits have lasted?
_____ minutes, or _____ hours

9. The average duration of my college supervisor's visit was
1-10 to 20 min. 2-20 to 30 min. 3-30 to 40 min.
4-45 to 50 min. 5-longer than 50 min.
10. After observing, my supervisor usually provided me with:
1-written feedback 2-oral feedback
3-both types of feedback 4-no feedback
11. In the preceding question, the type of feedback was usually given:
1-always 2-frequently 3-sometimes 4-rarely 5-never
12. With reference to question 11, the type of feedback was given:
1-to me immediately after the lesson 2-to me back on campus, later that same day 3-later, at some point in time 4-never
13. With reference to question 12, I was typically satisfied with the time feedback was given.
1-yes 2-no 3-undecided
14. The comments made about my instructional abilities by my college supervisor were precise enough to be helpful.
1-always 2-frequently 3-sometimes 4-rarely 5-never
15. Based upon your college supervisor's help to you would you say he/she was:
1-excellent 2-above average 3-average
4-below average 5-no help
16. My college supervisor could be described as:
1-directive(giving direct solutions, suggestions, and answers to problems)
2-non-directive(attempting to have me think through the problems rather than giving the solutions)
3-a combination of 1 & 2
17. I was satisfied with the type of supervisory approach in the preceding question.
1-yes 2-no 3-approach was not a factor
18. My college supervisor was able to help me diagnose student learning problems in my classroom.
1-always 2-frequently 3-sometimes 4-rarely 5-never

19. The help gained from my university supervisor was essential in my preparation for the teaching profession.
1-agree 2-disagree 3-ambivalent
20. My college supervisor was knowledgeable enough about the content I was teaching to be helpful.
1-always 2-frequently 3-sometimes 4-rarely
5-never
21. My college supervisor was supervising in his/her area of preparation.
1-yes 2-no 3-don't know

PLEASE CHECK THE MOST APPROPRIATE ANSWER

22. Student population of the undergraduate institution you attended:
_____ Small (under 3000) _____ Medium (3000-9000)
_____ Large (over 9000)
23. Final undergraduate grade point average:
_____ 2.00-2.50 _____ 2.51-3.00 _____ 3.01-3.50
_____ above 3.50
24. Level of student teaching experience:
___ elementary (grades 1-6) ___ secondary (grades 7-12)
25. Number of years of teaching experience:
(Include this year as a completed year)
_____ 1 _____ 2 _____ 3 _____ 4 _____ 5
26. Your sex:
_____ M _____ F
27. Sex of university supervisor:
_____ M _____ F
28. Are you a Career Ladder participant?
_____ yes _____ no: If yes, level _____

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The University of Tennessee Graduate Center
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APPENDIX B

Dear Teacher:

I am conducting a study to identify the roles and behaviors of university supervisors of student teachers. This study will provide: (1) needed research in student teacher supervision, (2) information on university supervisors' roles and practices, and (3) information to help the university supervisor increase his/her supervisory effectiveness. The emphasis of this study is to ascertain the perceptions of teachers with one to five years of teaching experience regarding their impressions of their university supervisor of student teaching. This experience hopefully will provide a frame of reference to effectively evaluate the college supervisors of student teaching.

Please complete the survey and return it by April 15, 1988. A self-addressed, stamped envelope is attached for the return of the instrument. A copy of the results of this study will be provided to any of the participants upon request. You can be assured of complete anonymity. Only aggregate data will be reported and all responses will be treated in the strictest of confidence. The institutional code number on the questionnaire is used for follow-up purposes only, and following completion of data verification the number will be purged from each data record.

Your cooperation is essential in providing the data necessary for research that could aid in the training of future teachers. Thank you very much for your assistance and your efforts are greatly appreciated.

Sincerely,

Hugh A. Campbell
Doctoral Candidate
The University of Tennessee

If you would like to receive a copy of the results of this survey, please provide your name and address.
NAME/ADDRESS _____

APPENDIX C

Dear Teacher:

Approximately one month ago I sent you a questionnaire regarding the practices of your college supervisor during your student teaching experience. As of now, I have not received your response. Because of the importance of this doctoral research survey and the need for improvement in the teacher training process I am appealing to you once again and soliciting your participation. As the teaching profession faces crises such as state educational mandates, cutbacks in federal funds, and needed salary adjustments new data are needed that will help justify the emphasis placed on the teaching profession. I am attempting to meet these data needs through this research effort. Approximately 50 percent of your colleagues have responded to my request. For your participation, I will gladly provide you with a summary of the findings of this study.

You can be assured that the data which you provide will be held in the strictest of confidence and only aggregate and summary data will be presented. For your convenience I have enclosed an additional copy of the survey instrument and a postage-paid return envelope. I would appreciate your response by May 15, 1988. Thank you for your participation in this doctoral research project.

Sincerely,

Hugh A. Campbell
Doctoral Candidate
The University of Tennessee

VITA

Hugh Arthur Campbell, son of Alderson and Jean Campbell was born July 1, 1952 in Logan, West Virginia. He graduated from Logan High School, Logan, West Virginia in May of 1970.

In the fall of 1970 he entered Marshall University, Huntington, West Virginia. In December of 1973 he received a Bachelor of Arts degree with a secondary education major, and in June of 1975 he received a Master of Arts degree with a major in elementary from Marshall University.

From 1973 to 1978 he taught in both public and private schools in West Virginia. Also during this time period he served in an administrative position at a private school in West Virginia. He joined the faculty of Tennessee Temple University, Chattanooga, Tennessee in June of 1978 and was a member of the faculty until 1988 at which time he accepted a position with Concord College in Athens, West Virginia.

He entered The University of Tennessee, Knoxville, in 1985. In August, 1988 he received the Doctor of Education degree; his major was Educational Administration and Supervision.