PERCEPTIONS OF TEACHING HELD BY TEACHERS, STUDENT-TEACHERS AND TEACHER-EDUCATORS

Kathleen Mary Broadley,
Massey University,
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PART I

CHAPTER ONE

THE RESEARCH ISSUE

" Apart from the bedroom (where he has his eyes closed most of the time) there is no single enclosure in which (the child) spends a longer time than he does in the classroom " (Jackson, 1968, page 5).

Among the many positions[1] in our social structure is that of 'teacher'. Those who occupy this position command considerable power in terms of the influence they have on society's children. Within the classroom the teacher is the single most important influence and the pupils spend a large proportion of their waking life within this sphere of influence. Musgrove and Taylor (1969) acknowledge this power as a "new despotism: the rule of teachers". Their thesis is that teachers continually make important decisions: whether to stream or not to stream; to set up a drama club or a sports' club; to elect or to nominate class leaders, and a thousand and one other matters which to a large extent determine what their pupils will become.

With the realisation that the classroom does have a deep-seated influence on the children who populate it, social scientists, including educationists, have turned their attention to teaching and teacher behavior.[2] Among their concerns has been the investigation of teacher role[3] and it is to the extension of knowledge in this area that the present study is oriented. The teacher's role is organised around his function in society. What this function is seen to be is determined by the standpoint of the perceiver. The teacher's own perception of his role must influence his classroom behaviour. Consequently it is important to discover just how teachers do perceive their role. This study assumes that teachers enact many sub-roles within their role, that among these sub-roles some are

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1. *Position*: defined by Gross et al. (1958) as "the location of an actor or class of actors in a system of social relationships."
2. For example, see Biddle and Ellena (1964).
3. *Teacher Role*: Teacher behaviour and expectations for this behaviour. See Chapter 2.

perceived to be of more importance than others, and that there are likely to be differences between groups of teachers in the priorities they assign to various activities. It investigates teacher role as perceived by incumbents of the position, and the consistencies of their perceptions with those of student-teachers and teacher-educators. Using as a base a partial replication of one of a series of studies supervised by Fishburn of San Diego College, California, it also investigates whether New Zealand teachers and student-teachers perceive their occupational roles as similar to or different from their American counterparts. Rose (1954) remarks on the importance of replication for generalisation in the scientific method. This partial replication of some of Fishburn's work on a sample of New Zealand teachers, students and teacher-educators, provides cross-cultural data as well as more detailed information on the role perceptions of the New Zealand respondents.

Overview of the Chapters

Chapter Two contains the theoretical and research background perspective to this study, with particular emphasis on the variation of possible definitions of teacher role and the methodological approaches to researching in this area. In Part II can be found discussion of methodological issues related to the study, an outline of the methods used to obtain and analyse the data, the hypotheses proposed, and a discussion on the respondents. Part III contains the findings and their implications.

CHAPTER TWO

THE THEORETICAL FRAMEWORK

" Role theory may be said to deal with patterns of behaviors (or other characteristics) common to persons. Role theory also deals with a variety of cognitions held about these behaviors by social participants " (Rosencranz and Biddle, 1964).

The concept 'role' has been defined in many ways, but Gross, Mason and McEachern (1958) after exploring some of these definitions and the consensus among them, conclude that most definitions seem to include aspects of the behaviour of individuals, referential to expectations for this behaviour. Teacher role would be defined then in terms of teacher behaviour and expectations for this behaviour.

However, although these two, behaviour and expectations (or performance and perceptions), are related in definition, in operation they may be distinct. How the traffic officer behaves will, at least partly, be determined by the perceptions he has of his role: what his role perceptions are, will partly be determined by his perceptions of how he thinks others perceive his role. But perceptions from person to person, or position to position, may vary greatly, even to the extent of being contradictory. Performance cannot mirror them all. Only the role-incumbent actually performs the role; but not only he has expectations for it. In the case of the traffic officer, perceptions of his role vary distinctly from the points of view of his Chief, his wife or an offending motorist. In the case of the teacher it is equally apparent that parents, pupils, and head teachers have certain expectations for his behaviour.

Biddle, in his review of research on teacher role expectations, accentuates the plethora of approaches used in investigating this area.

"Of the 74 studies dealing with role expectations, 17 limited coverage to the primary level, 25 to the secondary level, and 30 to the tertiary level. Of these same studies 48 reported data from teacher-subjects, 43 had pupil- or student-subjects, 12 had administrator subjects, 4 deal with guidance counselors..." (Biddle, 1969, p. 1437).

"... 50 asked for expectations pertaining to teachers in general... some

studies asked respondents to consider the role of a specific person--themselves in 13 studies concerned with teachers' own self-expectations..." (ibid, p. 1438).

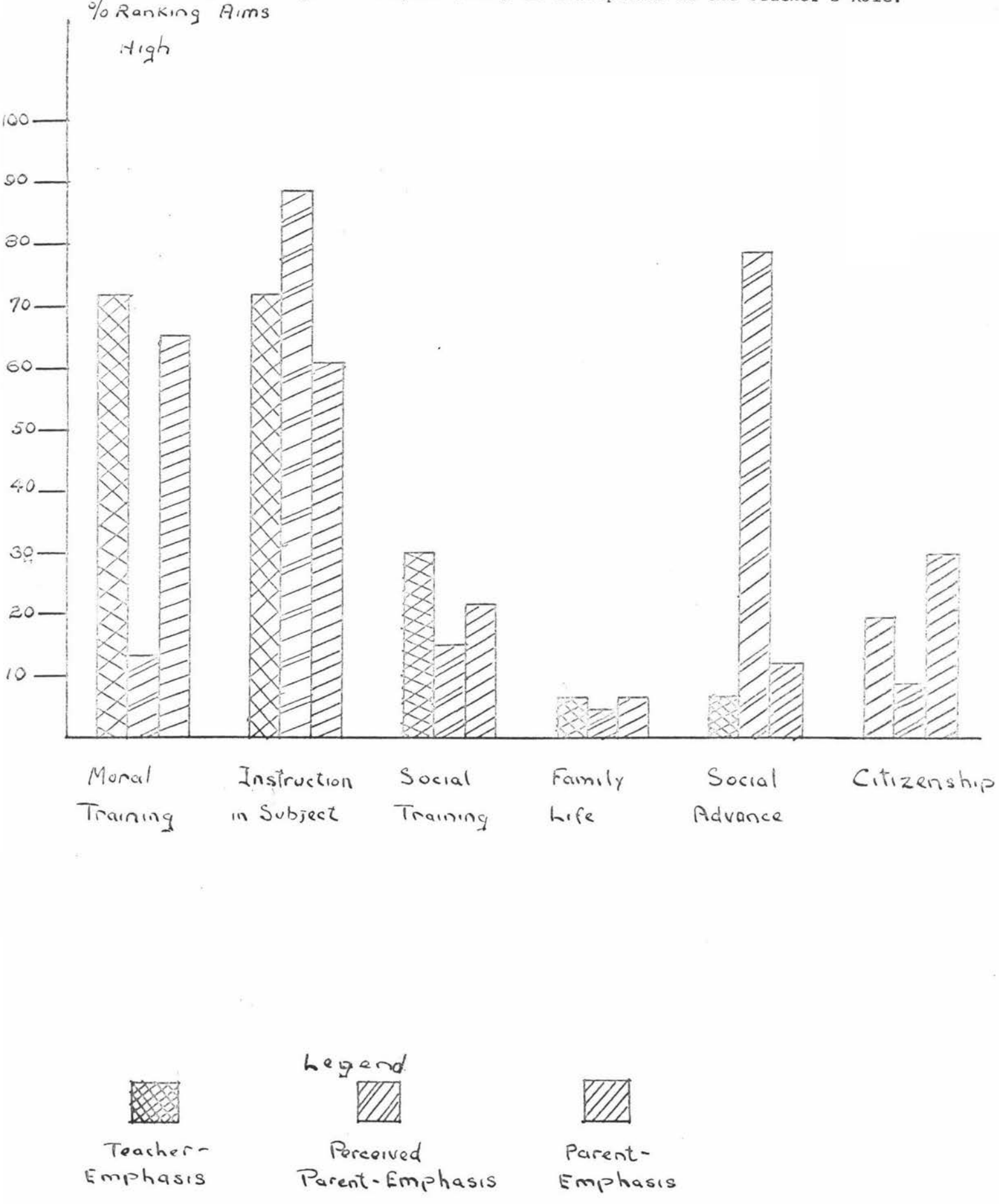
Building up general pictures from the findings is extremely difficult when the techniques vary so markedly from study to study: Anderson and Anderson (1961) used open-ended stories with their pupil subjects in eight different countries; Musgrove and Taylor (1965) used a technique whereby their parent and teacher respondents ranked six objectives in teaching.

A paradigm proposed by Brookover (1955) outlines how it is that groups which do not actually enact a given role may see it differently from the role-incumbents. In the context of teacher role, pupils may have different expectations or perceptions of that role from those held by parents, or by teachers themselves. Twyman and Biddle (1963) attempted to measure these perceptions and the disagreement among four positions (teachers, pupils, parents and school administrators) on what teachers do, and should and should not do. In their descriptive and prescriptive perceptions, the teachers and school administrators were closest together, and pupils were the most dissident. Disagreements that exist can be explained by the different socialisations each group has experienced. Of particular interest are the findings of the Musgrove and Taylor study (1965). The parent and teacher samples each ranked six objectives in teaching as they valued them and the teachers additionally ranked them according to the emphases they thought parents would give. Their findings, shown in Figure 1, show that the expectations of parents were much nearer those of teachers than the latter imagined. Thus conflict may be perceived even though it is not 'real'.

In spite of this confusion over expectations, the behaviour area of 'role' has a further complication. As already claimed, it may be operationally distinct. Although the traffic officer perceives himself as unagressive and and while this perception of his role may be shared by his family, a motorist being issued with a ticket may claim that he behaves very aggressively. Similarly, teacher role performance may be quite foreign to the expectations held for it. This was borne out in a study of vocational agriculture teachers by Bible and McComas (1963). When the expectations and performances of these teachers, as perceived by themselves and school administrators were analysed, the researchers concluded that there was greater agreement on the perceptions

Figure I

Findings of Musgrove & Taylor (1965) on Conceptions of the Teacher's Role.



of role expectations than on the role performances. It is because of these discrepancies that Biddle (1969) and Adams (1970a) keep these two aspects of role quite distinct.

Following these precedents, this study concerns itself with *perceptions* that teachers, student-teachers, and teacher-educators have of the teacher role. It is not concerned with teacher role performance, although some relationship is anticipated. Nor is it concerned with teacher effectiveness, although some perceptions may be dysfunctional in this respect. The role of the teacher is a complex one. The complexity within the classroom itself is aptly described in a recent account by Philip Jackson (1968, pp. 11-19) who, in a few pages, describes the teacher as a "supply sergeant", an "official timekeeper", a "granter of privileges" and a "gatekeeper". The picture he draws is one of bustle and complexity, yet he has concerned himself with a relatively narrow perspective of teacher role. These intra-classroom concerns can be regarded as but part of the role, since in particular situations outside the classroom the teacher is still acting within the role of teacher. It is interesting to speculate on the picturesque terms that Jackson might have used to describe the teacher interacting with other members of the school staff, the pupils' parents, or the community at large.

Research findings tend to dispel the notion that even among the incumbents of a position there is necessarily consensus on role expectations (Gross, Mason and McEachern, 1958). The type of school may well be a factor in teacher group discrepancies as Craig concluded (1960). Among the group of Scottish secondary school teachers he studied, he found that between two different types of school the teachers "might be said to form distinct sub-cultural groups within the teaching profession as a whole", so different were their orientations to the task. Kob (1961), studying German secondary teachers, established a typology wherein one 'typing' of teachers who saw pedagogical skills as more important than academic background, did not see themselves as academics. The second 'typing' saw academic qualifications and specialised knowledge in certain subject areas as important. This group did not see teaching as the primary and basic task, but rather saw in it a possible application for their particular skills and knowledge.

If differences like these exist among the teacher group, then differences

can be expected to increase outside the teacher group. It would seem likely that the further the vantage point is removed from the teacher position, the more differences there will be in perceptions of that role. In one study of teachers, education students (undergoing teacher training) and non-education students, the education students tended to stand between the teachers and the non-education students in their expectations for the teaching situation. More significant differences were found between teachers and non-education students than between education students and either of the other two groups (Biddle, Twyman and Rankin, 1962). The assumption can be made that as the processes of teacher education proceed, the norms and expectations held by the education students will shift to the teacher perspective.

Finlayson and Cohen (1967) did a similar study, but of the changes that take place in student-teachers' perceptions of the teacher's role as the students progress through their professional training. They found differences between types of students, especially those training to teach infants and those training to teach older children, and a peak of permissive attitudes among students in the second year of their three-year training. There was also a widespread disparity in perceptions of all the areas they investigated between students and head teachers. As explanation, it was suggested that tutors in Colleges of Education and their students are detached far enough from the school situation to have a different frame of reference from teachers. The Gross (1965) proposal of a two-phase socialisation into an occupation would support this point of view. In the 'preparatory-phase' formal training is undergone in institutions which teach the skills, knowledge or attitudes that the socialisers prescribe. Only some of the realities of the work situation are typically faced and the role definitions taught are often idealised or general. Then comes the 'phase of organisational reality', the confrontation of the complex realities of organisational life, the 'real thing'.

Studies such as these formed the basis for the specific selection of the *populations* chosen for study in this research. No known investigations have looked within the student-teacher population at such variables as sex, age, community of orientation, or qualifications as this New Zealand study does.

There have been numerous attempts to describe the teacher's role, each one generally stretching into a list of sub-roles. Havighurst and Neugarten (1957), for example, list six roles in relation to adults in the school system: employee, subordinate to the principal, adviser to superiors, colleague, follower and leader; and five roles in relation to pupils: mediator of learning, disciplinarian, parent substitute, confidante, and surrogate of middle class morality. Jean Grambs' overall list is even longer than this,[1] but each sub-role is seen as subordinate to two major features:

> "When one lists all the possible roles of the teacher two main categories emerge. One category refers to the teacher as director of learning. This includes all those activities and concepts that are related to teaching as an activity or a process. The other category refers to the social function of teaching, the teacher as mediator of the culture. Under this category are included those roles that relate to the public nature of the teacher's job, the stake of society in teaching as an aspect of cultural continuity." (Grambs, 1957).

Oeser (1960) includes these wider aspects of teacher role in his general classification of teacher activities into two sets of relationships, those between teachers and adults and those between teachers and pupils.

Trow (1960) categorises the teacher's role under five headings: instructional roles, administrative roles, role of the faculty member, community liaison officer, and learner, and relates these to reasons for role conflict and implications for the preparation of teachers in training.

In each of these descriptions and classifications much common ground can be found, but it becomes apparent that the more molecular and specific the description attempts to be, or the wider the area into which the role is seen to extend, the more difficult it becomes to set out an all-encompassing description that is capable of realistic investigation. One can agree with Biddle (1969) that "as yet there has appeared no apparent agreement on... a basic list of functions for the teaching profession, although a number of functions (particularly that of instructor) appear in most lists."[2]

The definition of teacher role used in this study was originally proposed by the California Teachers' Association, and decided on by a sub-committee of the United States National Commission on Teacher Education as

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1. The sub-roles she suggests are reported in her article "The Roles of the Teacher" in Stiles, (ed.), 1957, *The Teacher's Role in American Society*, 14th Yearbook of the John Dewey Society: N.Y., Harper.

2. See also Adams (1970a) *Conceptualising Teacher Role.*

being useful on a nation-wide basis to define factors in teaching competence.[1] It was used by Lucien Kinney and the California Teachers' Association in such reports as *Measure of a Good Teacher* (1952) and *Factors in Teaching Competence* (1956).[2]

The definition includes six dimensions: director of learning, a guidance and counselling person, mediator of the culture, member of the school community, liaison between school and community, and member of a profession. It is based on the assumption that the teacher is involved in promoting pupil growth by directing the learning activities of children and by dealing effectively with his pupils in individual relationships (hence the first two dimensions); in acting in a liaison capacity by handing on the cultural heritage and being the link between the organised society and its future member (hence dimensions three and five); and in taking part in building an effective school programme as a staff member within the larger system and teaching profession as a whole (hence dimensions four and six). This definition is similar to Trow's more recent classification (1960). It was felt that of the definitions present in the literature none was a 'right' or 'wrong' one. The best criterion for qualitatively deciding between them seemed to be utility. The definition used in this study was 'useful'. Not only does it look at the teacher's role in a broad perspective, but using these six dimensions Fishburn had developed an instrument to assess them, choosing items for the instrument which described the dimensions as the early reports of the California Teachers' Association had done. The items he used in his instrument were:

Directing Learning

Provide for differentiated assignments among the students of my classes.

Provide opportunity for independent critical thinking on the part of my pupils.

Utilise pupil needs in the motivation of my pupils.

Use a variety of multi-sensory learning aids.

Be familiar with common diagnostic tests in my field.

Keep adequate and accurate records on the scholastic progress of my students.

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1. See *Teacher Competence*, (1952) California Teachers' Association Report.
2. The original reports are not available, but information about them was obtained from a research report by Clarence Fishburn, *Professional Role of the Public School Teacher*, (1965).

Develop self-evaluation procedures in my pupils.

Control physical aspects of my room such as heat, light, ventilation etc.

Guidance and Counseling Person

Be able to recognise a wide range of emotional maladjustments.

Provide experiences where students gain an insight into vocational and avocational needs.

Know each pupil as an individual.

Cooperate with specialists in remedial programs.

Refer severe cases of maladjustment to specialists.

Be able to administer aptitude, interest and intelligence tests.

Keep records suitable for the personal guidance of my students.

Understand the basic principles of effective counseling.

Mediating the Culture

Develop in students a desire to find democratic solutions to current social problems.

Teach effective procedures for using current materials as sources of information.

Direct students to life applications of classroom learning.

Use my field of subject matter to develop an understanding of social problems.

Develop effective discussion practices among my students.

Know the broad implications of my subject matter and how it relates to the community.

Develop pupil attitudes necessary for democratic participation in society.

Plan and direct activities so that each pupil may make a contribution to the group.

Member of the School Community

Have a sense of responsibility for the overall effectiveness of the total school program.

Participate in the planning of extra-curricular activities.

Plan cooperatively with teachers and administrators on educational objectives.

Be competent in curricular planning.

Be willing to start with the schools where they are and work for their improvement.

Plan cooperatively with other teachers and administrators on administrative objectives.

Share willingly in the administrative responsibility for the overall school program.

Participate in the administration of extra-curricular activities.

Link between school and community.

Interpret the school to the community.

Be able to assist lay groups in the understanding of modern education.

Use available educational resources in the community in my classroom practices.

Secure the cooperation of parents in school activities.

Assist in developing in parents an awareness of community problems.

Assist in developing in pupils an awareness of community problems.

Participate in the definition and solution of community problems.

Draw on available and appropriate school resources for use in work on community problems.

Member of a Profession

Belong to professional organisations.

Participate actively in the work of professional organisations.

Demonstrate an appreciation on the social importance of the teaching profession.

Develop and adhere to a professional code of ethics.

Make whatever special talents I have available to the services of the professional organisations.

Contribute to the activities designed to strengthen the professional organisation for meeting their responsibilities.

Communicate effectively with other teachers across grade-groups and subject-matter lines.

Maintain a working relationship with lay groups and individuals to promote understanding of the schools.

Application of this instrument to teacher populations had demonstrated that the six dimensions were relatively separate and distinct.[1] If these dimensions are to be useful and effective for describing areas that teachers perceive as part of their role, the relationships between them should not be so great as to imply that they are simply measures of the same things.

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1. Fishburn, 1955.

Fishburn's findings are reported in Table I. Considering the smallness of the correlations, this would not appear to be the case.

Table I

Fishburn's Intercorrelations between Scores on the Role Dimension Scale[1]

	Roles	I	II	III	IV	V	VI
I	Directing Learning		.03	-.06	-.24	-.46	-.12
II	Guidance/Counselling			.32	-.22	-.31	-.28
III	Mediator of Culture				-.38	-.07	-.14
IV	School Community Member					-.08	-.08
V	Link between School and Community						-.05
VI	Member of a Profession						

Further, Fishburn's studies indicated

> "that teachers perceived some, if not all, of the dimensions, and that all dimensions were perceived by some teachers. His report, "Teacher Role Perception in the Secondary Schools of One Community" (1955), also showed significant differences to exist in the perception of importance of one dimension over another by groups of teachers divided according to such factors as age, sex and experience." 2

In later studies (1962, 1965) he found that secondary teachers perceived the six dimensions in common ways, but significantly differently from administrators in the same districts, and that student teachers perceived the dimensions in much the same way as did teachers.

On the basis of this theoretical and research background, Fishburn's approach seemed appropriate for the present study of New Zealand respondents.

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1. Material from personal communication with C. Fishburn.
2. Quoted from Fishburn's report (1965). See footnote 2, page 9.

PART II

CHAPTER THREE

THE RESEARCH METHODS

This research was designed to explore

1) the association between six variables and teacher role perceptions;
2) the association between five variables and student-teacher role perceptions; and
3) the role perceptions of teacher-educators.

The general findings were then to be examined to see whether they were similar to or different from those described by Fishburn in reports of similar research using samples of American teachers and students. The research problem, therefore constituted firstly a descriptive approach to the New Zealand teacher's perception of his role, and secondly a comparative approach with data collected in the U.S.A.

These general aims subsumed the following specific research objectives:

1. *Primary school teachers' role perceptions:*
   to explore the associations between the teachers' role perceptions and their
   i) age,
   ii) teaching experience,
   iii) qualifications,
   iv) position in the school,
   v) sex,
   vi) community of orientation.
2. *Student-teachers' role perceptions:*
   to explore the association between the role perceptions of student-teachers and their
   i) age,
   ii) sex,
   iii) qualifications,
   iv) projected teaching level,
   v) community of orientation.
3. *The role perceptions of teaching held by teacher-educators:*
   to explore the role perceptions of teacher-educators and compare these data with those of primary school teachers and student-teachers.

4. *Cross-cultural comparison of data:*
to compare the New Zealand data with similar data collected in the U.S.A.

OPERATIONAL DEFINITIONS

Teacher Role: the six areas of the California definition as outlined in Chapter Two (directing learning, guidance and counselling, mediating the culture, member of the school community, link between school and community, member of a profession).

Teachers: the sample of teachers from two urban areas. (All schools were 'contributing' primary schools).

Student-teachers: the sample of second-year students enrolled at one New Zealand Teachers College.

Teacher-educators: the sample of the academic staff from the Teachers College at which the student-teachers were enrolled.

Age: completed years since birth.

Teaching experience: the number of completed years of teaching practice.

Qualifications: level of academic qualifications held, from Endorsed School Certificate (the minimum requirement for admission to Teachers College) to post-graduate degrees or diplomas.

Position in the school or teaching level: the administrative position held (head teacher or first assistant), or the level at which the respondent was teaching (Infant school or Middle school).

Community of orientation was defined differently for the teachers and the student-teachers. For the teacher sample: the type of community in which they had done most of their teaching. For the student-teacher sample: the type of community in which they had spent most of their lives.

THE MEASUREMENT OF ROLE PERCEPTION

Role perceptions can be measured from various viewpoints, from the perceptions of the incumbents of the position, from the perceptions of those outside the position, or an observer can watch the incumbents acting their role and make inferences as to their perceptions of it. None of these approaches is necessarily better than another. The approach used depends on which emphasis is of interest to the researcher. The present researcher followed the lead of Fishburn (1955, 1962, 1966) to investigate the first alternative. Fishburn developed a questionnaire which attempted to measure

the weightings given to each of six roles by respondents. This questionnaire was administered to all respondents in this study, together with a personal information sheet.

PROCEDURE EMPLOYED IN THE PRESENT STUDY

The population chosen:

A preliminary overview of communities likely to yield a large enough, and heterogeneous enough, population of teachers suggested two city areas in Hawkes Bay. From among the student-teacher population of New Zealand, the participation of all second-year students at one Teachers College was decided on, because they already had considerable contact with, and experience in the teacher role.[1] The staff of the same Teachers College were also included, so that comparisons could be made, and some possible conclusions drawn, as to the *origins* of role perceptions among teachers.

Data collection:

The purpose of the study, the proposals for data collection by mail, and a draft copy of the questionnaire and personal information sheet were submitted for approval to the District Senior Inspector of Schools under whose jurisdiction the sample of primary school teachers lay. Later, a letter was sent to the head teacher of each school in the sample, outlining the study and requesting cooperation in distributing questionnaires to the staff, collecting them and returning them to the researcher. This was followed by a parcel of questionnaires to each school with instructions for each head teacher and a stamped-addressed packet for returning the completed questionnaires.

The approval of the Teachers College authorities for the study was obtained and the questionnaire was administered by the researcher and a colleague to all the second-year students present at the College on the two days the data was collected.

A member of the Teachers College staff distributed questionnaires and collected the completed copies from the teacher-educators. No names were required on any of the questionnaires.

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1. Seven months after being involved in this research these students would be taking over their own classrooms.

The Questionnaire:[1]

The questionnaire used in the study was originally developed by Fishburn but was adapted for use in the New Zealand situation. Adaptations involved the changing of American spelling to New Zealand spelling, and the rewording of some items so that the phraseology would be familiar to New Zealand respondents. The scale consists of 48 items drawn from a description of behaviours, competences or commitments which may be expected of teachers, and divided into six dimensions according to Lucien Kinney's *Factors in Teaching Competence.*[2] The items include eight from each of the six dimensions, divided randomly in such a way that there are two items from each of the dimensions, (a block of twelve items) on each of four pages. Respondents are asked to select from the first block of twelve items, the five items they consider they would give priority from their point of view as teachers. This is repeated for each of the four blocks of items. The result is a selection of twenty responses divided among the six dimensions. These responses may then be plotted in a profile indicating the number of items chosen from each of the dimensions.

Reliability:

The use of such a self-report technique raises the problem of response reliability. Consequently a test-retest technique was used with a sub-sample of 85 respondents to check for stability of responses. Fishburn reports a satisfactory result from a test-retest technique using the Role Dimension Scale with a two-three months gap. The correlation he obtained was .87 (Fishburn, 1965).

Because of the postal nature of gathering the data from teachers in this study, and the desire to retain anonymity, it was impossible to carry out a check for stability of responses from that sample. However, it was possible to retest among the student-teacher sample. Eighty-five respondents completed the questionnaire a second time after a six-week interval. Since the teacher training programme is geared to developing appropriate insights into teaching, student-teachers may be expected to change their perceptions

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1. A combined copy of the American and New Zealand questionnaires, and the personal information sheets can be found in Appendices A, B & C.
2. See footnote 2, page 9.

of the job as their training programme proceeds. For this reason change could be expected to be greater among student-teachers than among teachers. This was confirmed in the correlations gained from the test and retest of student-teachers. The correlations were:

Dimension I	.48
Dimension II	.31
Dimension III	.42
Dimension IV	.44
Dimension V	.31
Dimension VI	.36

An average correlation of these six, calculated using Fisher's z-function was .41. Although these are not high, the nature of the instrument partly works against high correlations being found. The instrument, it must be remembered, is a forced-choice questionnaire, and a total of twenty choices is made. The maximum score that can be gained on any one dimension is 8. If, on the retest, a respondent chooses one or two different responses from those he made on the test, then by raising his score on one dimension he automatically lowers it on another. In spite of this, it could be that teachers' role perceptions fluctuate. The findings from the student-teachers need to be read with this in mind.

Validity

The items in the instrument are descriptions of activities which operationally define the six dimensions as described by the California Teachers' Association (1957). The content validity of the scale is therefore substantiated; the universe of the possible content of teacher role has been sampled according to the definition accepted.

Evidence of concurrent validity comes from Fishburn's use of an interview technique as well as the scale (1965). He found that "when a subject had emphasised a particular dimension in his response to the scale, he also emphasised the same dimension in his interview" (ibid. p. 14). He claims that "the validity of the Role Dimension Profile scale, as a self-report, should be considered quite high" (ibid. p. 12). Whether respondents describe their behaviour accurately or not, they must describe it in terms of their own values and perceptions of expectations for their role.

Statistical Analysis

Analysis was undertaken by use of the t-test. Comparisons were made between groups of respondents in terms of their mean scores on the scale, dimension by dimension. Although the data were ordinal, and so the use of medians was implied, an initial use of medians disclosed that differences of approximately the same magnitude appeared in the same places as with group means.[1] Because the t-test could be applied, and because the original study used this technique, means were compared in this research.

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1. See Appendix E.

CHAPTER FOUR

THE HYPOTHESES TESTED

The respondents' replies on the Role Dimension Scale were scored and recorded on profile sheets. This data made possible the testing of a number of hypotheses about the perceptions teachers may have of their role. Where no reason is readily apparent to explain differences on some dimensions, no hypotheses are proposed.

HYPOTHESES FOR TEACHER SAMPLE:

Although all these respondents can be classified into one role, that of teacher, because all have undergone training programmes directed towards particular skills and duties, and because all perform duties relatively similar from one to another, it seems likely that there would be different approaches to teaching among individuals, related to certain factors.

A. These hypotheses are based on the assumption that female teacher role perceptions and male teacher role perceptions are substantially different. Societal sex-role expectations for men and women are different, especially in respect to affective aspects of behaviour. Many women teachers have competing responsibilities, in terms of being a wife and mother, or are in teaching as a 'stop-gap' occupation until they marry. These are likely to narrow their perceptions to intra-classroom concerns. Musgrave and Taylor (1969, p. 62) found that married women junior school teachers saw their role in a fairly restricted fashion. Consequently it is hypothesised that:

H 1. women teachers will place more emphasis than men teachers on

(i) Dimension I (Directing learning),

(ii) Dimension II (Guidance and counselling).

H 2. women teachers will place less emphasis than men teachers on

(i) Dimension IV (Member of the school community),

(ii) Dimension V (Link between school and community),

(iii) Dimension VI (Member of a profession).

B. These hypotheses are based on the assumption that the perceived role of older teachers is substantially different from the perceived role of younger teachers. The professional training each group has undergone is different in that aims, methods and techniques in education change through time, as do people. Commitment to teaching in its widest sense is likely to increase with age, as the longer a teacher remains teaching, the less easy it is for him to try a 'new' occupation. It also seems likely that as the commitment grows with age, so does the view of teaching as a profession. Consequently it is hypothesised that:

H 3. the greater the age, the more emphasis there is placed on
   (i) Dimension IV (Member of the school community),
   (ii) Dimension V (Link between school and community),
   (iii) Dimension VI (Member of a profession).

H 4. the greater the age, the less emphasis there is placed on
   Dimension I (Directing Learning).

C. These hypotheses are based on the assumption that the perceived role of head teachers and the perceived role of classroom teachers are substantially different. Head teachers, as administrators, are concerned with organising classroom teachers, dealing with Departmental details and generally seeing that the school runs efficiently, and so would tend to be less 'pupil-involved' than classroom teachers. Consequently it is hypothesised that:

H 5. head teachers place more emphasis than male classroom teachers on
   (i) Dimension IV (Member of the school community),
   (ii) Dimension V (Link between school and community),
   (iii) Dimension VI (Member of a profession).

H 6. head teachers place less emphasis than male classroom teachers on
   (i) Dimension I (Directing learning),
   (ii) Dimension II (Guidance and counselling),
   (iii) Dimension III (Mediating the culture).

D. These hypotheses are based on the assumption that infant teachers' role perceptions are different from those of other teachers. Infant departments are usually organised on a more fluid basis, and the teaching situations less formally structured than in Standard classes. The age of the pupils involved makes for differences also. The curriculum in the Junior School

is closely geared to experiences the child has had and the community he knows. Consequently it is hypothesised that:

H 7. the higher the class level, the greater the emphasis on
Dimension I (Directing learning).

H 8. the higher the class level, the less the emphasis on
(i) Dimension II (Guidance and Counselling),
(ii) Dimension V (Link between school and community).

E. These hypotheses are based on the assumption that more highly-qualified teachers see their role differently from less highly-qualified teachers. The courses of study involved in obtaining extra qualifications like the Diploma in Teaching or a Bachelor's degree, have probably opened wider areas of concern to these teachers, inclining them to a broad view of teacher role with less emphasis on purely instructional concerns. Consequently it is hypothesised that:

H 9. the higher the qualifications, the greater the emphasis on
(i) Dimension II (Guidance and counselling),
(ii) Dimension III (Mediating the culture),
(iii) Dimension IV (Member of the school community),
(iv) Dimension V (Link between school and community),
(v) Dimension VI (Member of a profession).

H 10. the higher the qualifications, the less the emphasis on
Dimension I (Directing learning.)

F. This hypothesis is based on the assumption that teachers with different communities of orientation have different perceptions of teacher role. The school, in rural areas,is generally highly 'community-involved'. Consequently it is hypothesised that:

H 11. the smaller the community of orientation, the greater the emphasis on
Dimension V (Link between school and community).

HYPOTHESES FOR STUDENT-TEACHER SAMPLE:

G. These hypotheses are based on the assumption that is made in 'A' above, that since men and women have different sex-role 'sets' their perceptions of the teacher role are different. Consequently it is hypothesised that:

H 12. female student-teachers place more emphasis than male student-teachers on (i) Dimension I (Directing learning),
(ii) Dimension II (Guidance and counselling).

H 13. female student-teachers place less emphasis than male student-teachers on (i) Dimension IV (Member of the school community),
(ii) Dimension V (Link between school and community),
(iii) Dimension VI (Member of a profession).

H. These hypotheses assume that teachers learn their particular 'role set' early in their training. Their attention is focussed especially on the role they perceive as appropriate to the area in the school in which they hope to teach. Consequently it is hypothesised that:

H 14. the higher the projected teaching level, the greater the emphasis on Dimension I (Directing learning).

H 15. the higher the projected teaching level, the less the emphasis on
(i) Dimension II (Guidance and counselling),
(ii) Dimension V (Link between school and community).

J. This hypothesis is based on the assumption that student-teachers with different communities of orientation have different perceptions of teacher role. For the reason proposed in 'F' above, it is hypothesised that:

H 16. the smaller the community of orientation, the greater the emphasis on Dimension V (Link between school and community).

Because of lack of readily apparent reasons for findings being in a particular direction, no hypotheses are proposed for the teacher-educator sample, the age or qualifications of the student-teacher sample, or the years of experience of the teacher sample. The latter is probably inextricably involved in 'B' above; however, some differences may occur.

CHAPTER FIVE

THE RESPONDENTS

THE SAMPLE OF TEACHERS

This sample consisted of the 265 teachers who responded to the questionnaire, from the total population of fulltime primary school teachers in two city areas in Hawkes Bay. This represented an 82% response to the mailed questionnaire. Analysis of these 265 teachers is reported in the Tables below.

Table 2.

Sex distribution of sample of teachers[1]

	Male	Female
Number of Teachers	104	159

Table 3.

Age distribution of sample of teachers

		Up to 29 years	30-49 years	50 years and over
Number of teachers	Male	40	54	10
	Female	90	50	11

Table 4.

Years of teaching experience of sample of teachers

	Up to 5	5-14	15-24	25 and over
Male	24	36	31	13
Female	84	46	18	11

1. Where the total numbers accounted for in each table do not make 265 it is because some questionnaires were incomplete on some personal information

Table 5.

Present teaching positions of sample of teachers.

	Head teacher	First Assistant	Infant Teacher	Standard 1/2	Standard 3/4
Male	24	16	-	31	24
Female	-	-	97	34	16

Table 6.

Number of schools taught in to date by sample of teachers.

	Up to 5	More than 5
Male	57	43
Female	105	44

Table 7.

Communities of orientation of teachers with more than five years teaching experience

	Rural	Semi-rural	Urban
Male	24	23	32
Female	12	27	35

Table 8.

Qualifications of sample of teachers

	Teacher's Certificate	Extra qualifications, e.g. Units towards a Degree or Diploma in Teaching, B.A. or Dip.Ed.
Male	60	36
Female	110	25

Although this sample cannot be claimed to be a random one of New Zealand primary school teachers, it is probably fairly representative considering the numbers involved and the general geographical mobility of the 'normal' teacher. The number of male teachers is much smaller than the number of female teachers, but if Table 10 is considered this can be seen as a continuing trend from Teachers College level. Further, many of these female teachers are in the young age group. Although 50% of all the teachers fall in the below 30 age group, 57% of the women teachers fall here, and if Table 4 is taken into account it can be suggested that most of this 57% probably are nearer 20 than 29 since as a general rule five years teaching would be completed by about age 24.

Only in the 30-49 year old group does the number of men equal that of women, and in the lower half of this group exceed the number of women (30-39 year-old group:- 26 men teachers and 16 women teachers). There is apparently a big dropout rate for women in their late twenties, some returning later to teaching.

The community of orientation of the sample was gauged from asking respondents to indicate in what type of community they had done most of their teaching, and to allow for some real orientation through time, only responses from those who had been teaching for five years or more were used. An interesting feature here is the relatively few women who were rurally oriented.

Overall, the sample can be described as youthful, fairly inexperienced and with a large representation of women, over half of whom are teaching in the infant area. Almost two-thirds of the sample have no qualifications beyond a Teacher's Certificate.

THE SAMPLE OF STUDENT-TEACHERS

This sample consisted of 201 second-year students from one Teachers College, that is, all those second-year students present at the College on the two days on which the questionnaires were completed. This is 90% of the total second-year population. Analysis of these 201 students is reported below.

Table 9.

Age distribution of student-teacher sample

	Less than 20 years	20 years and over
Male	23	15
Female	143	20

Table 10.

Sex distribution of student-teacher sample

	Male	Female
Number of Teachers	38	163

Table 11.

Projected teaching level of student-teacher sample

	Infants	Standard 1/4	Standard 5/6
Male	0	17	21
Female	37	108	18

Table 12.

Qualifications of student-teacher sample

	Minimum (Endorsed School Certificate) or University Entrance	Higher School Certificate or some University units
Male	19	19
Female	122	41

Table 13.

Communities of orientation of student-teacher sample.

	Rural	Semi-rural	Urban
Male	6	8	23
Female	49	46	67

These tables emphasise further the number of women, compared to men, in the teaching world. In this sample of Teachers College students the ratio of women to men is 4:1, in the sample of teachers it is 3:1, indicating either a higher drop-out rate for the women students, or a drop in intake of men, or maybe both of these. A greater proportion of men than women student-teachers have qualifications beyond University Entrance.

THE SAMPLE OF TEACHER-EDUCATORS

This sample consisted of 16 staff members of one Teachers College. This is 47% of the total staff, all of whom were invited to participate in the study. As with the teacher sample, it is an unknown why some did not take part. Because it is such a small sample it could not be claimed to be representative, and is treated as a unit. It is acknowledged that various factors, especially sex, may influence the results of this group.

PART III

CHAPTER SIX

TEACHERS' ROLE PERCEPTIONS

Hypotheses already proposed were tested by use of t-tests on the group mean scores for the dimensions involved in each.

HYPOTHESIS 1; Women teachers place more emphasis than men teachers on

(i) Dimension I (Directing learning),

(ii) Dimension II (Guidance and counselling).

To test Hypothesis 1 the mean scores of the men and women teachers on Dimensions I and II were compared. Support was found for the hypothesis (see Table 12). The difference between the means was statistically significant in each case. The conclusion that women teachers place more emphasis than men teachers on directing learning and guidance and counselling is warranted.

HYPOTHESIS 2; Women teachers place less emphasis than men teachers on

(i) Dimension IV (Member of the school community),

(ii) Dimension V (Link between school and community),

(iii) Dimension VI (Member of a profession).

To test Hypothesis 2 the group mean scores of the men and women teachers on Dimensions IV, V and VI were compared. The data supported Hypothesis 2 (i) (see Table 14). The conclusion that women teachers place less emphasis than men teachers on being a member of the school community is warranted. Hypotheses 2 (ii) and 2 (iii) were not sustained although the trend of the findings was in the direction proposed. It is noted that the same trend is apparent in the comparison of the group means for Dimension III (Mediator of the culture). No hypothesis was proposed for this Dimension.

Table 14.

Group means and standard deviations of men and women teachers
(N. = 263)

		M	S.D.	N	Probability
Dimension I:	Directing learning				
Men		4.6	1.19	104	
Women		4.9	1.17	159	.01*
Dimension II:	Guidance and counselling				
Men		3.0	1.44	104	
Women		3.7	1.30	159	.0002*
Dimension III:	Mediating the culture				
Men		4.4	1.79	104	
Women		4.1	1.65	159	.2
Dimension IV:	Member of school community				
Men		3.8	1.52	104	
Women		3.4	1.40	159	.009*
Dimension V:	Link between school and community				
Men		2.2	1.21	104	
Women		2.0	1.16	159	.6
Dimension VI:	Member of a profession				
Men		1.7	1.20	104	
Women		1.5	1.01	159	.1

* $p < .05$

HYPOTHESIS 3: **The greater the age, the more emphasis there is placed on**

(i) Dimension IV (Member of the school community),

(ii) Dimension V (Link between school and community),

(iii) Dimension VI (Member of a profession).

The responses of the teachers on Dimensions IV, V and VI comprised the data for testing Hypothesis 3. The group mean scores of the teachers divided according to age were compared. The age categories were: up to 29 years, 30 years to 49 years, and 50 years and over. Hypothesis 3 (iii) was supported

(see Tables 15.1 and 15.2). The conclusion that both men and women teachers place more emphasis on belonging to a profession as they get older is warranted. Hypothesis 3 (ii) was not sustained. The trend for Dimension V in the findings was for it to increase from the young to the middle age group and then decrease in the older age group. This trend appeared in the data from both men and women teachers. Hypothesis 3 (i) was partially supported by the data. The findings were in the direction hypothesised. Some of the differences were statistically significant. The conclusion that men teachers in the 30 to 49 years age group and women teachers over 30 place more emphasis than teachers under 30 on belonging to the school community is warranted (see Tables 15.1 and 15.2).

Table 15.1

Group means and standard deviations of teachers grouped according to age.
(N = 255)

		M	S.D.	N
Dimension I: Directing learning				
Men:	a. Up to 29 years	4.9	1.23	40
	b. 30 to 49 years	4.5	1.11	54
	c. 50 years and over	4.1	1.13	10
Women:	a. Up to 29 years	5.2	1.15	90
	b. 30 to 49 years	4.7	1.14	50
	c. 50 years and over	4.6	1.14	11
Dimension II: Guidance & Counselling				
Men:	a. Up to 29 years	3.4	1.24	40
	b. 30 to 49 years	2.7	1.44	54
	c. 50 years and over	3.7	1.55	10
Women:	a. Up to 29 years	3.5	1.28	90
	b. 30 to 49 years	4.2	1.33	50
	c. 50 years and over	3.9	.79	11
Dimension III: Mediator of the Culture				
Men:	a. Up to 29 years	4.9	1.72	40
	b. 30 to 49 years	4.2	1.83	54
	c. 50 years and over	3.7	1.26	10

			M	S.D.	N.
Dimension III: Mediator of the Culture (cont.)					
Women:	a.	Up to 29 years	4.6	1.48	90
	b.	30 to 49 years	3.5	1.68	50
	c.	50 years and over	3.0	1.27	11
Dimension IV: Member of the School Community					
Men:	a.	Up to 29 years	3.2	1.63	40
	b.	30 to 49 years	4.2	1.28	54
	c.	50 years and over	4.2	1.32	10
Women:	a.	Up to 29 years	3.1	1.42	90
	b.	30 to 49 years	3.7	1.35	50
	c.	50 years and over	4.2	.74	11
Dimension V: Link between School and Community					
Men:	a.	Up to 29 years	1.9	1.06	40
	b.	30 to 49 years	2.3	1.25	54
	c.	50 years and over	2.2	1.46	10
Women:	a.	Up to 29 years	2.0	1.17	90
	b.	30 to 49 years	2.1	1.15	50
	c.	50 years and over	1.9	.79	11
Dimension VI: Member of a Profession					
Men:	a.	Up to 29 years	1.4	1.04	40
	b.	30 to 49 years	1.9	1.32	54
	c.	50 years and over	2.1	.83	10
Women:	a.	Up to 29 years	1.4	.94	90
	b.	30 to 49 years	1.6	1.01	50
	c.	50 years and over	2.1	1.19	11

Table 15.2.

Results of t-tests between group means in Table 15.1.

Groups	Dimensions I	II	III	IV	V	VI
a - b	.08	.008*	.06	.001*	.1	.07
b - c	.3	.05*	.5	.8	.7	.6
a - c	.06	.6	.04	.09	.5	.07
d - e	.01*	.003*	.0003*	.01*	.55	.31
e - f	.8	.5	.6	.2	.5	.1
d - f	.1	.6	.001*	.01*	.8	.02*
a - d	.1	.8	.2	.7	.9	.9
b - e	.6	.0000*	.04*	.03*	.6	.2
c - f	.3	.7	.2	.8	.5	.8

* $p < .05$

HYPOTHESIS 4: The greater the age, the less emphasis there is placed on Dimension I (Directing learning).

The responses of the teachers on Dimension I comprised the data for testing Hypothesis 4. The group mean scores of men and women teachers divided according to age were compared. The age categories were as for Hypothesis 3. The hypothesis was partially supported by the data. The difference between the mean scores of the women teachers in the young and middle age groups was statistically significant and the trend of the data was in the direction proposed (see Tables 15.1 and 15.2). The conclusion that women teachers in the 30 to 49 years age group place less emphasis than younger women teachers on directing learning is warranted.

HYPOTHESIS 5: Head teachers place more emphasis than male classroom teachers on

(i) Dimension IV (Member of the school community),

(ii) Dimension V (Link between school and community),

(iii) Dimension VI (Member of a profession).

To test Hypothesis 5 the group mean scores of the head teachers and male classroom teachers on Dimensions IV, V and VI were compared. Support was found for the hypothesis (See Table 16). On each Dimension the difference between the means was statistically significant. The conclusion that head

teachers place more emphasis than male classroom teachers on belonging to the school community, providing a link between school and community and belonging to a profession is warranted.

HYPOTHESIS 6: Head teachers place less emphasis than male classroom teachers on

(i) Dimension I (Directing learning),

(ii) Dimension II (Guidance and counselling),

(iii) Dimension III (Mediating the culture).

To test Hypothesis 6 the group mean scores of the head teachers and male classroom teachers on Dimensions I, II and III were compared. Support was found for Hypotheses 6 (i) and (iii). In both of these comparisons the differences between the means was statistically significant (see Table 16). Hypothesis 6 (ii) was not sustained although the trend of the findings was in the direction proposed. The conclusion that head teachers place less emphasis than male classroom teachers on directing learning and mediating the culture is warranted.

Table 16

Group means and standard deviations of head teachers and male classroom teachers (N = 104).

	M	S.D.	N	Probability
Dimension I: Directing learning				
Head Teachers	3.8	1.12	24	
Male classroom teachers	4.8	1.11	80	.0006*
Dimension II: Guidance & Counselling				
Head Teachers	2.6	1.67	24	
Male classroom teachers	3.2	1.34	80	.09
Dimension III: Mediating the culture				
Head Teachers	3.5	1.84	24	
Male classroom teachers	4.7	1.67	80	.003*
Dimension IV: Member of School Community				
Head Teachers	4.4	1.07	24	
Male classroom teachers	3.7	1.59	80	.03*

Table 16 (cont.)	M	S.D.	N	Probability
Dimension V: Link between School and Community				
Head Teachers	2.7	1.39	24	
Male classroom teachers	2.0	1.11	80	.01*
Dimension VI: Member of a Profession				
Head Teachers	2.7	1.44	24	
Male classroom teachers	1.4	.91	80	,0000*

* $p < .05$

HYPOTHESIS 7: The higher the class level, the greater the emphasis on Dimension I (Directing learning).

The mean scores of the teachers on Dimension I comprised the data for testing this hypothesis. The sample was grouped according to the class level taught, as follows: Infant teachers, Standard One and Two teachers, and Standard Three and Four teachers. The findings did not support the hypothesis (see Tables 17.1 and 17.2).

HYPOTHESIS 8: The higher the class level, the less the emphasis on

(i) Dimension II (Guidance and counselling),

(ii) Dimension V (Link between school and community).

The mean scores of the teachers on Dimensions II and V comprised the data for testing this hypothesis. The sample was grouped as for Hypothesis 7. The findings did not support the hypothesis (see Tables 17.1 and 17.2).

Table 17.1.

Group means and standard deviations of teachers divided according to class level taught. (N = 202).

		M	S.D.	N
Dimension I: Directing Learning				
Men:	a. Standard 1/2	4.9	1.16	31
	b. Standard 3/4	4.9	1.15	24
Women:	c. Infant	4.9	1.20	97
	d. Standard 1/2	5.0	1.12	34
	e. Standard 3/4	5.0	1.06	16

Table 17.1 (cont.)			M	S.D.	N
Dimension II: Guidance & Counselling					
Men:	a.	Standard 1/2	3.5	1.07	31
	b.	Standard 3/4	3.4	1.35	24
Women:	c.	Infant	3.7	1.26	97
	d.	Standard 1/2	3.7	1.40	34
	e.	Standard 3/4	3.5	1.32	16
Dimension III: Mediating the Culture					
Men:	a.	Standard 1/2	4.5	1.64	31
	b.	Standard 3/4	4.7	1.76	24
Women:	c.	Infant	3.9	1.62	97
	d.	Standard 1/2	4.5	1.49	34
	e.	Standard 3/4	4.0	1.85	16
Dimension IV: Member of the School Community					
Men:	a.	Standard 1/2	3.4	1.60	31
	b.	Standard 3/4	3.5	1.75	24
Women:	c.	Infant	3.4	1.19	97
	d.	Standard 1/2	3.2	1.59	34
	e.	Standard 3/4	3.4	1.73	16
Dimension V: Link between School & Community					
Men:	a.	Standard 1/2	2.0	1.18	31
	b.	Standard 3/4	2.0	1.01	24
Women:	c.	Infant	2.1	1.17	97
	d.	Standard 1/2	1.8	.89	34
	e.	Standard 3/4	2.4	1.05	16
Dimension VI: Member of a Profession					
Men:	a.	Standard 1/2	1.4	.79	31
	b.	Standard 3/4	1.2	1.20	24
Women:	c.	Infant	1.6	1.07	97
	d.	Standard 1/2	1.4	.84	34
	e.	Standard 3/4	1.3	.85	16

Table 17.2

Results of t-tests on mean scores from Table 15.1

Groups	Dimension I	II	III	IV	V	VI
a - b	.95	.62	.67	.72	.93	.57
c - d	.79	.96	.07	.59	.28	.55
d - e	.92	.59	.67	.56	.06	.71
c - e	.92	.53	.86	.81	.67	.62
a - d	.74	.51	.97	.70	.50	.92
b - e	.81	.74	.25	.97	.25	.81

HYPOTHESIS 9: The higher the qualifications, the greater the emphasis on

(i) Dimension II (Guidance and counselling),

(ii) Dimension III (Mediating the culture),

(iii) Dimension IV (Member of the school community),

(iv) Dimension V (Link between school and community),

(v) Dimension VI (Member of a profession).

To test Hypothesis 9 the mean scores of the teachers grouped according to their qualifications were compared on Dimensions II, III, IV, V and VI. One group contained those with just a Teacher's Certificate, the other comprised those with extra related qualifications. Hypothesis 9 (i) was not sustained. The trend of the findings from the women teachers on Dimension II was in the direction proposed. The differences among the men teachers were statistically significant in the opposite direction from that proposed (see Tables 18.1 and 18.2). The data did not sustain Hypotheses 9 (ii), 9 (iv) or 9 (v). Support for Hypothesis 9 (iii) was found in the data from the men teachers. The difference between the means was statistically significant. The conclusion that among men teachers, the higher the qualifications the greater the emphasis on belonging to the school community is warranted.

Table 18.1.

Group means and standard deviations of teachers divided according to qualifications (N = 231)

			M	S.D.	N
Dimension I:		Directing Learning			
Men:	a.	Teacher's Certificate	4.8	1.18	60
	b.	Extra qualifications	4.3	1.10	36
Women	c.	Teacher's Certificate	4.9	1.14	110
	d.	Extra qualifications	4.8	1.44	25
Dimension II:		Guidance & Counselling			
Men:	a.	Teacher's Certificate	3.3	1.40	60
	b.	Extra qualifications	2.6	1.45	36
Women	c.	Teacher's Certificate	3.7	1.28	110
	d.	Extra qualifications	4.2	1.35	25
Dimension III:		Mediating the Culture			
Men:	a.	Teacher's Certificate	4.4	1.72	60
	b.	Extra qualifications	4.5	1.93	36
Women:	c.	Teacher's Certificate	4.1	1.67	110
	d.	Extra qualifications	3.9	1.14	25
Dimension IV:		Member of the School Community			
Men:	a.	Teacher's Certificate	3.6	1.54	60
	b.	Extra qualifications	4.3	1.46	36
Women:	c.	Teacher's Certificate	3.4	1.38	110
	d.	Extra qualifications	3.4	1.57	25
Dimension V:		Link between School & Community			
Men:	a.	Teacher's Certificate	2.3	1.13	60
	b.	Extra qualifications	2.2	1.36	36
Women:	c.	Teacher's Certificate	2.1	1.14	110
	d.	Extra qualifications	1.9	1.24	25
Dimension VI:		Member of a Profession			
Men:	a.	Teacher's Certificate	1.5	1.00	60
	b.	Extra qualifications	2.0	1.49	36
Women:	c.	Teacher's Certificate	1.6	1.02	110
	d.	Extra qualifications	1.6	.84	25

Table 18.2.

Results of t-tests between group means in Table 18.1.

Groups	Dimension I	II	III	IV	V	VI
a - b	.04*	.01*	.79	.02*	1.0	.08
c - d	.51	.08	.66	.94	.52	.91
a - c	.30	.10	.30	.55	.51	.82
b - d	.13	.0002*	.22	.03*	.58	.25

* $p < .05$

HYPOTHESIS 10: The higher the qualifications, the less the emphasis on Dimension I (Directing learning).

To test Hypothesis 10 the mean scores of the teachers grouped according to their qualifications were compared on Dimension I. The groups were as in Hypothesis 9. There was some support in the data for Hypothesis 10 (see Tables 18.1 and 18.2). The trend of findings for the women teachers was in the direction proposed. The difference between the mean scores of the men teachers was statistically significant. The conclusion that for men teachers the higher the qualifications, the less the emphasis on directing learning is warranted.

HYPOTHESIS 11: The smaller the community of orientation, the greater the emphasis on Dimension V (Link between school and community).

To test this hypothesis the mean scores of the teachers on Dimension V were compared. The sample was grouped as follows: rural orientation (i.e. country or small town), semi-rural orientation (i.e. town or large town) and urban orientation. The data from the women teachers did not support the hypothesis. The difference between the mean scores of the semi-rural and urban groups was statistically significant in the opposite direction. The direction of the findings for the men teachers was in the direction proposed (see Tables 19.1 and 19.2). The hypothesis was not sustained.

Table 19.1.

Group means and standard deviations of teachers with more than 5 years experience divided according to community of orientation. (N = 153)

	M	S.D.	N
Dimension I: Directing Learning			
a. Rural male	4.1	1.20	24
b. Semi-rural male	4.4	.97	23
c. Urban male	5.0	1.10	32
d. Rural female	4.9	1.11	12
e. Semi-rural female	5.0	1.27	27
f. Urban female	4.6	1.12	35
Dimension II: Guidance & Counselling			
a. Rural male	2.7	1.50	24
b. Semi-rural male	2.9	1.61	23
c. Urban male	3.1	1.33	32
d. Rural female	4.0	1.00	12
e. Semi-rural female	4.4	1.19	27
f. Urban female	3.8	1.29	35
Dimension III: Mediating the Culture			
a. Rural male	4.1	2.01	24
b. Semi-rural male	4.6	1.63	23
c. Urban male	4.1	1.76	32
d. Rural female	3.3	2.09	12
e. Semi-rural female	3.3	1.51	27
f. Urban female	3.7	1.53	35
Dimension IV: Member of the School Community			
a. Rural male	4/2	1.33	24
b. Semi-rural male	4.0	1.38	23
c. Urban male	3.6	1.73	32
d. Rural female	4.2	1.23	12
e. Semi-rural female	3.4	.99	27
f. Urban female	3.6	1.49	35

Table 19. 1 (cont.)	M	S.D.	N
Dimension V: Link between School & Community			
a. Rural male	2.6	1.43	24
b. Semi-rural male	2.0	1.25	23
c. Urban male	2.1	1.01	32
d. Rural female	2.0	.95	12
e. Semi-rural female	1.8	.98	27
f. Urban female	2.4	1.17	35
Dimension VI: Member of a Profession			
a. Rural male	2.0	1.49	24
b. Semi-rural male	1.8	.99	23
c. Urban male	1.7	1.27	32
d. Rural female	1.4	.95	12
e. Semi-rural female	1.8	1.08	27
f. Urban female	1.7	1.15	35

Table 19.2.

Results of t-tests between group means in Table 19.1.

Groups	Dimension I	II	III	IV	V	VI
a - b	.28	.72	.61	.69	.12	.58
a - c	.005*	.26	.98	.19	.19	.61
b - c	.06*	.50	.30	.62	.55	.71
d - e	.72	.32	.96	.04*	.55	.29
d - f	.58	.68	.54	.20	.62	.60
e - f	.12	.07	.31	.66	.03*	.80
a - d	.06	.01*	.26	1.00	.25	.17
b - e	.07	.0008*	.007*	.08	.57	.85
c - f	.12	.05*	.64	.87	.61	.97

* $p < .05$

Additional findings.

Data were also collected on the number of years teaching experience of the teachers. No hypotheses were proposed for this variable. The findings in Tables 20.1 and 20.2 can be seen as reinforcing those on age (Tables 15.1 and 15.2) as the two variables are closely related.

Table 20.1

Group means and standard deviations of teachers divided according to teaching experience (N = 263).

			M	S.D.	N
Dimension I:		Directing Learning			
Male:	a.	up to 5 years	4.7	1.25	24
	b.	5-14 years	4.8	1.02	36
	c.	15-24 years	4.5	1.21	31
	d.	25 years and over	3.6	.99	13
Female:	e.	up to 5 years	5.1	1.13	84
	f.	5-14 years	4.9	1.24	46
	g.	15-24 years	4.7	1.04	18
	h.	25 years and over	4.5	1.15	11
Dimension II:		Guidance & Counselling			
Male:	a.	up to 5 years	3.4	1.25	24
	b.	5-14 years	3.1	1.37	36
	c.	15-24 years	2.8	1.44	31
	d.	25 years and over	3.0	1.75	13
Female:	e.	up to 5 years	3.5	1.31	84
	f.	5-14 years	3.8	1.35	46
	g.	15-24 years	4.6	.94	18
	h.	25 years and over	3.9	.79	11
Dimension III:		Mediating the Culture			
Male:	a.	up to 5 years	4.8	1.64	24
	b.	5-14 years	4.6	1.78	36
	c.	15-24 years	4.1	1.91	31
	d.	25 years and over	3.8	1.45	13

Table 20.1 (cont.)			M.	S.D.	N
Female:	e.	up to 5 years	4.7	1.46	84
	f.	5-14 years	3.9	1.48	46
	g.	15-24 years	3.0	1.92	18
	h.	25 years and over	2.7	1.13	11
Dimension IV:		Member of the School Community			
Male:	a.	up to 5 years	3.5	1.44	24
	b.	5-14 years	3.5	1.74	36
	c.	15-24 years	4.2	1.21	31
	d.	25 years and over	4.6	1.13	13
Female:	e.	up to 5 years	3.1	1.43	84
	f.	5-14 years	3.5	1.28	46
	g.	15-24 years	3.5	1.42	18
	h.	25 years and over	4.7	.61	11
Dimension V:		Link between School and Community			
Male:	a.	up to 5 years	1.9	1.09	24
	b.	5-14 years	2.1	1.08	36
	c.	15-24 years	2.3	1.30	31
	d.	25 years and over	2.5	1.44	13
Female:	e.	up to 5 years	2.0	1.21	84
	f.	5-14 years	2.1	1.14	46
	g.	15-24 years	2.2	1.18	18
	h.	25 years and over	1.9	.79	11
Dimension VI:		Member of a Profession			
Male:	a.	up to 5 years	1.3	.79	24
	b.	5-14 years	1.6	1.35	36
	c.	15-24 years	1.9	1.31	31
	d.	25 years and over	2.2	.79	13
Female:	e.	up to 5 years	1.4	.90	84
	f.	5-14 years	1.5	1.11	46
	g.	15-24 years	1.7	1.03	18
	h.	25 years and over	2.0	1.08	11

Table 20.2.

Results of t-tests between group means in Table 20.1.

Groups	Dimension I	II	III	IV	V	VI
a - b	.74	.62	.61	.84	.54	.24
b - c	.05**	.05**	.05**	.05**	.05**	.05**
c - d	.02*	.71	.64	.25	.64	.52
e - f	.65	.16	.004*	.17	.53	.31
f - g	.01*	.02*	.08	.10**	.10**	.10**
g - h	.68	.03*	.63	.01*	.53	.53
a - e	.19	.76	.67	.20	.84	.72
b - f	.85	.01*	.05*	1.00	.95	.69
c - g	.68	.0000*	.06	.08	.78	.67
d - h	.07	.13	.05*	.92	.22	.73
f - h	.64	.96	.01*	.003*	.52	.18
e - h	.10	.61	.0001*	.0009*	.78	.02*
e - g	.15	.001*	.0002*	.28	.51	.12
b - d	.001*	.77	.16	.02*	.31	.18
a - d	.01*	.61	.07	.02*	.18	.003*
a - c	.54	.08	.13	.08	.28	.05*

* $p < .05$

** Calculated by hand, not by computer, hence results more approximate.

Discussion.

These findings from the teacher sample show women teachers as seeing their occupational role rather differently from men teachers, placing more emphasis on directing the learning activities of their pupils and the guidance and counselling aspects of teaching than do men. The line of reasoning followed for hypothesising in this way, was based on the conjectured societal sex-role expectations and the possible conflicting responsibilities of teachers who are also wives and mothers. These, it was argued, would direct women's energies especially into instructional and affective areas rather than into areas such as taking responsibility as a member of the school community. There was support for this in the findings, but there were no

significant sex differences in emphasis on being a link between the school and community or on seeing teaching as a profession. It seems that women teachers are as 'professional' as men. A somewhat surprising finding considering that teaching, when undertaken as an occupation, is intended much more as a career for most men than for most women. The related finding, that emphasis on teaching as a profession increases with age, suggests that commitment to the job, as proposed, is more involved in this area than sex differences. Being a member of the school community was also found to increase in importance with age. This too can be related to the commitment of the persons concerned. A further investigation is suggested in which women teachers are grouped according to their family commitments to see what relationships, relevant to the above findings, emerge.

Concomitant to these findings on age, is support for the proposal that with age, the instructional aspects of teaching become a foreground to wider areas of emphasis. Women in the 30-49 age group emphasise directing learning less than younger women; the finding for men in these age groups is in the same direction and approaches statistical significance. For women, the emphasis moves particularly into guidance and counselling, perhaps related to the nurturant maternal role they play in their home lives. For men the emphasis moves, as predicted, into belonging to the school community.

In spite of the apparently different organisation and emphasis at sequential levels of the Primary school, the proposed hypotheses relating to the level of classes being taught did not find confirmation in the data. Contrary to expectations, teachers of young children do not see teaching differently from teachers of older children. It should be noted that there is a relatively narrow age range in the Primary school and further investigation including Intermediate and Secondary school teachers would be worthwhile.

Head teachers occupy rather different positions from other teachers in the social system of the school. In the large schools of this sample they are teachers who do not teach, but administrate. The findings here show them as seeing the teacher's role differently from other men teachers. The age variable is probably involved since head teachers emphasise teaching as a profession, providing a link between the school and community, and membership of the school community more than other men teachers, and to become

a head teacher a number of years experience are generally required. The administrative responsibilities of head teachers probably influence their de-emphasis on directing learning and mediating the culture. The similarity between head teachers and other men teachers in attention to guidance and counselling suggest that this is a sex-related characteristic and substantiates further the intrusion of societal sex-role expectations into occupational perceptions.

The findings on teachers with extra qualifications do not support the speculation that further courses of study in education-related areas are likely to broaden the view held of teaching. The hypothesised emphasis on guidance and counselling was contradicted in the findings from men. This is difficult to explain, but perhaps is related to the views expressed by men in the 30-49 age group. The more highly-qualified men do emphasise the teacher as a member of the school community and as a professional person more than less highly-qualified men, but no such differences were apparent between better and less well-qualified women. To understand these findings better it would be useful to take cognizance of just what the extra qualifications were. There is a world of difference between one Diploma in Teaching paper, a music teacher's Licentiate and a Master's Degree. Because of the numbers involved, it was not possible to narrow the classification in this study.

Contrary to expectations, the smallness of the community of orientation was not significantly related to more emphasis on seeing the teacher as a link between school and community. Women teachers with a semi-rural orientation placed less emphasis on this than urban-oriented women. This same group of women placed less emphasis on belonging to the school community than rurally-oriented women. These findings did not apply to men teachers, among whom the most noticeable trend was for directing learning to increase with size of community of orientation. It seems that these semi-rurally oriented women have distinguishable perceptions of teaching that could be investigated further.

CHAPTER SEVEN

STUDENT-TEACHERS' PERCEPTIONS OF THE TEACHER'S ROLE

Hypotheses already proposed were tested by use of t-tests on the group mean scores for the dimensions involved in each.

HYPOTHESIS 12. Female student-teachers place more emphasis than male student-teachers on (i) Dimension I (Directing learning),
(ii) Dimension II (Guidance and counselling).

To test this hypothesis the group mean scores of the men and women student-teachers on Dimensions I and II were compared. The data did not support the hypothesis (see Table 21). The trend of the findings was not in the direction proposed. The hypothesis was not sustained.

Table 21.

Group means and standard deviations of men and women student-teachers. (N = 201)

	M	S.D.	N	Probability
Dimension I: Directing Learning				
Men	5.2	1.20	38	
Women	5.0	1.08	163	.11
Dimension II: Guidance & Counselling				
Men	3.5	1.27	38	
Women	3.2	1.37	163	.31
Dimension III: Mediating the Culture				
Men	5.2	1.34	38	
Women	4.6	1.55	163	.01*
Dimension IV: Member of School Community				
Men	2.4	1.33	38	
Women	3.1	1.51	163	.007*
Dimension V: Link between School and Community				
Men	2.3	1,19	38	
Women	2.6	1.14	163	.09
Dimension VI: Member of a Profession				
Men	1.1	1.09	38	
Women	1.2	.98	163	.65

* $p < .05$

HYPOTHESIS 13. Female student-teachers place less emphasis than male student-teachers on (i) Dimension IV (Member of the school community), (ii) Dimension V (Link between school and community), (iii) Dimension VI (Member of a profession).

To test this hypothesis the group mean scores of the men and women student-teachers on Dimensions IV, V and VI were compared. The findings did not confirm the hypothesis (see Table 21). On each Dimension the trend of the findings was not in the direction proposed. In the case of Hypothesis 13 (i) the difference between the means was statistically significant. Hypothesis 13 was not sustained. It is noted that men student-teachers scored significantly higher on Dimension III (Mediating the culture) than women student-teachers. No hypothesis was proposed for this dimension.

HYPOTHESIS 14. The higher the projected teaching level, the greater the emphasis on Dimension I (Directing learning).

The mean scores of the student-teachers on Dimension I comprised the data for testing this hypothesis. The sample was divided into projected teaching levels as follows: infant teachers, Standards One to Four, Standards Five to Six. The group means on Dimension I were compared. As can be seen from Tables 22.1 and 22.2 the hypothesis was not sustained. The only groups between which the difference approached statistical significance were the Standard One to Four and Standard Five and Six female student-teachers. In this comparison the trend was against the direction proposed.

Table 22.1.

Group means and standard deviations of student-teachers divided according to projected teaching level. (N = 200)

			M	S.D.	N
Dimension I:		Directing Learning			
Male:	a.	S1-4	5.4	1.19	17
	b.	S5-6	4.8	1.21	21
Female:	c.	Infant	5.0	.90	37
	d.	S1-4	5.1	1.17	108
	e.	S5-6	4.5	.69	17

Table 22.1 (cont.)			M	S.D..	N
Dimension II:		Guidance & Counselling			
Male:	a.	S1-4	3.1	1.24	17
	b.	S5-6	3.3	1.08	21
Female:	c.	Infant	3.1	1.36	37
	d.	S1-4	3.3	1.44	108
	e.	S5-6	3.4	.97	17
Dimension III:		Mediating the Culture			
Male:	a.	S1-4	4.9	1.21	17
	b.	S5-6	5.5	1.17	21
Female:	c.	Infant	4.6	1.64	37
	d.	S1-4	4.6	1.59	108
	e.	S5-6	4.9	1.51	17
Dimension IV:		Member of the School Community			
Male:	a.	S1-4	2.5	1.37	17
	b.	S5-6	2.3	1.08	21
Female:	c.	Infant	3.4	1.55	37
	d.	S1-4	3.1	1.48	108
	e.	S5-6	2.5	1.61	17
Dimension V:		Link between School & Community			
Male:	a.	S1-4	2.3	1.28	17
	b.	S5-6	2.6	1.16	21
Female	c.	Infant	2.5	1.15	37
	d.	S1-4	2.4	1.10	108
	e.	S5-6	3.2	1.00	17
Dimension VI:		Member of a Profession			
Male:	a.	S1-4	1.5	1.03	17
	b.	S5-6	1.2	1.03	21
Female:	c.	Infant	1.2	1.13	37
	d.	S1-4	1.2	.96	108
	e.	S5-6	1.1	.85	17

Table 22.2.

Results of t-tests between group means in Table 22.1.

Groups	Dimensions I	II	III	IV	V	VI
a - b	.10**	.10**	.10**	.10**	.10**	.10**
c - d	.55	.52	.87	.26	.84	.95
c - e	.10	.58	.51	.07	.03*	.76
d - e	.06	.76	.51	.18	.008*	.74
a - d	.63	.62	.50	.13	.69	.19
b - e	.52	.69	.16	.38	.12	.73

* $p < .05$

** Calculated by hand, hence more approximate

HYPOTHESIS 15. The higher the projected teaching level, the less the emphasis on (i) Dimension II (Guidance and counselling),
(ii) Dimension V (Link between school and community).

The mean scores of the student-teachers on Dimensions II and V comprised the data for testing this hypothesis. The sample was divided as for testing Hypothesis 14 above and the group means were compared. The data did not sustain Hypothesis 15 (i) (see Tables 22.1 and 22.2). Hypothesis 15 (ii) was opposed by the data. Female student-teachers aspiring to teach Standards Five or Six placed significantly more emphasis on providing a link between the school and community than those aspiring to a lower class level. The same trend was apparent among the data from the male student-teachers.

HYPOTHESIS 16. The smaller the community of orientation, the greater the emphasis on Dimension V (Link between school and community).

The data used to test this hypothesis were the mean scores on Dimension V of the student-teachers grouped according to their community of orientation. The groups were: rural orientation, semi-rural orientation, and urban orientation according to the type of community in which the student-teachers had spent most of their lives. The trend of the findings from the male student-teachers was in the direction proposed (see Tables 23.1 and 23.2), but in the opposite direction for the female student-teachers. Neither of the

differences between the means was statistically significant. This hypothesis was not sustained.

Table 23.1

Group means and standard deviations of student-teachers divided according to community of orientation (N = 199)

			M	S.D.	N
Dimension I:		Directing Learning			
Male:	a.	Rural	4.6	.94	6
	b.	Semi-rural	4.7	1.08	8
	c.	Urban	5.3	1.33	23
Female:	d.	Rural	5.0	.07	49
	e.	Semi-rural	5.2	1.12	46
	f.	Urban	4.9	1.05	67
Dimension II:		Guidance & Counselling			
Male:	a.	Rural	2.8	.89	6
	b.	Semi-rural	3.0	1.00	8
	c.	Urban	3.5	1.21	23
Female:	d.	Rural	3.3	1.19	49
	e.	Semi-rural	3.4	1.37	46
	f.	Urban	3.2	1.51	67
Dimension III:		Mediating the Culture			
Male:	a.	Rural	5.6	1.69	6
	b.	Semi-rural	5.7	1.29	8
	c.	Urban	5.0	.99	23
Female:	d.	Rural	4.7	1.35	49
	e.	Semi-rural	4.4	1.94	46
	f.	Urban	4.7	1.49	67
Dimension IV:		Member of the School Community			
Male:	a.	Rural	2.3	1.59	6
	b.	Semi-rural	2.2	.96	8
	c.	Urban	2.5	1.17	23
Female	d.	Rural	3.2	1.58	49
	e.	Semi-rural	3.1	1.50	46
	f.	Urban	3.0	1.51	67

Table 23.1 (cont.)		M	S.D.	N
Dimension V:	Link between School & Community			
Male:	a. Rural	3.1	.89	6
	b. Semi-rural	2.6	1.21	8
	c. Urban	2.3	1.26	23
Female:	d. Rural	2.4	1.05	49
	e. Semi-rural	2.4	1.09	46
	f. Urban	2.6	1.16	67
Dimension VI:	Member of a Profession			
Male:	a. Rural	1.3	.74	6
	b. Semi-rural	1.6	.85	8
	c. Urban	1.2	1.03	23
Female:	d. Rural	1.1	1.00	49
	e. Semi-rural	1.2	.99	46
	f. Urban	1.3	.97	67

Table 23.2

Results of t-tests between group means in Table 23.1.

Groups	Dimension I	II	III	IV	V	VI
a - b	.88	.76	.92	.90	.58	.55
b - c	.31	.29	.13	.52	.55	.60
a - c	.29	.21	.27	.70	.13	.87
d - e	.65	.92	.60	.82	.89	.65
e - f	.17	.57	.58	.66	.57	.58
d - f	.74	.54	.91	.50	.66	.17
a - d	.53	.28	;15	.19	.11	.63
b - e	.26	.56	.08	.10	.73	.29
c - f	.20	.59	.61	.17	.22	.64

Additional Findings

The age of the student-teachers and their qualifications were also taken as variables although no hypotheses were proposed for these variables. As can be seen from Tables 24.1 and 24.2, young female student-teachers

stand out among the College population. All student-teachers over 20 years of age are much alike in their responses. The females up to 20 years score significantly lower than their male counterparts on Dimension III (Mediating the Culture), and significantly higher on Dimension IV (Member of the school community). This finding refines that relating to Hypothesis 13.1.

Table 25.2 reports the results of t-tests on mean scores according to qualifications. The only significant finding is that female student-teachers with lower qualifications score higher on belonging to the school community than male student-teachers with lower qualifications. If reference is made to Tables 21, 24.1 and 24.2 it will be seen that the same difference is apparent between men and women students as a group, and between younger men and women. Perhaps it is more related to sex in the student-teachers than to qualifications or age.

Table 24.1.

Group means and standard deviations of student-teachers divided according to age. (N = 201)

			M	S.D.	N
Dimension I:		Directing Learning			
Male:	a.	up to 20 years	5.0	1.25	23
	b.	over 20 years	5.2	1.22	15
Female:	c.	up to 20 years	5.0	1.11	143
	d.	over 20 years	5.2	.88	20
Dimension II:		Guidance & Counselling			
Male:	a.	up to 20 years	3.3	1.04	23
	b.	over 20 years	3.1	1.30	15
Female:	c.	up to 20 years	3.3	1.37	143
	d.	over 20 years	3.5	1.39	20
Dimension III:		Mediating the Culture			
Male:	a.	up to 20 years	5.3	1.27	23
	b.	over 20 years	5.2	1.16	15
Female:	c.	up to 20 years	4.6	1.61	143
	d.	over 20 years	4.9	1.47	20

Table 24.1 (cont.)			M	S.D.	N
Dimension IV:		Member of the School Community			
Male:	a.	up to 20 years	2.2	1.18	23
	b.	over 20 years	2.6	1.24	15
Female:	c.	up to 20 years	3.1	1.55	143
	d.	over 20 years	2.8	1.31	20
Dimension V:		Link between School & Community			
Male:	a.	up to 20 years	2.6	1.23	23
	b.	over 20 years	2.2	1.18	15
Female:	c.	up to 20 years	2.5	1.08	143
	d.	over 20 years	2.4	1.39	20
Dimension VI:		Member of a Profession			
Male:	a.	up to 20 years	1.3	1.00	23
	b.	over 20 years	1.5	1.08	15
Female:	c.	up to 20 years	1.2	98	143
	d.	over 20 years	1.1	1.04	20

Table 24.2

Results of t-tests between group means in Table 24.1.

Groups	Dimension I	II	III	IV	V	VI
a- b	.64	.59	.72	.66	.30	.60
c - d	.61	.55	.51	.62	.51	.52
a - c	.93	.87	.04*	.007*	.65	.73
b - d	.88	.54	.54	.69	.77	.25

* $p < .05$

Table 25.1

Group means and standard deviations of student-teachers divided according to qualifications. (N = 201)

			M	S.D.	N
Dimension I:		Directing Learning			
Female:	a.	with up to University Entrance	5.0	1.09	122
	b.	with Higher School Certificate or units	5.0	1.08	41
Male:	c.	with up to University Entrance	4.7	1.23	19
	d.	with Higher School Certificate or units	5.3	1.17	19
Dimension II:		Guidance & Counselling			
Female:	a.	with up to University Entrance	3.2	1.36	122
	b.	with Higher School Certificate or units	3.4	1.43	41
Male:	c.	with up to University Entrance	3.3	1.26	19
	d.	with Higher School Certificate or units	3.1	1.03	19
Dimension III:		Mediating the Culture			
Female:	a.	with up to University Entrance	4.6	1.63	122
	b.	with Higher School Certificate or units	4.6	1.49	41
Male:	c.	with up to University Entrance	5.3	1.25	19
	d.	with Higher School Certificate or units	5.2	1.20	19
Dimension IV:		Member of the School Community			
Female:	a.	with up to University Entrance	3.1	1.53	122
	b.	with Higher School Certificate or units	3.0	1.50	41
Male:	c.	with up to University Entrance	2.6	1.25	19
	d.	with Higher School Certificate or units	2.1	1.13	19
Dimension V:		Link between School & Community			
Female:	a.	with up to University Entrance	2.5	1.12	122
	b.	with Higher School Certificate or units	2.5	1.14	41
Male	c.	with up to University Entrance	2.5	1.27	19
	d.	with Higher School Certificate or units	2.5	1.18	19
Dimension VI:		Member of a Profession			
Female:	a	with up to University Entrance	1.2	.98	122
	b.	with Higher School Certificate or units	1.3	1.02	41
Male	c.	with up to University Entrance	1.3	1.12	19
	d.	with Higher School Certificate or units	1.5	.93	19

Table 25.2

Results of t-tests between group means in Table 25.1

Groups	Dimension I	II	III	IV	V	VI
a - b	.99	.55	.84	.58	.88	.63
a - c	.31	.53	.11	.03*	.97	.53
b - d	.64	.80	.11	.18	.88	.72
c - d	.15	.59	.89	.19	1.00	.55

$p < .05$

Discussion

The male and female societal sex-roles do not appear to intrude into the findings on student-teachers in the same way as with the teacher sample. It was expected that this influence would extend to this group, but it seems likely that for this younger age-group of late adolescents expectations for behaviour are rather different. One significant difference between male and female student-teachers is that the women score higher on belonging to the school community. This is in opposition to the direction hypothesised and to the finding from the teacher sample. Less well-qualified women students and those under 20 years of age emphasise it particularly with their high scores. Perhaps the difference from the teacher findings is a result of young men student-teachers being relatively less mature in their outlook on what teaching involves than young women student-teachers even though the commitment of these latter may be less. Considering the difficulty encountered in recruiting enough suitable young men for teacher training, this may be an appropriate explanation. Yet men student-teachers, especially those under 20, emphasise mediating the culture to their pupils more than women student-teachers.

The necessity of looking at a wider range of class levels as suggested in the discussion of the teacher findings is emphasised by the finding that among student-teachers, women hoping to teach at the Intermediate School level stand out as emphasising the teacher as a link between school and community. Perhaps at this level, community cooperation and interpretation does assume extra importance and the pupils are intellectually better able to cope.

The orientation of student-teachers according to their home backgrounds does not appear to be related to particular perceptions of teaching. Their views do not apparently differ according to the community in which they were brought up. Considering the findings from the teacher sample, this is not surprising.

CHAPTER EIGHT

CONSENSUS OF ROLE PERCEPTIONS ACROSS THE SAMPLES

No hypotheses were proposed for these data. Comparisions by t-test were made on variables for which data were available from more than one sample. These findings are reported here.

The teacher-educator sample perceive the teacher's role in a similar way to men teachers (see Tables 26.1 and 26.2). They emphasise directing learning less and belonging to a profession more than male and female student-teachers and female teachers. They emphasise belonging to the school community more than the student-teacher groups.

Men teachers perceive their role as more concerned with belonging to the school community, and less concerned with directing learning and mediating the culture than men student-teachers. Women teachers emphasise guidance and counselling and belonging to a profession more, and mediating the culture and providing a link between school and community, less than women student-teachers.

Table 26.1

Mean scores and standard deviations of teachers, student-teachers and teacher-educators. (N = 480)

			M	S.D.	N
Dimension I:		Directing Learning			
Male:	a.	teachers	4.6	1.19	104
	b.	student-teachers	5.0	1.24	38
Female:	c.	teachers	4.9	1.17	159
	d.	student-teachers	5.0	1.08	163
	e.	Teacher-educators	4.1	.92	16
Dimension II:		Guidance & Counselling			
Male:	a.	teachers	3.0	1.44	104
	b.	student-teachers	3.2	1.16	38
Female:	c.	teachers	3.7	1.30	159
	d.	student-teachers	3.3	1.38	163
	e.	Teacher-educators	3.1	1.31	16

Table 26.1 (cont.)			M	S.D.	N
Dimension III:		Mediating the Culture			
Male:	a.	teachers	4.4	1.79	104
	b.	student-teachers	5.2	1.23	38
Female:	c.	teachers	4.1	1.65	159
	d.	student-teachers	4.6	1.60	163
	e.	Teacher-educators	4.7	1.67	16
Dimension IV:		Member of the School Community			
Male :	a.	teachers	3.8	1.52	104
	b.	student-teachers	2.4	1.22	38
Female	c.	teachers	3.4	1.40	159
	d.	student-teachers	3.1	1.53	163
	d.	Teacher-educators	2.5	1.05	16
Dimension V:		Link between School & Community			
Male:	a.	teachers	2.2	1.21	104
	b.	student-teachers	2.5	1.22	38
Female:	c.	teachers	2.0	1.16	159
	d.	student-teachers	2.5	1.13	163
	e	Teacher-educators	2.3	1.21	16
Dimension VI:		Member of a Profession			
Male:	a.	teachers	1.7	1.20	104
	b.	student-teachers	1.4	1.04	38
Female:	c.	teachers	1.5	1.01	159
	d.	student-teachers	1.2	.99	163
	e.	Teacher-educators	2.0	1.08	16

Table 26.2.

Results of t-tests between group means in Table 26.1

Groups	Dimension I	II	III	IV	V	VI
a - b	.04*	.53	.008*	.0000*	.16	113
a - e	.11	.93	.53	.57	.60	.66
b - e	.008*	.70	.20	.002*	.68	.04*
c - d	.66	.002*	.006*	.10	.0003*	.008*
c - e	.005*	.04*	.18	.67	.67	.05*
d - e	.008*	.70	.20	.002*	.68	.04*

* $p < .05$

As can be seen from Table 27, at each level of the school, teachers and student-teachers have similar expectations on Dimension VI (Belonging to a profession) and Dimension I (Directing learning). Prospective infant teachers place less emphasis on being a guidance and counselling person, and more emphasis on mediating the culture than those already teaching infants. Male teachers in the Standard One to Four area of the school stress belonging to the school community more than prospective male student-teachers. Female student-teachers stress belonging to the school community more than female Standard One to Four teachers.

Table 27.

Comparison of results of teachers and student-teachers divided according to teaching level and projected teaching level

	M	S.D.	N	Probability
Dimension I: Directing Learning				
a. S1-4 female teachers	5.0	1.10	50	
b. Projected S1-4 females	5.1	1.17	108	.58
c. S1-4 male teachers	4.9	1.15	55	
d. Projected S1-4 males	5.4	1.19	17	.14
e. Infant teachers	4.9	1.20	97	
f. Projected infant teachers	5.0	.90	37	.88
Dimension II: Guidance & Counselling				
a. S1-4 female teachers	3.7	1.38	50	
b. Projected S1-4 females	3.3	1.44	108	.14
c. S1-4 male teachers	3.5	1.20	55	
d. Projected S1-4 males	3.1	1.24	17	.66
e. Infant teachers	3.7	1.26	97	
f. Projected infant teachers	3.1	1.36	37	.01*
Dimension III: Mediating the Culture				
a. S1-4 female teachers	4.4	1.63	50	
b. Projected S1-4 females	4.6	1.59	108	.66
c. S1-4 male teachers	4.6	1.69	55	
d. Projected S1-4 males	4.9	1.21	17	.50
e. Infant teachers	3.9	1.62	97	
f. Projected infant teachers	4.6	1.64	37	.04*

Table 27 (cont.)	M	S.D.	N	Probability
Dimension IV: Member of the School Community				
a. S1-4 female teachers	3.3	1.64	50	
b. Projected S1-4 females	3.1	1.48	108	.65
c. S1-4 male teachers	3.4	1.67	55	
d. Projected S1-4 males	2.5	1.37	17	.03*
e. Infant teachers	3.4	1.19	97	
f. Projected infant teachers	3.4	1.55	37	.83
Dimension V: Link between School & Community				
a. S1-4 female teachers	2.0	.98	50	
b. Projected S1-4 females	2.4	1.10	108	.02*
c. S1-4 male teachers	2.0	1.11	55	
d. Projected S1-4 males	2.3	1.28	17	.63
e. Infant teachers	2.1	1.17	97	
f. Projected infant teachers	2.5	1.15	37	.08
Dimension VI: Member of a Profession				
a. S1-4 female teachers	1.4	.85	50	
b. Projected S1-4 females	1.2	.96	108	.26
c. S1-4 male teachers	1.3	.99	55	
d. Projected S1-4 males	1.5	1.03	17	.52
e. Infant teachers	1.6	1.07	97	
f. Projected infant teachers	1.2	1.13	37	.09

* $p < .05$

The number of times each item in the instrument was chosen by the teachers and student-teachers was computed (see Appendix D). Both of these groups chose the item "Provide opportunity for independent thinking on the part of my pupils" more often than any other item, and "Provide for individual differences among the students of my classes" as the second most often chosen item. Following these, for the student-teachers, came "Plan and direct activities so that each pupil may make a contribution to the group", "Know each pupil as an individual" and "Develop discussion practices among my pupils". The teachers' next choices were "Know each pupil as an individual", "Plan and direct activities so that each pupil may make a contribution to the group" and "Develop self-evaluation in my pupils".

The least chosen items for both groups were "Belong to professional organisations" and "Participate actively in the work of professional organisations".

Table 28 shows the group mean scores for the American and New Zealand teachers and student-teachers. Because of inadequate information on the American findings t-test comparisons could not be made on these.[1] Consequently the significance of differences between the means are unknown. As some evidence of difference, the rank order of importance placed on each dimension by the different samples can be compared.

Table 28.

Group means and ranking of Dimensions by American and New Zealand teachers and student teachers. (N = 637)

Dimension	US teachers (N = 55)	Rank	NZ teachers (N = 265)	Rank	US student teachers (N = 116)	Rank	NZ student teachers (N = 201)	Rank
I	4.72	2	4.85	1	4.69	2	5.05	1
II	3.27	3	3.51	4	2.81	4	3.32	3
III	5.10	1	4.29	2	5.13	1	4.79	2
IV	3.10	4	3.59	3	3.56	3	3.01	4
V	1.76	6	2.12	5	1.61	6	2.53	5
VI	2.34	5	1.63	6	2.26	5	1.28	6

Both American groups rank Dimension III as the most important and Dimension I as next in importance. Both New Zealand groups reverse this order. Both American groups rank Dimension V as least important and Dimension VI fifth in importance. Again New Zealand teachers and student-teachers reverse this order. New Zealand teachers and American student teachers rank Dimension IV third and Dimension II fourth. American teachers and New Zealand student-teachers reverse this order.

1. Attempts were made to obtain information on the standard deviations of the distributions of the American samples, but unfortunately it was not possible to obtain these. The planned cross-cultural comparisons had to be abandoned.

Discussion

Of particular interest in the comparisons across samples is the emphasis that teacher-educators place on mediating the culture, and that both men and women student-teachers emphasise this aspect of teaching more than teachers. Here is some evidence of teacher-educator influence on student-teacher views of teaching which later seem to be modified. On the professional side however, the teacher-educators do not seem to come through so well to their students. Nor does the emphasis on seeing belonging to the school community as important, although women student-teachers are more in line with their lecturers here than men student-teachers.

The overall view of teaching held by student-teachers is relatively similar to the realities of what teachers see as important when the rank order of all the items on the instrument are taken into account. Age or experience can be used to explain most of the differences found between level of class taught and student-teachers' projected teaching level. The findings suggest that it is in the areas of passing on the cultural tradition and belonging to the school community that students' views are modified when they become teachers. A longitudinal study of student-teachers would supply more substantial evidence in this area.

The limited cross-cultural findings suggest that professional aspects of the teacher's role loom larger in the eyes of American teachers and students than the New Zealand respondents. Perhaps this is emphasised more in American pre-service training; perhaps American professional teacher organisations receive more active participation from a larger number of teachers than is the case in New Zealand. New Zealand student-teachers and teacher-educators are more like the American samples in their emphasis on passing on the cultural traditions than New Zealand teachers. A surprising finding is that New Zealand teachers apparently are more concerned with providing links between the school and community than are American teachers. Considering the decentralised American system of education the finding may have been expected to be in the opposite direction.

CHAPTER NINE

SUMMARY OF FINDINGS AND CONCLUSIONS

> " In order for modern education to fulfil its functions in today's society, it is essential that: (1) the expectations for the schools be known and understood; (2) the expectations for teachers be known and understood; (3) the perceptions teachers have of themselves and their role in Education be known and understood; (4) the expectations others have for teachers be known and understood; (5) the preparations institutions give to teachers be known and understood; (6) the similarities and differences among teachers be known and understood. " (Fishburn, 1965, p. 44)

The object of this study was to explore perceptions of teacher role in the New Zealand context and compare these data with American findings, in the hope of shedding light on how teachers view their occupational commitment. In this final chapter the major findings are examined in relation to the variables investigated and the implications they suggest for further research and the pre-service and in-service training of teachers.

The area of teacher role has not been investigated very fully in New Zealand. Some studies which have been carried out have yet to be published.[1] The most major study to date was part of a cross-cultural project originating from the University of Missouri.[2] Consequently there is limited material available with which to compare the present results.

The two variables investigated which seem most related to differences in the role perceptions of teachers are sex and age. The Missouri study found that after level of school (primary or secondary)

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1. An M.A. thesis in preparation at the University of Canterbury is entitled 'Student-teachers' concepts of the classroom behaviour pattern of Primary teachers'. (P.J. Francks) A forthcoming issue of the *New Zealand Journal of Educational Studies* will contain an article by G. Nuthall on "Sex Differences in ratings of the occupational status of teaching'.

2. Some of the findings from this study will be published in a forthcoming issue of the *Comparative Education Review*. Information used in this chapter from this study is based on personal communications with the author, R.S. Adams.

sex was the next most important variable. Since all teachers in the present study were from one school level, the expectation that sex would be a major variable in the role perceptions of teachers was supported. Up to age 29, men and women teachers have similar occupational expectations. Beyond this age women teachers diverge from their male counterparts. Peterson's American findings (1964) suggested that teachers' careers fall into two or three phases. The first is characterised by close relationships between teachers and students and by teacher energy in classroom activities. In the second phase, middle-age teachers become involved in professional activities, then as old teachers become either embittered or defensive, or 'old characters' who retain - or even increase - their ability to affect students. Prince (1957) reported older American teachers to be significantly more traditional in their value orientations than younger teachers. Although the specifics of these findings are not closely related to those of this study, the fact that teachers' occupational expectations change with age remains. Among student-teachers sex differences are apparent in the younger students, but not in those over twenty years of age.

Except for those teachers occupying the position head teacher, position in the school did not emerge as a significant variable in relation to differences among expectations. Both head teachers and more highly-qualified men teachers were different from other men teachers. These differences were consistently similar for heads and highly-qualified staff.[1]

In spite of the differences apparent in the findings, it should be noted that when the six dimensions are regarded as a total profile the differences among respondents are minimised. More items related to directing learning and mediating the culture were chosen by almost all sub-groups of respondents than items related to other dimensions. Fewer items related to Dimensions V and VI (Link between school and community and Member of a profession) were chosen by all sub-groups, than items related to any of the other dimensions. This also held true in the cross-cultural comparison. In this sense, a 'teacher is a teacher is a teacher...' even across countries.[2]

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1. See Finlayson and Cohen (1967) for related findings from British teachers. In this New Zealand study many of the head teachers would also be more highly qualified than other men teachers.

2. Fishburn's findings (1965) support this.

Differences in emphasis on the teacher as director of learning seemed most related to sex. Women teachers in general stressed this dimension more than men teachers. Among women teachers, those in the 30-49 years age group emphasised it less than younger or older women. Among men teachers, head teachers, better-qualified teachers and rurally-oriented teachers stressed it less than other men. Among male student-teachers those hoping to teach in Intermediate schools stressed it most. Although this was seen as the most important dimension by both New Zealand teachers and student-teachers, the emphasis does lessen with age.

Emphasis on the teacher as a guidance and counselling person was apparent in women teachers aged 30-49. Men in this age group saw it as significantly less important than other men and this group of women. Among women teachers those with higher qualifications stressed it more than those without. Sex differences were not apparent in the findings from student-teachers so the differences on this dimension are probably age-related as much as sex-related.

The second most-emphasised dimension by New Zealand teachers and student-teachers was the teacher as a mediator of culture. Except for teacher-educators, with age and experience the stress on this dimension abates. Findings from the student-teachers suggest that emphasis here is sex- as well as age-related. Young men student-teachers show particular concern for preparing the pupil clientele for effective living in their culture. American teachers and students ranked this dimension ahead of directing learning.

The pattern of findings on the teacher as a member of the school community is particularly interesting. Within the teacher groups both men and women teachers with more than 25 years experience ranked this dimension first in importance relative to other dimensions. New Zealand teachers in general ranked it third while student-teachers ranked it fourth. Young teachers stressed it less than older teachers; men stressed it more than women. Among men teachers, head teachers and better qualified teachers stressed it most. However, among student-teachers young female students emphasised it most. It seems likely that this initial female emphasis drops in the early years of teaching and increases again with age and experience.

The teacher as a link between the school and community was less emphasised than any other dimension except Dimension VI. On Dimension V there was no apparent relationship to age or sex among New Zealand teachers. Head teachers saw it as significantly more important than other men teachers; women student-teachers hoping to teach in Intermediate schools emphasised it most among the student-teacher sample. Stress on teaching as a profession increased with age and experience among both men and women teachers.

LIMITATIONS OF FINDINGS OF THIS STUDY

In considering the results of this study it is important and proper to recall that the samples used were demographically limited although of reasonable size. The teacher-educator sample was also limited in size. Consequently, generalisations from the findings need to be generated with caution. Further evidence is needed to determine whether teachers show fairly stable characteristics or whether their perceptions show day-to-day fluctuations. Fishburn (1965) reported an acceptable reliability coefficient from a test-retest technique. The coefficient from student-teachers in this study was lower, as expected.

IMPLICATIONS

Implications of this research and this line of study range over a wide spectrum. Although teaching reflects the culture and tradition of the country in which it is occurring the first implication from the findings of this study is that teachers and student-teachers in America and New Zealand perceive their occupational roles in surprisingly similar ways. The function of pre-service training programmes for teachers is to equip potential teachers to operate successfully in the schools. Except for Dimensions II and IV New Zealand student-teachers and teachers rank the dimensions in similar ways. Crucial role learning seem to have already occurred by the second year of teacher training and the Gross proposal (1965) of a reality shock in actually taking over the job does not seem to apply. Differences can, in the main, be explained as age- or sex-related, or in terms of the administrative capacity of the head teacher. Head teachers in the schools need to be careful that they are not working at cross-purposes with their staffs, since they do perceive teaching differently from other teachers. In pre-service training, attention

should be paid to as many aspects of teacher role as possible and students made aware particularly of sex and age differences in perception. Teacher-educators need to be aware that their own perception of teaching is a minority, primarily male view.

Whether the view of teacher role being developed by student-teachers is an appropriate one (even though it is a majority one with teachers themselves) is over to teacher-educators to evaluate, and, if necessary do something about. In-service teacher training courses at present spend most of their time attending to teaching method for particular subjects. If increasing commitment to teaching as a profession is desirable, steps need to be taken to bring this about.

It cannot be assumed that because certain perceptions of the teacher's role are held, behaviour along those lines will follow. Oliver (1953) found no relationship between elementary school teachers' professed acceptance of certain "principles" of teaching and the practices they were observed to use in the classroom. It would seem to be of particular importance to discover how far perceptions do colour behaviour since it is the teacher's behaviour that pupils react to in a teaching situation. It is in this interaction that education proceeds. Deeper research penetrations into this problem are required.

APPENDICES

Appendix A

Role Dimension Scale used in New Zealand Study. Bracketed words replaced those in italics in the American study. Where there are no italics the words in brackets were added in the American study.

This schedule consists of four groups of twelve items each. Each of the items describes some part of the teacher's role. Each page is a complete group in itself. Please complete each page before going on to the next one.

GROUP 1

For the following group of items, select and tick the five items which you feel are most important from your point of view as a teacher.

____1. Develop in students a desire to find democratic solutions to current social problems.

____2. Have a sense of responsibility for the overall effectiveness of the total school *programme* (program.)

____3. Interpret the school to the community.

____4. Belong to professional organisations.

____5. Provide for *individual differences* (differentiated assignments) among the students of my classes.

____6. Be able to recognise emotional maladjustments.

____7. Participate in the planning of extra-curricular activities.

____8. Be able to assist lay groups in the understanding of modern education.

____9. Participate actively in the work of professional organisations.

____10. Provide opportunity for independent thinking on the part of my *pupils* (students).

____11. Provide experiences where *pupils* (students) can gain an insight into vocational (and avocational) needs.

____12. Teach effective procedures for using current materials as sources of information.

Be sure you have ticked five items then go on to the next page.

GROUP II

For the following group of items, select and tick the five items which you feel are most important from your point of view as a teacher.

____1. Utilise pupil needs in the motivation of my *pupils (students)*.

____2. Know each pupil as an individual.

____3. Direct students to life applications of classroom learning.

____4. Plan cooperatively with other teachers (and administrators) on educational objectives.

____5. Use available educational resources in the community in my classroom practices.

____6. Demonstrate an appreciation of the social importance of the teaching profession.

____7. Cooperate with specialists in remedial programmes.

____8. Use my subject matter to develop an understanding of social problems.

____9. Be competent in *curriculum* (curricular) planning.

____10. Secure the cooperation of parents in school activities.

____11. Develop and adhere to a professional code of ethics.

____12. Use a variety of *audio-visual* (multi-sensory learning) aids.

Be sure you have ticked five items then go on to the next page.

GROUP III

For the following group of items, select and tick the five items which you feel are most important from your point of view as a teacher.

____1. Be familiar with common diagnostic tests (in my field).

____2. Refer severe cases of maladjustment to specialists.

____3. Develop discussion practices among my pupils.

____4. Be willing to start with the schools where they are and work for their improvement.

____5. Assist in developing in parents an awareness of community problems.

____6. Make whatever special talents I have available to the services of *teacher organisations* (the professional organisations).

____7. Know the broad implications of my subject matter and how it relates to the community.

____8. Keep adequate and accurate records on the *learning* (scholastic) progress of my pupils.

____9. Plan cooperatively with other teachers (and administrators) on administrative objectives.

____10. Assist in developing in pupils an awareness of community problems.

____11. Contribute to the activities designed to strengthen *teacher* (the professional) organisations for meeting their responsibilities.

____12. Be able to administer *standardised* (aptitude, interest and intelligence) tests.

Be sure you have ticked five items then go on to the next page.

GROUP IV

For the following group of items, select and tick the five items which you feel are most important from your point of view as a teachers.

____1. Participate in the definition and solution of community problems.

____2. Communicate effectively with other teachers across *class-group* (grade-group) and subject matter lines.

____3. Develop self-evaluation (procedures) in my pupils.

____4. Keep records suitable for the personal guidance of my students.

____5. Develop pupil attitudes necessary for democratic participation in society.

____6. Share willingly in the administrative responsibility for the overall school *programme* (program).

____7. Maintain a working relationship with lay groups and individuals to promote understanding of the schools.

____8. Control physical aspects of my room such as light, heat, ventilation, etc.

____9. Understand the principles of effective *counselling* (counseling).

____10. Plan and direct activities so that each pupil may make a contribution to the group.

____11. Participate in the administration of extra-curricular activities.

____12. Draw on available and appropriate school resources for use in work on community problems.

Appendix B.

Student-teacher Information Sheet

ROLE PERCEPTION IN EDUCATION

The following scale is designed to discover how people in education perceive their occupational roles. In order to relate the information from this scale to other factors it would be helpful if you would answer the following questions. Do not write your name on this questionnaire. Thank you.

TICK THE APPROPRIATE OPTION

1) What is your age? Under 20 years (1)____

20 years and over (2)____

2) Sex: Male (1)____

Female (2)____

3) At what level do you hope to do most of your teaching?

Infant level (1)____

S1/2 (2)____

S3/4 (3)____

S5/6 (4)____

4) **Qualifications:** **University Entrance** (1)____

Higher School Certificate (2)____

Units towards a degree (3)____

5) **In what type of community have you spent most of your life?**

Small town (1000 or less) (1)____

Town (1001-10,000) (2)____

Large Town (10,001-20,000) (3)____

City (20,001-50,000) (4)____

Large City (50,000 +) (5)____

Appendix C

Teacher Information Sheet.

School Number

ROLE PERCEPTIONS IN EDUCATION

The following scale is designed to discover how people in education perceive their occupational roles. In order to relate the information from this scale to other factors it would be helpful if you would answer the following questions. Do not write your name on this questionnaire. Thank you.

TICK THE APPROPRIATE OPTION.

1) What is your age?
- 20 - 29.9 years (1)____
- 30 - 39.9 years (2)____
- 40 - 49.9 years (3)____
- 50 - 59.9 years (4)____
- 60 and over (5)____

2) Sex:
- Male (1)____
- Female (2)____

3) Completed years of teaching experience, excluding years of training:
- Less than 1 year (1)____
- 1 - 4.9 years (2)____
- 5 - 9.9 years (3)____
- 10 -14.9 years (4)____
- 15 -19.9 years (5)____
- 20 -24.9 years (6)____
- 25 -29.9 years (7)____
- 30 years and over. (8)____

4) Present teaching position:
- Head Teacher (1)____
- First Assistant (2)____
- Infant Teacher (3)____
- S1/2 Teacher (4)____
- S3/4 Teacher (5)____
- S5/6 Teacher (6)____

5) Qualifications:
- Teachers'Certificate (1)____
- Units towards a degree or diploma (2)____
- Diploma in Teaching (3)____
- Bachelor's Degree (4)____
- Diploma in Education (5)____
- Master's Degree (6)____

6) Including your present position, how many different schools have you taught in? ____

7) **Taking your career as a whole, in what type of community have you done most of your teaching?**
- Small town (1000 or less (1)____
- Town (1001-10,000) (2)____
- Large town (10,001-50,000) (3)____
- City (20,000-50,000) (4)____
- Large city (50,000 +) (5)____

Appendix D.

Number of responses and ranking of items by New Zealand teachers and student-teachers. (N = 466)

	Teachers (N = 265)		Student-teachers (N = 201)	
	No. of responses	Ranking	No. of responses	Ranking
Group I				
Item 1	112	24	86	19
2	205	7	119	11
3	58	33	45	35
4	3	48	0	48
5	253	2	189	2
6	155	13	115	12
7	27	46	53	30
8	29	41	35	40
9	13	47	5	47
10	255	1	196	1
11	81	29	81	23
12	134	19	83	22
Group II				
Item 1	160	12	128	10
2	245	3	184	4
3	103	25	84	20
4	115	22	66	27
5	133	20	134	9
6	47	37	13	46
7	84	27	53	30
8	77	31	91	17
9	136	17	80	24
10	123	21	84	20
11	113	23	28	44
12	45	39	63	28

Appendix D (cont.)

	Teachers (N = 265)		Student-teachers (N = 201)	
	No. of responses	Ranking	No. of responses	Ranking
Group III				
Item 1	70	32	51	32
2	146	15	74	25
3	197	9	179	5
4	161	11	96	16
5	29	41	34	41
6	55	34	54	29
7	143	16	114	13
8	219	6	165	7
9	100	26	43	37
10	136	17	111	14
11	45	39	32	43
12	27	46	44	36
Group IV				
Item 1	27	46	32	43
2	153	14	69	26
3	211	5	172	6
4	84	27	89	18
5	200	8	138	8
6	183	10	110	15
7	49	36	51	32
8	80	30	51	32
9	53	35	25	45
10	230	4	188	3
11	28	43	43	37
12	28	43	36	39

Appendix E.

Mean and median scores of student-teachers and teacher-educators.

a) Student-teachers

i. Age

	Dimension I		Dimension II		Dimension III		Dimension IV		Dimension V		Dimension VI	
	M.	Mdn.	M.	Mdn.	M.	Mdn.	M.	Mdn.	M.	Mdn.	M.	Mdn.
Under 20												
N = 166	5.01	5.01	3.32	2.02	4.74	4.72	3.05	2.96	2.60	2.54	1.28	1.18
Over 20												
N = 35	5.22	1.15	3.36	3.43	5.08	5.00	2.78	2.73	2.28	2.44	1.28	1.11
ii. Sex												
Male												
N = 38	5.00	5.08	3.20	4.25	5.20	5.25	2.40	2.19	2.50	2.35	1.40	2.22
Female												
N = 163	5.00	5.03	3.30	3.18	4.60	4.65	3.10	3.08	2.50	2.58	1.20	1.65
iii. Projected teaching level												
Infants												
N = 37	5.02	6.00	3.17	4.13	4.60	5.55	3.47	4.69	2.50	3.68	1.26	2.15
S1/2												
N = 69	5.00	6.06	3.38	4.26	4.62	5.46	3.11	4.10	2.55	3.52	1.20	2.21
S3/4												
N = 56	5.26	6.32	3.35	4.32	4.35	5.86	2.86	2.85	2.37	3.21	1.29	2.17
S5/6												
N = 38	4.70	5.65	3.35	4.35	5.34	7.17	2.53	3.17	2.82	3.96	1.27	2.01
iv. Qualifications												
Endorsed SC												
N = 65	5.03	5.07	3.30	2.75	4.57	4.54	3.34	3.21	2.48	2.52	1.25	1.11
UE												
N = 76	4.97	4.96	3.29	3.25	4.90	4.87	2.98	2.88	2.63	2.74	1.40	1.16
Higher SC												
N = 18	5.11	5.17	3.63	3.79	4.80	4.75	2.32	2.17	2.58	2.50	1.58	1.50
Units												
N = 42	5.20	5.08	3.24	3.12	4.86	4.90	2.93	2.88	2.52	2.38	1.26	1.17

Appendix E (cont.)

v. Community of orientation

	Dimension I		Dimension II		Dimension III		Dimension IV		Dimension V		Dimension VI	
	M.	Mdn.	M.	Mdn.	M.	Mdn.	M.	Mdn.	M.	Mdn.	M.	Mdn.
Small town												
N = 55	4.90	5.05	3.30	3.34	5.10	4.79	3.10	3.12	2.40	2.47	1.10	1.02
Town												
N = 48	5.19	5.17	3.33	3.28	4.85	4.50	3.02	2.50	2.82	2.50	1.37	1.33
Large town												
N = 6	4.83	5.50	3.66	4.25	4.83	5.67	3.17	3.33	3.00	3.50	.50	.50
City												
N = 74	5.01	4.94	3.12	3.41	4.85	4.82	3.00	2.91	2.62	3.41	1.39	1.27
Large city												
N = 16	5.19	5.00	4.00	3.90	4.81	4.90	2.69	2.21	2.25	2.33	1.06	1.00
b) Teacher-educators												
N = 16	4.12	4.15	3.10	2.90	4.75	4.30	3.50	3.47	2.30	2.25	2.06	2.17

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