

Interpersonal Functioning  
and  
Student Teacher Grades

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## A B S T R A C T

### INTERPERSONAL FUNCTIONING AND STUDENT TEACHER GRADES

Submitted by Robert W. MacConnell for partial fulfillment of the degree of M.A. (Ed.) under the direction of Dr. Thomas J. Hefele.

Interpersonal Functioning Variables (i.e. empathy, respect and genuineness) were measured by means of video-taping in actual classroom situations. It was assumed that these variables could have something to do with teacher effectiveness. University Supervisors, Master Teachers and Student Teachers were all rated on these variables so that it could be determined if these "Triad" groups became more like one another during their relationship over the practice teaching session. Also studied, using the same procedure, was if there was a relationship between the grades obtained by the student teacher and the interpersonal variable ratings measured. The study also examined whether student teachers gained in the interpersonal variables measured from the beginning to the end of the practice teaching period which might be expected if some learning (how to teach) had been done.

## Acknowledgements

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Last, but by no means least, many thanks go out to my excellent typist, Mrs. Victoria Dunbrack.

To misinterpret a famous British statesman -  
Never has so much been owed to so many by so few.

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## CHAPTER 1

### NATURE OF THE STUDY

#### Introduction

#### Student Teaching and the Student Teaching Triad

The evaluation of student teaching and those involved with that evaluation have a big part to play in determining what sort of leadership and guidance our children will have in the years to come.

Greater emphasis on the professionalism of laboratory experiences in teacher education is needed. Interpersonal relationships and many professional activities have been overlooked in present-day student teaching triad -- a three-member group comprised of the student teacher, supervisor and cooperating teacher. The student teaching triad should be developed into an integral cooperative team. Such a team would reflect coordination and service between teacher preparation centers and schools. By building on today's loosely constructed triad structure, systematic, qualitative changes can be developed to provide meaningful interaction and professional service between the candidate, supervisor and cooperating teacher. These changes will result in a higher level of professionalism in the preparation of teachers and in higher teacher quality.

Student teaching continues to be a major part of teacher education because of the prevailing belief that candidates must have actual classroom experience to become qualified teachers. No other requirement in teacher education enjoys greater consensus among students, teacher educators, and critics of teacher preparation programs as to its potential worth. (Conant, 1963; National Commission (U.S.) on Teacher Education and Professional Standards, 1967; Sarason, Davidson and Blatt, 1962). Despite this agreement, in practice and quality, most student teaching experiences vary (Yee, 1970, p. 68).

Several critics have noted that there has been little systematic study and development on the effect of student teaching on teaching behavior. They have stated, strongly, in many cases, that practice teaching typically lacks the

characteristics of professional relationships and meaningful activities.

For example, Michaelis wrote: 'The general status of critical, evaluative research on student teaching is poor. (1960, p. 1473).' In a review of research on pre and in-service teacher education, Raynard wrote: 'Professional laboratory experience seems to be the area least challenged in teacher education. (1933, p. 375).' Andrews has written: 'Nowhere are the vast extremes between excellence and inadequacy in student teaching more striking and more shocking than in the dimension of quality (1964, p. 7).' Davis and Amershek wrote: 'Despite the enormous quantity of literature on student teaching, there are few careful analyses of the nature and value of the experience ... (1969, p. 1378).' Yet, these critics believe practical experiences in classes are a necessary aspect of teacher education (Yee, 1970, p. 68, 69).

Practice teaching then, should not be discarded, but improved upon. One step in this direction would be to focus on another aspect of student teaching, to do an analysis on the interaction of the people directly involved in the practicum experience.

Yee wrote:

In small interacting groups, each individual affects the nature of the group and its progress. Student teaching provides a potential social interaction setting involving the teacher candidate and instructors unlike any other in teaching education. The candidate's behavior becomes a significant factor relative to the behavior of others around him. Unlike some typical classes in the education course work where the students are passive and absorb whatever the professor says and does, this time candidates perform, evaluate, act, react, and adapt in relationship with and in response to others in the setting. The practice teaching situation is further complicated as the teacher attempts to cope with many university and school personnel simultaneously, especially with his immediate leaders - the supervisor from the campus and his supervising teacher in the laboratory setting. The anxiety of the student teacher may cause him to be more concerned about surviving than learning (Goodlad, 1965); (Yee, 1970, p. 69).



In some cases, the student teaching situation has been less than adequate. The university supervisor, in some cases, has not spent many years in the typical classroom setup, yet he is evaluating someone else in this setting. At times, although care is usually taken to ensure that a supervising teacher is competent and has adequate experience, such is not always the case. University supervisors do not get to observe and evaluate a student teacher as often as they would like because of a heavy work schedule. In many cases, cooperating teachers, supervisors and student teachers do not confer and work together enough as a team, yet many studies have been done in recent years to show that the members of the student teaching triad do affect one another, perhaps to the point of affecting the grades given to the student teacher on his practicum experience. (Wroblewski, 1963; Sharpe, 1964; Yee, 1967; Price, 1961).

## Related Studies

There have been numerous studies, especially in the last ten years, relating to the interaction within the student teaching triad.

Evaluations by candidates of student-teaching experiences credit their leaders with considerable potential in influencing them. These evaluations of supervisor's and cooperating teacher's help and influence (Wroblewski, 1963; Sharpe, 1964) strongly suggest that student teachers express their own individual needs in this situation, such as the need for a friendly, helpful understanding and secure relationship. These expressions support the assumption that the direction of influence is from university supervisor and supervising teacher to student teacher. Reactions from student teachers also indicate that their needs undergo change in the process of student teaching. For example, they may express affective need-dispositions in the early part of their laboratory experience and then shift later toward more cognitive (e.g. constructive criticism) need-dispositions as their anxieties decline and their confidence increases (Yee, 1967, p. 9-10).

Much of the research done in this respect has been concerned with relationships and attitude changes between the student teacher and the supervising teacher or university supervisor.

Price (1961) found that during one semester of student teaching, the attitudes of 45 student teachers measured by the M.T.A.I. (Minnesota Teacher Attitude Inventory) shifted in the direction of those held by cooperating teachers. Perrodin (1961) also reported that supervising or cooperating teachers have an effect on changes in 113 student teachers M.T.A.I. scores. In his study, student teachers making the highest gains in M.T.A.I. scores during student teaching were supervised by cooperating teachers who had completed a special preparation program for cooperating teachers.

A questionnaire by Bennie (1964) found that the influence of the college supervisor also was favourable. Among 171 beginning teachers, the consensus was that college supervisors were of slightly more help than supervising teachers. Bennie feels that this statement may

carry more significance than meets the eye, 'when one considers the fact that the classroom teacher is with the student daily while the campus supervisor sees the student teacher at the most once per week. (p. 131)' (Yee, 1967, pp. 12-13).

Further efforts to measure the effects of a teacher education program on the mental health of the student teacher are reported in the Wisconsin Teacher Education Research Project (DeVault, 1967). Utilizing a system for analysing classroom verbal interaction based on primarily the works of Withall (1949), the investigators explored the effects of concept-centered, case study and learner centered approaches in an elementary education program. An analysis of the data from this project revealed that the personal dimension of the teacher's classroom communication was related to (a) pupil attitudes, (b) self concepts and (c) perception of their teachers.

In the above study, "their" teachers refers to instructing supervisors, either in the schools or on the university campus. Thus it can be seen that the student teacher's perceptions of the other two members of the triad could definitely affect his performance.

Rosenfeld (1969) found, in studying attitude changes between student teacher and supervising teacher (N=60 of each) using the M.T.A.I., that the influence working in the student teaching triad can be from student teacher to supervising teacher as well as vice versa. She found that the teacher working with a more open-minded student teacher tends to develop a more favourable attitude toward his pupils.

Conversely, the supervising teacher associated with a more narrow-minded student teacher will develop less favourable attitudes. She wrote that "there is reason to suspect that the student teacher wields more power than those in a position of apprenticeship normally do (1969, p. 43)."

Extensive research directly related to this topic has been done by Albert H. Yee at the University of Wisconsin. The one study (Yee, 1969), using a modified version of the M.T.A.I. on 124 student teachers and 124 supervising teachers found that supervising teachers do influence their student teachers. He found that a student teacher working with a "superior" supervising teacher imitated that teacher's behavior. Sadly enough, it was found that "inferior" teachers were imitated as well, showing the need for careful selection of supervising teachers.

Yee and others have examined the triad as a unit of cooperation and positive coalition during the practice teaching session. He found (Yee, 1967) that most triads develop poorer relationships in the interim between the beginning and end of the practice teaching session. Near the end of the practice session, positive coalitions developed between the cooperating teacher and university supervisor and a negative relationship was evident between the student teacher and his two supervisors. In another similar study Raven and Eachus (1963) found that there often existed more competition than cooperation within the triad.

In a further examination of the coalitions forming in the student-teaching triad Yee (1968) found that the triad degenerates as a working group as time passes during the practice teaching session. In a quote from this same study, (P. 103) he stated that:

We need to know more about cooperating teachers' and supervisors' leadership styles and effects of special training for their work with student teachers. These are important considerations since, within the limits of administrative policies, it is the cooperating teacher and supervisor who mostly control the destiny of the student teaching triad once it is formed and operating. With greater knowledge of triad members, interaction patterns can be given further consideration.

An interesting study and one which has direct relevance for this paper was made by Hutcherson and Nelson (1968). They examined the compatability between members of the student teaching triad in relation to student teaching grades. In examining compatability, interpersonal perception was defined in terms of William C. Schultz's (1960) FIRO theory, which states that each person has a relatively invariant fundamental interpersonal relations orientation or FIRO. FIRO consists of three interpersonal need areas: inclusion, control, and affection. Inclusion has to do with association; it is concerned with attention prominence, status, commitment, participation and belonging. Control refers to power relations, authority, decision making and rules. Affection is defined in terms of liking, love and personal confidence.

In this study, compatability was measured by means of the FIRO-B, a sociometric questionnaire consisting of six Guttman-type scales. The results from this study indicated that the student teaching grades were affected by the compatability of (a) the supervising teacher and university supervisor and (b) the student teacher and university supervisor. Student teachers who liked their master teachers obtained better grades.

The aforementioned studies clearly show that interpersonal variables do play a role in changing the attitudes, effectiveness and eventually the grading process of the student teaching triad during the practice teaching experience. A closer examination of these variables may give a clearer view into the dynamics operating within this group. Student teachers, schools of education and more important, the general public, deserve more objectivity in the analysis and grading of a student teacher.

Studies surrounding the student teaching triad have examined interpersonal variables using various devices and methods. Attitude inventories and sociometric questionnaires have been used to examine the interaction of the members of the triad. It is often questionable whether the factors being measured have any direct bearing on educational outcome. Therefore, further examination of what actually takes place to affect the attitudes and judgements of the triad members will be done in this study using two interpersonal communication skill variables which have been clearly shown to play a

definite role in teaching and teacher training. (Aspy, 1969; Berenson, 1971; Hefele, 1971).

## Interpersonal Communications Ability Factors and Teacher Training

Although educational literature has frequently referred to the importance of interpersonal variables in the teaching process, little systematic work has been done to relate these variables to actual teaching and teacher training situations (Hefele, 1971).

Studies have been done to indicate that when person to person(s) interaction situations take place, whether it be a teacher-pupil, counsellor-helper or a therapist-patient situation, certain factors play a part in the effectiveness of the situation.

Carkhuff and Berenson (1969, p. 4) presented evidence that "all human interactions between persons designated by society as more knowing and less knowing may have facilitative or retarding effects upon the less knowing." They contend that these effects can be largely accounted for by a central core of conditions which include empathy, positive regard or respect, concreteness and genuineness, self disclosure, confrontation, immediacy and significant other references. Most of these conditions mentioned above will make up an essential part of the variables to be used for triad analyses in this study.

In examining the results of 16 professional and subprofessional helper training programs, Carkhuff (1969) noted three classes of variables related to the effectiveness of the training: the level of the interpersonal functioning of the trainer, the level of interpersonal functioning of the trainee and the type of training program. In all cases



where relevant data was available, the trainees moved in the direction of the level of the interpersonal functioning of the trainer. Furthermore, these changes were consistent, independent of the length and type of training and number of trainers or trainees.

Reading this study into the teacher training triad situation, can we conclude that a more effective training program is related to the level of interpersonal functioning ability of each triad member? Moreover, will a high functioning trainer (university supervisor or supervising teacher) raise the level of functioning of the student teacher?

Regarding trainees, Carkhuff (1969, p. 242) wrote that:

...in interaction with a high level functioning trainer, trainees functioning initially at high beginning levels...(a) functioned at the highest final level and (b) gained the most, while those functioning initially at relatively low levels functioned at lower levels and gained the least.

He also noted that among low functioning trainees the gain was significantly less in programs conducted by low level trainers.

In this study, interpersonal variables will be chosen to assess the members of the triad to ascertain what effect members of the triad at different functioning levels will have on one another during the practice teaching session.

In a study by Hefele (1971), measures of interpersonal communication ability of student teachers and their supervising teachers had further relevance for an understanding of relationships within the triad. Hefele noted several interesting findings. He found that teacher trainees who had the benefit of training in interpersonal communication factors chose teacher critics who also rated high in this measure.

Furthermore, there were highly significant changes in both the trainees and the teachers over the course of a six week practicum in which the teachers and the trainees became like one another.

Hefele noted one distressing case in which a highly facilitative but "passive" supervising teacher coupled with an "active" low facilitative trainee both dropped in their levels of facilitativeness while working together.

In another case, a poorly functioning student teacher gained greatly through his relationship with a "superior" supervising teacher. Similar findings were mentioned previously by Yee (1969) and Rosenfeld (1969) using different methods and measures of different personality variables.

In subsequent work by Berenson (1971) results similar to those of Hefele (1971) were found. He found that student teachers trained in interpersonal functioning or human relations skills scored high in their classroom performance during practice teaching. These interpersonal functioning or human relations skills refer to a composite rating of such dimensions as

empathy, positive regard, genuineness, concreteness, immediacy, spontaneity, and frequency of confrontation. These dimensions or variables are much the same as those used by Hefele (1971) in his studies and, with modification, will be the variables used in this study.

In his conclusions, Berenson notes that:

It is recommended that consideration be given to the level of interpersonal functioning of the college and public school personnel responsible for the training of teacher candidates and supplementary training in human relations skills should be provided where necessary (p. 116).

### The Study: Aims and Objectives

The purpose of this study is not to make a hypothesis and then prove or disprove it. It is hoped, however, to apply two interpersonal communications variables to learn more about the interaction between members of the student teaching triad. What actually happens to teachers and supervisory personnel during practice teaching? What causes changes to take place in the attitudes and functioning of triad members, especially the student teacher and supervising teacher? For example, will students with high functioning supervisors and the practice teaching session functioning higher than those with low functioning supervisors? How do student teaching grades relate to the interaction of the interpersonal functioning among the student teaching triad? These are some of the questions to be answered by this study.

Using a scale similar to the one used by Hefele (1971), it should be possible to relate student-teaching grades to two aspects of overt personal functioning: Teacher responsiveness and teacher initiative or activity level. The term responsiveness is used to denote communication of deep empathic understanding of the student's needs and feelings and of respect for his potential. The other variable, an active-passive measure considered very significant by Carkhuff (1969) in his analysis of interpersonal relationships, refers to the general activity level, confidence and spontaneity of the teacher.

As a teacher myself, many instances come to mind of the "passive" school teacher bending to the outcries of an overbearing assertive parent or the authoritarian administration.

If a powerful personality (of good or bad influence) in the student teaching triad can determine who should be teaching in the public schools, it seems appropriate to examine these interpersonal variables and determine just how great a part they do play in assessing the practice teaching of a student teacher. Finding out how much student teaching grades are related to the various differences in the aforementioned variables being measured in the student teaching triads is the primary aspect under study.

It will also be important to examine the student teacher - master teacher combinations from the beginning to the end of the practice teaching session to ascertain any changes which may take place. For example, will a high functioning master teacher bring the level of functioning of a student teacher closer to his own, as in Hefele's study (1971)? The student teacher or master teacher may be affected negatively in some cases. What grades will student teachers in certain combinations of student teacher - master teacher, student teacher - university supervisor receive? Will a low functioning university supervisor give a higher or lower grade to a high functioning student teacher? There are relationships here, and the study of these is the purpose of this paper.

CHAPTER 2  
METHODS AND RESULTS

Subjects

Subjects were asked for from the 1970-71 Bachelor of Education class at Saint Mary's University. Twelve of these were chosen on a voluntary basis and studied with their master teachers in the Halifax-Dartmouth school system for the duration of a four-week practice teaching period. The method of placement of a student teacher with a master teacher was that master teachers were asked for by the university and, in turn, the administrative personnel chose the teachers who they felt were best equipped to handle a student teacher. Every effort was made, of course, to place the student teacher at his preferred grade level (from grades 6-12) and subject, but this, for administrative reasons, was not always possible.

The university supervisors were asked to take part on a volunteer basis and five out of seven agreed, each with varying reactions to the proposed study. These university supervisors each were placed with a student teacher. The university supervisors and master teachers each had a student teacher to discuss and evaluate during and after the four-week practice teaching period.

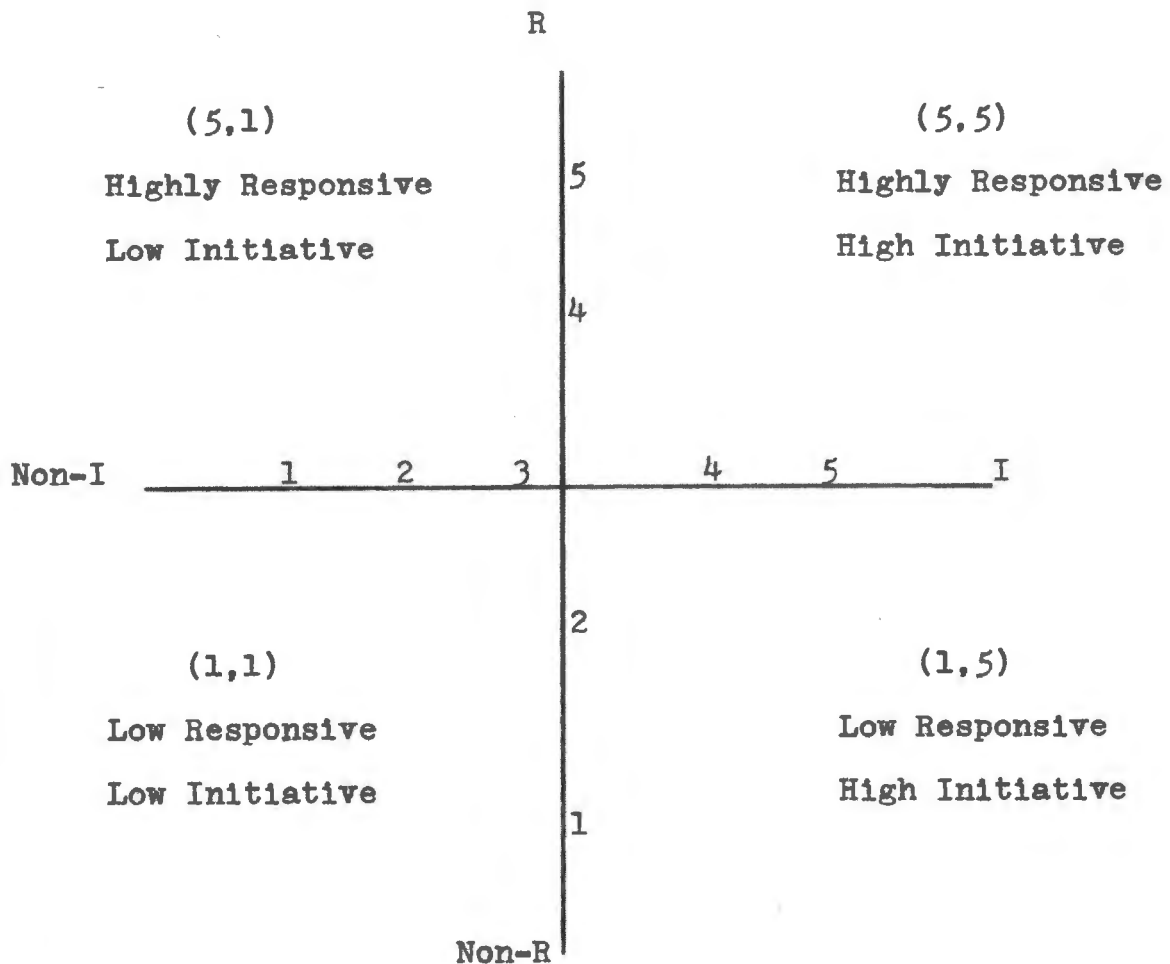
## Procedure

All the subjects in the study were videotaped in their respective classroom situations. The student teacher and master teacher were filmed in their own classroom situations and likewise the university supervisors were filmed in their own natural academic environment during education classes and seminars. The subjects were filmed for thirty minutes at the beginning and at the end of the four-week practicum, except for the university supervisors who were filmed only once.

These films were analysed and rated on the two aforementioned interpersonal communications variables, responsiveness and initiative. These variables are illustrated graphically in Figure 1 and described in general terms in Appendix A.

(More discussion in greater detail will be added later in this chapter, Variables and Ratings.)

The student teachers were evaluated at different times by both the master teacher and the university supervisor who each gave a "grade" for practice teaching according to the standards set up by the university education department. See Appendix B for evaluations.



R - Responsive personality variable displayed.

Non-R - Responsive personality variable not displayed.

I - Initiative displayed (assertive, active).

Non-I - Lack of initiative displayed (non-assertive, passive).

Figure 1

Responsive - Initiative scale for video-tape analysis of each triad member.



## The Variables and Ratings

### Ratings

The raters used in the study were volunteers with university background in the social sciences suitable for analyses of this type. Incidentally, three out of six of these people had done audio ratings on Master of Social Work students using the same variables. A re-rate test was done to ensure the reliability of the ratings. (Rate - re-rate  $r = .92$ ). The raters were trained specifically for this type of audio visual rating using the two variables by watching many of these video-tapes while being "coached" by the writer of this thesis and the thesis director. The subjects were rated on three separate five minute segments of the thirty minute films, at the beginning, middle and end of the films to ensure a thorough rating. Here it could be noted that if this wasn't done, a teacher might be able to put on a "non-natural" spectacular performance for the first ten minutes, but a rating done on these three intervals could probably pick this up.

It might be added here that at the beginning of the training sessions for the raters, the variables sought after seemed to be vague, but that near the end everyone doing the ratings was able to perform with facility and reliability, as indicated above.

### The Variables

As was seen in Table 1, the ratings were done on the two variables, responsiveness and initiative on a continuum from 1 to 5 with plusses and minuses to get a more accurate rating. These variables were adapted from Carkhuff, (1969a) and from Hefele (1971).

As can be seen from Table 1, there are certain cues and factors in each of the variables which may or may not be displayed by the subjects in this study. These are the factors taken into account when a certain rating was made and were explained fully to the raters during their training session. In the general description of responsiveness, the following factors were detailed: genuineness, empathy and respect.

Using the general description given in Table 1 of initiative, the following factors were sought after by the raters: confidence and spontaneity, immediacy and confrontation.

In order to indicate in more detail how the factors making up responsiveness and initiative are broken up into five levels, a further more detailed description of the interpersonal variables is contained in Appendix C. In this description, the first person or helper refers to the teachers or university supervisors in their classrooms and the second person(s) or helpee refers to the students in the classroom in the schools or at the university.

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	<u>S.T.</u>		<u>M.T.</u>	
	Means	Std. Deviations	Means	Std. Deviations
Pre-Responsiveness	2.07	.78	2.12	.67
Pre-Initiative	2.08	.71	2.19	.73
Post-Responsiveness	2.27	.92	2.47	.78
Post-Initiative	2.31	.87	2.55	.72

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UNIVERSITY SUPERVISORS

	Means	Standard Deviations
Responsiveness	2.47	.27
Initiative	2.28	.19

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Table 1

Means and Standard Deviations of Student Teacher,  
Master Teacher and University Supervisor.

### Data Collection and Analysis

As shown in Table 1, each of the subjects were rated from 1 to 5 (with plus and minus signs allowing for finer discrimination). For statistical purposes, these plusses and minuses stood for  $\pm .33$  or  $\pm 1/3$  of a level. For example: a rating of  $2^+$  would be 2.33 and a rating of  $3^-$  would represent 2.67. The average of all the different ratings (of all raters) on the three segments of each film formed each subject's final rating. The student teachers and master teachers were rated twice, at the beginning and at the end of the four weeks practice teaching session. This was done to determine any changes from the pre to post-ratings. The university supervisors were only available to be filmed once and this was felt to be adequate, since it was felt that no changes would occur here as the amount of interaction between student teacher and university supervisor over the practice teaching period would be negligible compared with that of the student-master teacher combination and furthermore, because the university supervisors were not doing any actual teaching. One of the two university supervisors who did not wish to participate in the study was evaluated by the raters on previous classroom experiences and unanimously assigned a rating of 1 on both variables. There will be more discussion concerning this on a sub-study done, also to be included in this paper.

The means of the ratings on the student teachers, master teachers and university supervisors were calculated on the two variables, responsiveness and initiative. These means are presented in Table 1.

A correlated T-test was carried out and the means were found to be not significantly different. It should be mentioned here again that pre and post-ratings are included on all but the university supervisors.

Pearson Product-Moment Correlations were computed between the pre and post-ratings to determine if the student teachers and master teachers are closer together on the pre-ratings or on the post-ratings. These correlations are presented in Table 2.

The evaluation given by the master teachers and university supervisors were gathered along with the grades given. The criteria by which the student teachers were evaluated is shown by Appendix B, "Master Teacher's and University Supervisor's Evaluation Sheet".

A non-parametric device, the Mann-Whitney U Test (Siegel, 1956) was used to evaluate whether the grades given by the master teacher and university supervisor compared to individual ratings on the two variables. Post-ratings were used only here as grades were formulated near the end of practice teaching. For example, would student teachers who rated higher on initiative or responsiveness than their university supervisors receive higher or lower grades?

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	<u>Pre</u>		<u>Post</u>	
	<u>R</u>	<u>I</u>	<u>R</u>	<u>I</u>
Student Teacher - Master Teacher	-0.12	-0.07	-0.03	-0.17
Student Teacher - University Supervisor (Post ratings only)			+ .54	+ .21

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Table 2

Pre-Rating and Post-Rating Correlations  
Among the Triad Members on Responsiveness and Initiative

Ranks: (1-6) Low to High on Grades Given  
 Groups:  $\angle$  or  $\sphericalangle$  (by more than .33 or 1/3 of a level on  
 Responsiveness and Initiative. Results significant if  $p \angle .05$ .

Student Teacher - Master Teacher

Responsiveness			Initiative		
Student	Rank	Group	Student	Rank	Group
1	1	$\angle$	1	1	$\angle$
2	2	$\sphericalangle$	2	1	$\sphericalangle$
3	3	$\sphericalangle$	3	2	$\sphericalangle$
4	4	$\sphericalangle$	4	3	$\sphericalangle$
5	4	$\sphericalangle$	5	4	$\sphericalangle$
6	4	$\sphericalangle$	6	4	$\sphericalangle$
7	5	$\sphericalangle$	7	4	$\sphericalangle$
8	6	$\sphericalangle$	8	5	$\sphericalangle$
			9	6	$\sphericalangle$

U = 3; Corrected for Z, P  $\angle .21$   
 $N_1 = 3, N_2 = 5$

U = 6; Corrected for Z, P  $\angle .21$   
 $N_1 = 3, N_2 = 6$

.....

Student Teacher - University Supervisor

Responsiveness			Initiative		
Student	Rank	Group	Student	Rank	Group
1	1	$\sphericalangle$	1	1	$\sphericalangle$
2	2	$\sphericalangle$	2	2	$\sphericalangle$
3	2	$\sphericalangle$	3	2	$\sphericalangle$
4	3	$\sphericalangle$	4	3	$\sphericalangle$
5	4	$\sphericalangle$	5	4	$\sphericalangle$
6	4	$\sphericalangle$	6	5	$\sphericalangle$
7	5	$\sphericalangle$	7	5	$\sphericalangle$
8	5	$\sphericalangle$	8	6	$\sphericalangle$
9	6	$\sphericalangle$			

U = 4; Corrected for Z, P  $\angle .09$   
 $N_1 = 3, N_2 = 6$

U = 2; Corrected for Z, P  $\angle .28$   
 $N_1 = 2, N_2 = 6$

Table 3

Mann-Whitney Probabilities  
 Responsiveness and Initiative vs. Grades Given to Student Teachers

To do this, the actual evaluation of each student teacher made by the master teacher and university supervisor were ranked 1-6 (low to high) in order to give a finer discrimination between grades. They were also sorted out into two groups, one where the student teachers' ratings on both responsiveness and initiative were less than the Master Teacher and University Supervisor ratings by .33 of a level. Because the letter grades given didn't have enough range for statistical purposes, the rankings were made using a combination of the letter grades given and verbal comments on the teacher's performance. These findings will be discussed in Chapter 3 and may be seen in Table 3.

Along with the above data collected, a side study was done to obtain information on people who would not participate in the study. It was felt that from the methodological and inductive point of view, information such as this should be studied for further relevance. Why should university supervisors be allowed to grade student teachers if they are unwilling to be rated themselves? All university personnel in the Education Department were ranked on two variables, teaching effectiveness and likeability by their own students (average group size 12) from 1 to 7, high to low. These students were selected on a strictly voluntary basis. They were also sorted in this study into three groups relating to their cooperativeness to participate in this study by having their classes video-taped. The three groups were named as



### Cooperative, Cooperative-Hesitant and Uncooperative.

A non-parametric statistical device, the Kruskal-Wallis One Way Analysis of Variance by Ranks (Siegel, 1956) was used to determine if the people who cooperated with us on this research were rated as being the most (1) effective teacher and (2) likeable by their education students. See Table 4.

The results as shown in Table 4 and Figure 2 showed that for the cooperativeness versus teaching effectiveness study that  $H = 4.898$ , which is significant at the  $P < .05$  level of probability. For the cooperativeness versus likeability ranking  $H = 3.67$ , a non-significant result at that probability level. Figure 2, however, shows that although the result is non-significant, the two curves are similar enough to extrapolate similar meanings.

The most significant result, of course, is the teaching effectiveness rating variable which says that those university supervisors who were cooperative in regards to having their classes video-taped were ranked the highest on teaching effectiveness. Conversely, those university professors who would not allow their classes to be video-taped were ranked as lowest on teaching effectiveness.

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Ranks: (1 - 7) - High to Low on Both Variables

Groups: C - Cooperative

CH - Cooperative-Hesitant

U - Uncooperative

<u>Teaching Effectiveness</u>			<u>Likeability</u>		
<u>Professor</u>	<u>Rank</u>	<u>Group</u>	<u>Professor</u>	<u>Rank</u>	<u>Group</u>
A	1	C	A	3	C
B	2	C	B	5	C
C	3.5	C	C	1	C
D	3.5	C	D	2	C
E	7	CH	E	7	CH
F	5	U	F	6	U
G	6	U	G	4	U

Kruskal-Wallis

Results:  $H = 4.898$   
 Significant at  
 $p < .05$

$H = 3.67$   
 Non-Significant At  
 $p < .05$

See Figure 2 for Graphical Representation

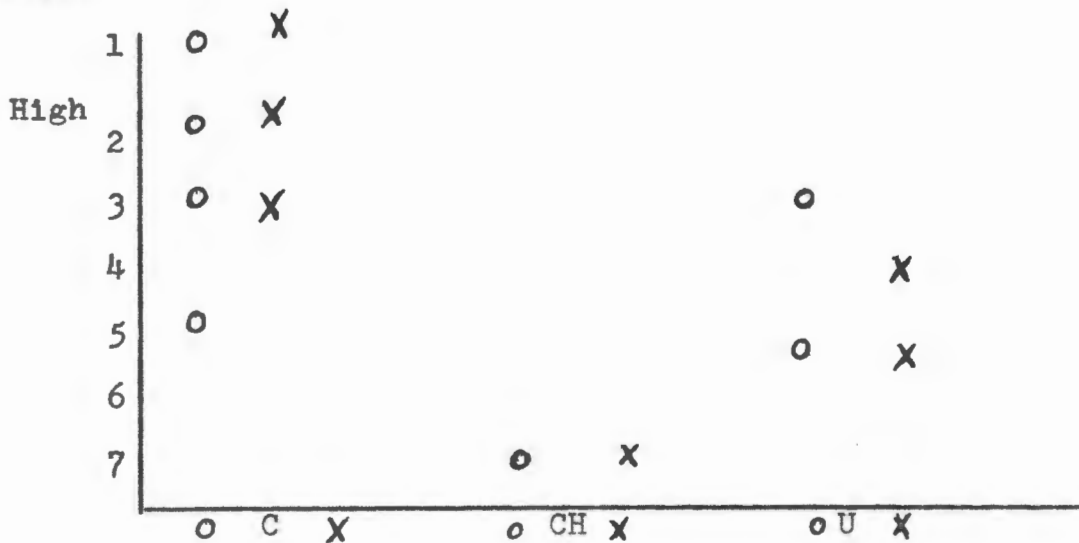
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Table 4

Sub-study Results Found on Comparing Teacher Effectiveness and Likeability of University Personnel to Cooperativeness to Participate in This Study.

Ranks

Variables: Teacher Effectiveness - X  
 Likeability - o

Groups: C - Cooperative  
 CH - Cooperative-Hesitant  
 U - Uncooperative

Figure 2

Graphical representation of cooperativeness of University Supervisors to participate in this study versus ratings of teacher effectiveness and likeability rankings by students.

## CHAPTER 3

### Implications of the Study

#### Overall Discussion:

As the rating sessions were nearing completion, one standard factor became blatantly obvious: none of the means for either student teacher, master teacher nor university supervisor reached the level 3 in either responsiveness or initiative. (Table 1). Level 3, as shown in Figure 1 and described in detail in Chapter 2, Variables and Ratings, is the level where all conditions are communicated on a minimum level. This could perhaps be attributed to several factors: there seems to be no selection or screening process for those entering the B.ED. Program other than the successful completion of an undergraduate degree. This is not only applicable to this particular university, but to most Bachelor of Education programs in the Atlantic Provinces where an undergraduate degree of any kind is deemed sufficient combined perhaps with a standardized interest inventory for entrance requirements. (See academic calendars 1970-1971; Acadia University, Wolfville, N. S.; Saint Mary's University, Halifax, N. S.; Dalhousie University, Halifax, N. S.; Mount St. Vincent University, Halifax, N. S.; St. Francis Xavier University, Antigonish, N. S.; University of Prince Edward Island, Charlottetown, P.E.I.; Memorial University, St. John's, Nfld.; Mount Allison University, Sackville, N. B.; University of New Brunswick, Fredericton, N.B.; etc.)

The choice of personnel for master teachers seems to be very limited and perhaps picked for the wrong reasons. The School of Education sends out requests to the public schools for master teachers, and they are chosen from a group of teachers in a particular school by the principal. It has been my experience, however limited (five years in three schools), to note that some principals choose for these master teachers those who lean strongly on discipline. That is not to say, however, that strong disciplinarians lack in the two variables under study here, but the rigid type of disciplinarian will certainly not follow many of the factors being rated for in our two variables. It would seem that the time is coming when more careful selection procedures should be used for the choosing of master teachers.

As for the low ratings on the university supervisors, there seems to be no explanation, except that perhaps most of the classes filmed were seminar courses where at times, the rating became a bit difficult because of a large amount of discussion among the students in the class which, after all, is what a seminar is all about.

There was no significant difference between the pre- and post-ratings on the teachers in both responsiveness and initiative over the four-week practice teaching period.

This may be accounted for by the lack of close interaction between master teacher and student teacher.

The results of the intercorrelations of student teacher - master teacher combinations from the pre to the post-ratings were not statistically significant. These were computed to ascertain how close the student teachers and master teachers were to one another and if there would be any change from the beginning to the end of the four weeks. In Hefele's (1971) study, it was noted that this student teacher - master teacher combination became more like one another as the practice teaching went on. That is, for example, a master teacher with high ratings would bring a student teacher up towards his level. This might be the expected result if learning was to have taken place. Similar findings were also noted in the introductions of this study by Yee (1969) and Carkhuff (1969).

There were no statistically significant changes in the intercorrelations of student teacher - master teacher from the beginning to the end of the practice teaching. This lack of change might indicate again that due to lack of interaction no real learning in as much as it is measured by interpersonal variables took place by the student teacher from the master teacher (Table 2).

To further support this result, a comparison of the means of the student teacher on responsiveness and initiative from pre to post-test (Table 2) will show that the gains made were very small.

The intercorrelations of student teacher - university supervisor on post-test ratings showed a positive correlation ( $r = + .54$ ,  $P < .05$ ) on responsiveness and a lower, non-significant but positive correlation ( $r = + .28$ ) on initiative. This very important result shows that the university supervisor seems to hold a position of very high esteem in the eyes of the student teacher. His role in the student teaching triad although small in interaction with the student teacher during practice teaching, looms very large indeed when grading time draws near. Also the fact that the student teacher spends the whole college year with the university supervisor as opposed to four weeks with the master teacher is a possible reason for these changes. A positive correlation on the two variables may be accounted for by this strong influence. This result compares with those found by Bennie (1964).

The last and perhaps most significant part of the study was to determine if the grades given in practice teaching were related to the level of interpersonal functioning of the student teacher - master teacher, student teacher - university supervisor combinations.

A non-parametric device, the Mann-Whitney U Test (Siegel, 1956) was used here and grades given by the master teacher and university supervisor were compared with paired ratings (student teacher - university supervisor, student teacher - master teacher) on the two variables.

On both variables, the probabilities of there being a relationship between the grades given by the master teacher and whether or not the student teacher rated less than or greater than the master teacher on responsiveness and initiative were above the  $p = .05$  level of significance. There was no relationship here, again probably due to the lack of interaction between the two.

The same results were indicated on the student teacher - university supervisor comparisons. On both responsiveness and initiative, it was found that there was no relationship between grades given by the university supervisor and whether or not the student teacher rated less than or greater than the university supervisor on the aforementioned variables.



### Limitations of the Study

Due to the short practice teaching period, the pre-test filmings were done in the last two weeks of the four week practicum experience. This short time period did not make for very exact pre and post-ratings.

As was mentioned before, one of the causes for the lack of change by student teachers may have been the lack of interaction between student teachers and master teachers which has been observed on occasion in my own experience as a teacher. Certainly nothing can be gained from a master teacher who fails to give constructive criticism and guidance or who perhaps spends the practice teaching session in the staff room.

The lack of cooperation of potential subjects, some of them university supervisors, made it difficult to obtain a larger N. These people would not allow their classes to be video-taped for reasons unknown. The sub-study done in this paper indicates one possible reason. Those university supervisors who were rated as being low on teaching effectiveness were also those who were uncooperative in participating in the study.

The procedure of video-taping was found to be very difficult and time consuming because of the widely scattered locations of the schools in the two cities.

### Conclusions and Implications of the Study

Student teachers and master teachers both gained interpersonal functioning during the practice teaching period, but only slightly and not statistically significant. A gain here is to be expected as both subjects begin to interact and affect one another in a positive way by learning. Perhaps if the practice teaching period were lengthened, far more improvement might be seen.

Student teachers as a group did not differ from one another over the practice teaching period as would be expected if learning (as measured by interpersonal variables) was to have taken place. Again a longer practice teaching session would allow wider ranges of teaching excellence in the group.

Student teachers and master teachers did not become like one another over the practice teaching session as was reported in previous studies. [Price (1961), Yee (1969), Carkhuff (1969) and Hefele (1971)]. More time together, with more constructive guidance given and taken would aid all parties concerned. There needs to be far more interaction between the student teacher and master teacher. This was mentioned many times as one of the limitations of the study and this drawback, although serious, could be rectified through administrative means. It is obvious to many student teachers and many in the profession that practice teaching should extend over as long a period as possible to generate only the best teaching personnel.

There should be a better selection procedure for entrance into the Bachelor of Education program. Low scores as were seen by all subjects when compared with Carkhuff's (1969) study show the general level of teacher candidates to be on the poor side.

Better selection procedures than those presently in use should be found to obtain master teachers along with some sort of motivated reward to try and insure better guidance of student teachers. To have doctors or lawyers trained by just any general practitioner or barrister would be unheard of. Only the best master teachers, with added training for this purpose should be chosen. The aforementioned conclusion would aid in proper selection.

There was no relationship found between level of functioning of the student teacher - master teacher or student teacher - university supervisor and the grade given on practice teaching. The lack of proper selection procedures for obtaining master teachers may lead to grades which are all high. Master teachers who are not fully confident in their own ability may give high marks to all their student teachers, so as not to look bad or because they don't feel qualified to evaluate someone else's teaching accurately.

Appendix A

Evaluation of interpersonal functioning of individual members of the student-teaching triad of student teacher, supervising teacher, and university supervisor: a scale of measurement.

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Instructions to Raters

You will view video-tape recordings of actual teaching sessions where one of the three above-mentioned triad members are working with ordinary pupils. You are to rate the first five minute segment, the third five minute segment and the final five minute segment of each half-hour lesson according to the following description of teacher behavior.

The responsive teacher is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to the pupils. He communicates an accurate emphatic understanding and respect for all of their feelings and guides discussions with them into specific feelings and learning experiences.

Initiative is displayed by the teacher who communicates confidence in what he is doing, is spontaneous and intense, and is open and flexible in his relationships with them and overtly committed to the welfare of all the pupils throughout the lesson. He is capable of action, assertive and even confronting behavior when it is appropriate.

Rate each five minute segment on the two variables mentioned above 1.0, 1.0<sup>+</sup>, 2.0<sup>-</sup>, 2.0, 2.0<sup>+</sup>, 3.0<sup>-</sup>, 3.0, 3.0<sup>+</sup>, 4.0<sup>-</sup>, 4.0, 4.0<sup>+</sup>, 5.0<sup>-</sup>, 5.0, using the continuum below. (Responsiveness and Initiative are described by the same continuum.)

- 1.0 None of these conditions are communicated to any noticeable degree by this teacher.
- 2.0 Some of the conditions are communicated and some are not.
- 3.0 All conditions are communicated at a minimum level.
- 4.0 All conditions are communicated and some are communicated fully.
- 5.0 All conditions are communicated fully, simultaneously and continually.

Appendix B

Saint Mary's University School of Education  
Master Teacher's and University Supervisor's Evaluation Sheet

Student Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Master Teacher \_\_\_\_\_ Subject \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Rating Scale: a) Excellent (100-85)  
 b) Very Good (85-70)  
 c) Good (70-60)  
 d) Fair (60-50)  
 e) Poor (50-0)

Please evaluate student, by a percentage mark, on the three categories below. We would appreciate your comments as to the student teacher's performance in your school.

(1) Preparation and knowledge of subject material

a) your rating \_\_\_\_\_  
 b) your comments \_\_\_\_\_  
 \_\_\_\_\_

(2) Teaching Presentation, Interest and Interaction with class

a) your rating \_\_\_\_\_  
 b) your comments \_\_\_\_\_  
 \_\_\_\_\_

(3) Organization, class management & ability to control class (discipline)

a) your rating \_\_\_\_\_  
 b) your comments \_\_\_\_\_  
 \_\_\_\_\_

(4) Additional comments you may wish to make: \_\_\_\_\_  
 \_\_\_\_\_

(5) Your percentage mark for Practice Teaching Session (should be average of the three ratings above.)

Mark \_\_\_\_\_

Please use self-addressed envelope and send this to me as soon as possible after the practice teaching session. Your evaluation is extremely valuable and we thank you again for your cooperation.

Signed: Director of Practice Teaching

## Appendix C

### SCALES OF ASSESSMENT OF INTERPERSONAL FUNCTIONING (Carkhuff, 1969 a, pp. 315-328)

#### SCALE 1

##### EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESS:

##### A SCALE FOR MEASUREMENT

Empathic understanding is defined as the extent to which the first person or helper accurately and spontaneously responds to the second person's or helpee's statements and feelings. The verbal behavior of the helper is characterized by a "movement toward levels of feeling and experience deeper than those communicated by the client (helpee), yet within a range of expression which the client can constructively employ for his own purposes. (Carkhuff and Berenson, 1967, pp. 26-7)."

##### Level 1

The first person appears completely unaware or ignorant of even the most conspicuous surface feelings of the other person(s).

Example: The first person may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but listen, understand or be sensitive to even the surface feelings of other person(s).

##### Level 2

The first person responds to the surface feelings of other person(s) only infrequently. The first person continues to ignore the deeper feelings of the person(s).

Example: The first person may respond to some surface feelings but tends to assume feelings which are not there. He may have his own ideas of what may be going on in the other person(s) but these do not appear to correspond with those of the other person(s).

In summary, the first person tends to respond to things other than what the other person(s) appear to be impressing or indicating.

## SCALES OF ASSESSMENT (continued)

Level 3

The first person almost always responds with minimal understanding to the surface feelings of the other person but, although making an effort to understand the other person's deeper feelings almost always misses their import.

Example: The first person has some understanding of the surface aspects of the messages of the other person(s) but often misinterprets the deeper feelings.

In summary, the first person is responding but not aware of who that other person really is or what that other person is really like underneath. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator almost always responds with understanding to the surface feelings of the other person(s) and sometimes, but not often, responds with empathic understanding to the deeper feelings.

Example: The facilitator makes some tentative efforts to understand the deeper feelings of the other persons.

In summary, the facilitator is responding, however infrequently, with some degree of empathic understanding of the deeper feelings of the other person(s).

Level 5

The facilitator almost always responds with accurate empathic understanding to all of the other person's deeper feelings as well as surface feelings.

Example: The facilitator is "together" with the other person(s) or "tuned in" on the other person's wave length. The facilitator and the other person(s) might proceed together to explore previously unexplored areas of human living and human relationships.

In summary, the facilitator is responding with full awareness of the other person(s) and a comprehensive and accurate empathic understanding of his most deep feelings.

## SCALE 2

THE COMMUNICATION OF RESPECT OR POSITIVE REGARD IN  
INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

The communication of respect or positive regard is characterized by the initial suspension of critical judgements, warm and modulated tones, intense attention, commitment to accurately understand, genuineness and spontaneity (Carkhuff, 1969 a).

## SCALES OF ASSESSMENT (continued)

Level 1

The first person is communicating clear negative regard for the second person.

Example: The first person may be actively offering advice or telling the second person what would be "best" for him.

In summary, in many ways the first person acts in such a way as to make himself the focus of evaluation and sees himself as responsible for the second person.

Level 2

The first person responds to the second person in such a way as to communicate little positive regard.

Example: The first person responds mechanically or passively or ignores the feelings of the second person.

In summary, in many ways the first person displays a lack of concern or interest for the second person.

Level 3

The first person communicates a positive caring for the second person but there is conditionality to the caring.

Example: The first person communicates that certain kinds of actions on the part of the second person will reward or hurt the first person.

In summary, the first person communicates that what the second person does or does not do, matters to the first person.

Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator clearly communicates a very deep interest and concern for the welfare of the second person.

Example: The facilitator enables the second person to feel free to be himself and be valued as an individual except on occasion in areas of deep personal concern to the facilitator.

In summary, the facilitator sees himself as responsible to the second person.

Level 5

The facilitator communicates a very deep respect for the second person's worth as a person and his rights as a free individual.

Example: The facilitator cares very deeply for the human potentials of the second person.

In summary, the facilitator is committed to the value of the other person as a human being.



## SCALES OF ASSESSMENT (continued)

## SCALE 3

FACILITATIVE GENUINENESS IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

The communication of facilitative genuineness is characterized by no negative cues of a discrepancy between what the helper is saying and what he appears otherwise to be experiencing, a spontaneous openness to be himself in a non-exploitive manner and a sharing of experience (Carkhuff, 1969 a).

Level 1

The first person's verbalizations are clearly unrelated to what he is feeling at the moment, or his only genuine responses are negative in regard to the second person(s) and appear to have a totally destructive effect upon the second person. Example: The first person may be defensive in his interaction with the second person(s) and this defensiveness may be demonstrated in the content of his words or his voice quality and where he is defensive he does not employ his reaction as a basis for potentially valuable inquiry into the relationship. In summary, there is evidence of a considerable discrepancy between the first person's inner experiencing and his current verbalizations or where there is no discrepancy the first person's reactions are employed solely in the destructive fashion.

Level 2

The first person's verbalizations are slightly unrelated to what he is feeling at the moment or when his responses are genuine they are negative in regard to the second person and the first person does not appear to know how to employ his negative reactions constructively as a basis for inquiry into the relationship.

Example: The first person may respond to the second person(s) in a professional manner that has a rehearsed quality or a quality concerning the way a helper "should" respond in the situation.

In summary, the first person is usually responding according to his prescribed "role" rather than to express what he personally feels or means and when he is genuine, his responses are negative and he is unable to employ them as a basis for further inquiry.

## SCALES OF ASSESSMENT (continued)

Level 3

The first person provides no "negative" cues between what he says and what he feels, but he provides no positive cues to indicate a really genuine response to the second person(s).

Example: The first person appears to make appropriate responses which do not seem insincere but which do not reflect any real involvement either. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The facilitator presents some positive cues indicating a genuine response (whether positive or negative) in a non-destructive manner to the second person(s).

Example: The facilitator's expressions are congruent with his feelings although he may be somewhat hesitant about expressing them fully.

In summary, the facilitator responds with many of his own feelings and there is no doubt as to whether he really means what he says and he is able to employ his responses whatever their emotional content, as a basis for further inquiry in the relationship.

Level 5

The facilitator is freely and deeply himself in a non-exploitive relationship with the second person(s).

Example: The facilitator is completely spontaneous in his interactions and open to experiences of all types, both pleasant and hurtful, and in the event of hurtful responses the facilitator's comments are employed constructively to open further areas of inquiry for both the facilitator and the second person.

In summary, the facilitator is clearly being himself and yet employing his own genuine responses constructively.

## SCALE 4

PERSONALLY RELEVANT CONCRETENESS OR SPECIFICITY OF  
EXPRESSION IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Concreteness or specificity of expression is communicated when the first person or helper guides the discussion toward personally relevant material, deals with specific details and instances and responds to even vague and abstract

## SCALES OF ASSESSMENT (continued)

communications in terms that are within the helpee's current feelings and experiences (Carkhuff, 1969 a).

Level 1

The first person leads or allows all discussion with the second person(s) to deal only with vague and anonymous generalities.

Example: The first person and the second person discuss everything on strictly an abstract and highly intellectual level.

In summary, the first person makes no attempt to lead the discussion into the realm of personally relevant specific situations and feeling.

Level 2

The first person frequently leads or allows even discussions of material personally relevant to the second person to be dealt with on a vague and abstract level.

Example: The first person and the second person may discuss "real" feelings but they do so at an abstract, intellectualized level.

In summary, the first person does not elicit discussion of most personally relevant feelings and experiences in specific and concrete terms.

Level 3

The first person at times enables the second person(s) to discuss personally relevant material in specific and concrete terminology.

Example: The first person will help to make it possible for the discussion with the second person(s) to center directly around most things which are personally important to the second person(s) although there will continue to be areas not dealt with concretely and areas which the second person does not develop fully in specificity.

In summary, the first person sometimes guides discussions into consideration of personally relevant specific and concrete instances, but these are not always fully developed. Level 3 constitutes the minimal level of facilitative functioning.

Level 4

The facilitator is frequently helpful in enabling the second person(s) to fully develop in concrete and specific terms almost all instances of concern.

Example: The facilitator is able on many occasions to guide the discussion to specific feelings and experiences of personally meaningful material.

In summary, the facilitator is very helpful in enabling the discussion to center around specific and concrete instances of most important and personally relevant feelings and experiences.

## SCALES OF ASSESSMENT (continued)

Level 5

The facilitator is always helpful in guiding the discussion so that the second person(s) may discuss fluently, directly and completely specific feelings and experiences.

Example: The first person involves the second person in discussion of specific feelings, situations and events, regardless of their emotional content.

In summary, the facilitator facilitates a direct expression of all personally relevant feelings and experiences in concrete and specific terms.

SCALE 5  
CONFRONTATION IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Confrontation occurs when the helper raises questions or makes statements with increasing specificity about:

...discrepancies between the helpee's expression of who or what he wishes to be and how he actually experiences himself; discrepancies between the helpee's verbal expression of his awareness of himself and his observable or reported behavior; discrepancies between how the helper experiences the helpee and the helpee's expression of his own experience (Carkhuff, 1969 a, p. 210).

Level 1

The verbal and behavioral expressions of the helper disregard the discrepancies in the helpee's behavior (ideal vs. real self, insight vs. action, helper vs. helpee's experiences).

Example: The helper may simply ignore all helpee discrepancies by passively accepting them.

In summary, the helper simply disregards all of those discrepancies in the helpee's behavior that might be fruitful areas for consideration.

Level 2

The verbal and behavioral expressions of the helper disregard the discrepancies in the helpee's behavior.

Example: The helper, although now explicitly accepting these discrepancies, may simply remain silent concerning most of them.

In summary, the helper disregards the discrepancies in the helpee's behavior and, thus, potentially important areas of inquiry.

## SCALES OF ASSESSMENT (continued)

Level 3

The verbal and behavioral expressions of the helper, while open to discrepancies in the helpee's behavior, do not relate directly and specifically to these discrepancies.

Example: The helper may simply raise questions without pointing up the diverging directions of the possible answer.

In summary, while the helper does not disregard discrepancies in the helpee's behavior, he does not point up the directions of the discrepancies. Level 3 constitutes the minimum level of facilitative interpersonal functioning.

Level 4

The verbal and behavioral expressions of the helper attend directly and specifically to the discrepancies in the helpee's behavior.

Example: The helper confronts the helpee directly and explicitly with discrepancies in the helpee's behavior.

In summary, the helper specifically addresses himself to discrepancies in the helpee's behavior.

Level 5

The verbal and behavioral expressions of the helper are keenly and continually attuned to the discrepancies in the helpee's behavior.

Example: The helper confronts the helpee with helpee discrepancies in a sensitive and perceptive manner whenever they appear.

In summary, the helper does not neglect any potentially fruitful inquiry into the discrepancies in the helpee's behavior.

## SCALE 6

IMMEDIACY OF RELATIONSHIP IN INTERPERSONAL PROCESSES:  
A SCALE FOR MEASUREMENT

Immediacy is communicated when the verbal expressions of the helper attempts to relate the helpee's responses to himself in a direct and explicit manner (Carkhuff, 1969 a, pp. 192-3).

Level 1

The verbal and behavioral expressions of the helper disregard the content and effect of the helpee's expressions that have the potential for relating to the helper.

## SCALES OF ASSESSMENT (continued)

**Example:** The helper may simply ignore all helpee communications, whether direct or indirect, that deal with the helper-helpee relationship.

In summary, the helper simply disregards all those helpee messages that are related to the helper.

Level 2

The verbal and behavioral expressions of the helper disregard most of the helpee expressions that have the potential for relating to the helper.

**Example:** Even if the helpee is talking about helping personnel in general, the helper may, in general, remain silent or just not relate the content to himself.

In summary, the helper appears to choose to disregard most of those helpee messages that are related to the helper.

Level 3

The verbal and behavior expressions of the helper, while open to interpretations of immediacy, do not relate what the helpee is saying to what is going on between the helper and the helpee in the immediate moment.

**Example:** The helper may make literal responses to or reflections on the helpee's expressions or other wise open-minded responses that refer to no one specifically but that might refer to the helper.

In summary, while the helper does not extend the helpee's expressions to immediacy, he is not closed to such interpretations. Level 3 constitutes the minimal level of facilitation.

Level 4

The verbal and behavioral expressions of the helper appear cautiously to relate the helpee's expressions directly to the helper-helpee relationship.

**Example:** The helper attempts to relate the helpee's responses to himself, but he does so in a tentative manner.

In summary, the helper relates the helpee's responses to himself, in an open, cautious manner.

Level 5

The verbal and behavioral expressions of the helper relate to the helpee's expressions directly to the helper-helpee relationship.

**Example:** The helper in a direct and explicit manner relates the helpee's expressions to himself.

In summary, the helper is not hesitant in making explicit interpretations of the helper-helpee relationship.

**Appendix D**

**Abbreviations**

- I - Initiative**
- R - Responsiveness**
- MT - Master Teacher**
- ST - Student Teacher**
- US - University Supervisor**

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