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THE OHIO STATE UNIVERSITY, PH.D., 1979

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AN INVESTIGATION INTO
THE REPORTED NEEDS OF NEOPHYTE TEACHERS
AND THE PERCEIVED HELPFULNESS OF SUPERVISORS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Mary I. De Angelis, B.S., M.S.

The Ohio State University
1979

Reading Committee: Approved by

Dr. Anthony C. Riccio
Dr. Donald J. Tosi
Dr. W. Bruce Walsh

Anthony C. Riccio
Adviser
Department of Educational Special Services
To my family
ACKNOWLEDGEMENTS

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December 8, 1931 ....................... Born-New Boston, Ohio

1949 .................................... High School Diploma
Steubenville, Ohio

1961 .................................... B.S. in Education,
Elementary Education
Ohio Dominican College
Columbus, Ohio

1952-1965 ......................... Teacher, States of
Ohio, New York,
Pennsylvania

1965-1968 ......................... Administrator
St. Albert the Great
Elementary School
Pittsburgh, Pa.

1966 .................................... M.S. in Education
Educational Administration
Duquesne University
Pittsburgh, Pa.

1968-1975 ......................... Teacher, States of
New York, Pennsylvania

1975-1977 ......................... Graduate Research
Assistant, Freshman
Early Experiencing
Program, The Ohio State
University, Columbus,
Ohio

1978 .................................... Graduate Research
Assistant, The College
of Education, The Ohio
State University,
Columbus, Ohio
FIELDS OF STUDY

Major Field: Education

Studies in Guidance and Counseling. Professors Anthony C. Riccio and Donald J. Tosi

Minor Field: Counseling Psychology

Studies in Counseling Psychology. Professor W. Bruce Walsh
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CHAPTER I

BACKGROUND TO THE PROBLEM

Introduction

Each year thousands of graduates from colleges of education enter the classroom for the first time in a new position to stand in front of students and direct their activities. This quick transition from the role of student to that of teacher involves major social, psychological and educational adjustments. Once on the job they are exposed to a socialization process which, for some, may run counter to acquired idealistic notions.

Two phases of the socialization process for the college graduates are referred to by Hoy (1968). The initial socialization to professional norms and values occurs during college preparation, where teaching and learning are likely to focus on ideal practices and images. A second phase occurs when the neophytes enter the real world of teaching as full-time members of the school organization. This transition to teaching can be seen as a process of achieving progressively more differentiated and complex skills and ways of thinking about professional activity.
Important changes in relationship to others, status, activities and procedures accompany this transitional period within the educational system. From the subordinate position of students who are dependent on teachers, the new teachers move into the superior position of those who plan the work that students do. Within the school, the neophytes are gradually, but firmly taught the responsibilities and activities appropriate to their new role (Eddy, 1969). Not only are responsibilities and activities explained in the first year, but attitudes and feelings about teaching are shaped which influence aspirations and consequently effect their future teaching careers. Harty (1978) contends that attitudes and behaviors of new teachers are shaped probably more by advice from veteran teachers in the teachers' lounge than by principals or by methods taught in formal campus-based educational courses. Mosher and Purpel (1972) have noted that little has been written about the way in which the beginning teacher acquires the knowledge about, and takes on behavior appropriate to, the role of teacher which differentiates the individual in that role from the private person role.

It can be inferred from a rather high turnover rate of new teachers, that beginning teachers experience a significant degree of stress and anxiety that has negative psychological consequences. According to Keavney and Sinclair (1978) a number of investigators have turned their attention to the area of teacher anxiety and have begun to study the
incidence and effect of teachers who experience anxiety in the classroom. Fuller and Bowen (1975), for instance, indicate that the probability is low that the beginning teacher's first position will be satisfactory. They note that the available jobs are likely to be those that experienced teachers want to leave, such as teaching problem classes or teaching in low socio-economic areas. Brown and Willems (1977) state that the first-year teacher is traditionally saddled with the most difficult to teach pupils the experienced teachers have "wisely" opted to avoid. They further add:

First-year teachers frequently find themselves in anxiety-laden situations. Some-time line and staff policy has not been made clear. Consequently first-year teachers have been cast into a position of serving too many masters, not knowing where to get help in the maze of department heads, principals, and various sorts of specialized directors. The expectations of such "bosses" may not always be congruent and these divergent expectations all too frequently come to light only at evaluation time. (p.74)

One person, who is central to the socialization process of the neophyte teacher is the principal in the role of supervisor. Blumberg (1974) defines supervision as essentially the giving and receiving of help for the performance of some task or the resolution of a problem. In order for this process to be productive, three major conditions have to exist: "The teacher must want help. The supervisor must have the resources to provide the kind of help required or know where the resources may be found and the interpersonal relationship
between a teacher and a supervisor must enable the two to give and receive in a mutually satisfactory way" (p.12). Supervisors are in a position to encourage and support the professional development of the beginning teacher. Gaede (1978) states the following:

School administrators have long recognized that the first year of teaching is critical for the beginning teacher. The first-year teacher faces an awesome task: He must establish a favorable reputation among students, faculty, and administrators; he must recognize and prepare lessons for courses he has never before taught; and he must struggle to adapt to an entirely new role—that of an adult, a professional, a teacher.... It would therefore seem that school administrators should strive to understand, prepare, and help first-year teachers with the problems they encounter. One of the problems is "reality shock" (p.405).

Also, crucial to the development of growth in teachers are supervisors' perceptions of people, organization, and their own roles (Koehn and Goens, 1977). Studies have indicated that, when a person shifts his organizational role, that person sees the work problems in a different light and then attitudes become affected as well. (Blumberg, 1974).

The personal and professional growth of people is a primary aim of the supervisory program. Carl Rogers (1971) posed the question, "Can schools grow persons?" and answered with a definite "no". He indicated that no institution, no program or curriculum, but only persons can help another person to grow. Thus, it is through interaction with others that one develops into the kind of person one becomes, mainly, through the way important people treat one. These persons help
one to learn who and what they are. Rogers (1951) describes this development as follows, "As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of self is formed - an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of 'I' or the 'me' together with values attached to these concepts" (p.498).

The relationship between supervisor and beginning teacher need not be one of superior and subordinate. The supervisor is, first of all, a fellow-educator, a colleague - both are professionals. They share common goals, especially in developing the best possible educational program for students. The relationship can be based on helping with mutual respect, support and understanding.

Brodbelt (1976) states that the success of the supervisory function depends primarily upon the utilization of effective human relations skills. Wagstaff and Spillman (1974) point out that the quality of human relations that exists within a school depends heavily on the climate established by a principal. The climate will be in accordance with the principal's skills to build and retain positive relationships.

Teaching and supervising, then, are not only verbal communications, but also fundamental social process of interaction. Human interaction in general, and interaction between supervisors and teachers in particular, constitute a complex phenomenon. Human relations and communication are of paramount
importance if positive results are to occur (Abrell and Hanna, 1978). Thus, supervisors to be effective need to concern themselves with teachers as people. Supervisors in the teaching-learning process have the opportunity of being concerned with helping the beginning teacher achieve a fuller realization of one's professional and personal resources (Mosher and Purpel, 1972).

Brammer (1973) states: "Helping relationships have much in common with friendships, family interactions, and pastoral contacts. They are aimed toward fulfilling basic human needs, and when reduced to their basic components, look much alike" (p.48). Regardless of profession, all are involved daily in human relationships and perhaps, at one time or another, have been asked to help another. Therefore, a concept of the supervisor's role can be that of a helping agent. Help not perceived as help is no help to the supervisee (Goens, 1976). The effectiveness of the supervisory role depends greatly upon the image that is projected (Brodbelt, 1976). The principal is the official leader, a facilitator, in essence, has many jobs, but most importantly is a helper.

Research has indicated that beginning elementary teachers have needs and concerns. No one can expect pre-service education to produce an experienced teacher, or that the beginning teacher will assume their new position fully cognizant of their duties and responsibilities. Therefore, new teachers do need to be helped to recognize what they need to know and
to be encouraged to ask for help. They need to solicit and receive help from colleagues, most importantly principals, who share their ideas and are willing to work with them on a personal-professional capacity and on an on-going basis.

Supervisors (principals) are in the position to provide the further teacher training and growth needed. As Goens (1976) has stated:

The role of the supervisor is contingent upon the establishment of a "helping relationship," a necessary ingredient in any growth-oriented interaction between people. A supervisor can establish a helping relationship if active listening, a genuine concern for people, and trust are emphasized" (p.19).
STATEMENT OF THE PROBLEM

It is the purpose of this study to explore the relationship existing between the beginning elementary teacher and his/her respective supervisor as perceived by the neophyte, since few or no studies have examined the relationship.

Consideration to this purpose with emphasis on the helping concept is given through three major objectives. The objectives are stated as follows:

(1) to explore certain experiences of the beginning elementary teacher to determine the need for help.

(2) to investigate the availability for help from the supervisor.

(3) to determine if the need for help is being met.

Since exploratory studies generally present results within a non-experimental framework, it is not appropriate to generate a series of hypotheses. There are, however, specific questions that a study of this nature should focus upon. The specific questions raised in this study are as follows:
1. Does the beginning elementary teacher perceive his/her principal as the supervisor?

2. Does the beginning elementary teacher perceive the supervisor as helpful to his/her professional development?

3. Does the beginning elementary teacher and his/her supervisor hold values in common regarding teaching?

4. Does the beginning elementary teacher rely upon others to give assistance and support in the first year of teaching?

5. What experiences are of surprise to the beginning elementary teacher in the first year of teaching?

6. What experiences bother the beginning elementary teacher the most?

7. Is the beginning elementary teacher satisfied in his/her first year of teaching?
SIGNIFICANCE OF THE STUDY

Since there has been relatively few studies or no studies which have given attention to the beginning elementary teacher and supervisor relationship, the findings of this study should yield information that would contribute some knowledge to this important area of education and serve as a stimulus for further research. In fact, professional literature in any form about beginning elementary teachers is very limited and what is available deals with needs and concerns of beginning teachers. Yet, the first year of teaching is very crucial to the personal and professional career development of the neophyte.

The part played by principals in the initiation of teachers into the school has important effects upon teacher performance in the classroom, teacher morale, and the eventual incorporation or rejection of the teacher by the educational system (Eddy, 1969). Ryan and Cooper (1975) have stated that harmonious relations between teachers and principals do not receive much attention, yet they are by no means rare. They perceive the relationship as not so simple, as the principal looms quite large in the life of the new teacher, and the relationship is many faceted.

According to Blumberg (1974) one seldom finds any analysis of the interpersonal transactions and problems that occur as supervisors and teachers meet. He further indicates, that it
is precisely, at this point that most problems of supervision occur. If this be true of experienced teachers, then one can question the affective and intellective domain of the neophyte's relationship with the principal. Thus, the principal's role in the acceptance or rejection of teachers is crucial, especially for those who, as beginners, are on probation awaiting permanent state certification.

Sanoff (1977) in an article entitled "Why Teachers are Under Fire," which appeared in U.S. News and World Report wrote:

Some experts contend that those departing are among the most skilled. A National Education Association survey shows a rise from 9 to 19 percent from 1966 to 1976 in the proportion of teachers who would choose other careers if they could start again. Student discipline and unhappiness with administrators were the primary sources of dissatisfaction cited by teachers (p.3).

In common with people in most occupational groups, teachers seek opportunities to discuss aspects of their work with others, but the means by which such discussion occur vary greatly (Haughey, Holdaway, Small, 1977). Data has indicated that experienced teachers, as a constant source of guidance and help, play a significant role in the life of the beginning teacher (Newberry, 1977, Fuller, 1969, Eddy, 1969).

It is anticipated that this study will yield information that will be useful to pre-service and in-service educational programs.
LIMITATIONS OF THE STUDY

There are three major factors that limit the validity of the conclusions that may be drawn from this study. The first pertains to the nature of the study group, the second to the procedure for selecting subjects and lastly the instruments employed in this study.

Since this study is concerned with recent graduates from the Early and Middle Childhood Education programs at The Ohio State University, Columbus, Ohio, the validity of the generalizations that are arrived at, as the result of the study, is dependent upon the extent to which these graduates are representative of all The Ohio State University College of Education graduates and of all educational graduates throughout the nation. Secondly, subjects were not randomly selected. In order to obtain an appropriate sampling, subjects were selected according to schools within increasing distance of a radius of fifty miles from The Ohio State University, Columbus, Ohio. Lastly, the instruments employed were developed specifically for a special project for a follow-up study of teacher education graduates at The Ohio State University. The results are valid only in the degree to which the instruments are valid.
SUMMARY

Within this chapter, a rationale was developed for the importance of an investigation into the relationship existing between the beginning elementary teacher and his/her respective supervisor with special emphasis placed upon the concept of a helping relationship. The statement of the problem, the significance of the study, and the limitations of the study have been discussed. The next chapter will review the related literature critical to the implementation of this study.
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter presents a review of the literature that is pertinent to the major concern of the study: an exploratory investigation into the relationship of the beginning elementary teacher and his/her respective supervisor.

A search of related literature pertaining specifically to the beginning elementary teacher-supervisor relationship has revealed little or no previous research in this area. This review of literature will draw from three categories directly concerned with the study. First, some concerns and problems of beginning elementary teachers will be treated. Second, consideration will be given to the interaction between supervisors and teachers with greater emphasis placed upon the supervisor. Third, a review of research dealing with the helping profession will be presented. Finally, an attempt will be made to draw some generalizations from the literature reviewed in this chapter applicable to the study of the beginning elementary teacher and supervisor relationship.
Concerns and Problems of Beginning Elementary Teachers

From the sporadic amount of literature about beginning teachers, one can conclude that the first year can make or break a teacher. In somewhat outdated literature, Bush (1965) stated that historically there has been a high attrition rate for beginning teachers. Over fifty percent of those who receive certification upon graduation are not teaching two years later. There is a high turnover rate, as little help is given to the neophyte because both supervisors and experienced teachers are too busy (Smith, 1969).

Most recently, Gaede (1978) has presented research data which supports the widely held belief that beginning teachers find the first year to be one of severe disillusionment. The data reported was extracted from a larger study which examined the perceived value for different types of professional training among groups of beginning secondary teachers with different degrees of actual teaching experience. Two hundred seventy-two subjects representing five different levels of secondary teaching experience were included as subjects in the study. All of the subjects were either students or graduates of the University of Illinois, Urbana. The Professional Training Readiness Inventory (PTRI) was administered to all the subjects. The subjects were grouped according to actual teaching experience. Group 1 - beginning of professional program, Group 2 - student teaching experience, Group 3 - first year of teaching, Group 4 - the second and third years
of teaching, Group 5 - four or more years of teaching. The researcher attempted to illustrate the growth of self-assessed knowledge and experience across the five experimental groups. There was a rise in self-assessed knowledge during each of the intervals on every scale except during the period representing the first year of teaching. On every scale of the PTRI there was a decline during this period which made the researcher question how to interpret the discontinuity in an otherwise consistent rise in self-assessed knowledge. Several possible explanations were given. (1) Perhaps first-year teachers compared their knowledge with that of more experienced colleagues and suddenly found themselves wanting. (2) Expectations change. When they were student teachers, support was given and they were not expected to have all the answers or to solve classroom problems unassisted. Often the first year teacher does not work in this supportive atmosphere. (3) "Reality shock" - the new teacher faces unanticipated gaps in his professional competencies. (4) A change occurs in the teacher's perception of the teaching role. The conclusion was drawn that, as a student teacher, there was a wealth of resources from which to draw and there are a number of people to whom the student teacher can go for help with a problem. In contrast, the first-year teacher is, in many ways, isolated from sources of outside help and counsel. "Beginning teachers often complain of the lack of support from school administrators, and a feeling of being thrown into full teaching responsibilities to sink or swim on their own merits.
seems to prevail" (p.407).

Newberry (1977) in a study of the first year of experience and its influences on beginning elementary teachers found that experienced teachers played a significant role in the socialization of beginning teachers, particularly in terms of the development of beginning teachers' expectations for student achievement. The data were collected in two stages. The first stage involved open-ended discussions with 17 people, including beginning and experienced teachers and principals from elementary schools in Ontario, Canada. Tentative generalizations developed in the first stage were modified and refined in the participant observations which followed with 23 beginning teachers in elementary schools in a large school district in Toronto, Canada. The researcher visited 23 beginning teachers for a total of 38 school days during the spring of 1975. The major findings of the study were as follows:

1. beginning teachers relied on experienced teachers to define for them appropriate standards for student achievement;

2. experienced teachers, in general, were hesitant about offering assistance to beginners for fear of appearing interfering;

3. beginning teachers asked for assistance only when they were sure their competence would not be questioned;

4. beginning teachers determined a great deal about what was happening in the classrooms of other teachers by simply watching and listening; and

5. wherever close relationships did develop between beginning and experienced teachers, they were always between teachers of the same grade, whose classrooms were located across from or beside each other, and whose teaching ideologies were compatible.
Blackburn (1977) reports on a First-Year Teacher Pilot Program by the University of Alabama in Birmingham which was designed to judge the impact of an additional year of "internship" for teachers. One of the general research objectives of the UAB based program was to determine the most common and specific needs of first-year teachers with respect to skills and knowledge. Most of the problem areas which were addressed fell into the broad categories of (1) planning, (2) teaching skills, (3) record keeping, (4) evaluation, and (5) discipline.

A workshop was conducted by Nickel, Traugh and Tilford (1976) to gather information about the concerns and problems of first-year junior high teachers and to help them clarify their problem situation. The workshop developed as a result of communication problems and resulting feelings of powerlessness that experienced teachers expressed concerns about. Junior high school principals in a medium-sized urban school district saw a need to explore this area, especially questioning the concerns of first-year teachers. As a result of the concern and with the aid of the researchers, a workshop for twenty-five first-year junior high school teachers was held. Methods used to attain the goals were the Confrontation Meeting Model (Beckhard, 1967) and Force-Field Analysis (Jenkins, 1961). Most of the concerns expressed by these first-year junior high school teachers were consistent with problems cited in the literature dealing with schools over the past ten to fifteen years. Their concerns ranged
over the many issues effecting public education, e.g. racial integration, individualized instruction, teachers aides, and discipline. The researchers concluded that first-year junior high school teachers perceive themselves as being inundated by problems with which they feel ill-prepared to cope and, for some, problems over which they have little control. They are concerned with the "reality" of their situations. Idealistic expectations are of little concern. The following suggestions were presented: (1) first-year teachers need time to meet and talk with other first-year teachers, (2) constructive teacher-to-teacher dialogue needs to develop in schools, and (3) the problems and concerns of the first-year teachers raise important questions about teacher education programs.

Areas of first-year teacher concerns were also studied by Murphy and Priebe (1974). A state workshop conducted in Fargo, North Dakota was designed to bring all vocational teacher educators together to identify the problems of the first-year teacher, to develop strategies to use in helping them, and utilize those strategies in teacher education programs. The areas identified as first-year problems were: (1) inability to establish priorities, (2) poor management, (3) idealism versus realism, (4) poor self-concept, and (5) questionable commitment to teaching.

Seymour (1968) states that discipline is probably the one area in which new teachers have less security than any other. In practically any listing of first-year teachers'
problems, discipline is cited and, indeed, appears at the top of most lists (Mathieson, 1971; Cruickshank and Broadbent, 1968).

Even though first-year teachers frequently find themselves in anxiety-laden situations, the emergence of research in the area of teacher anxiety has been recent. Most research on the effects of anxiety in the classroom have tended to focus on aspects of student anxiety. According to Keaveney and Sinclair (1978) there has been little attempt to explain why teachers are anxious about teaching, how they deal with anxiety, and the impact of the anxiety response and its associated coping styles on the teachers' effectiveness in the classroom.

...a reduction in anxiety state might not always serve to improve teaching. Rather to understand more fully the effects of classroom threat and stress on the teacher, it appears important to focus more squarely on the study of coping strategies used in dealing with such threat. Such strategies may be expected to vary greatly in their appropriateness for facilitating the educational process. Furthermore, once identified, attempts may be made in teacher education programs to help prospective and experienced teachers replace inappropriate strategies with more appropriate ones (p.290).

To summarize, the literature does indicate that first-year teachers are concerned with the reality of their situations. They do have problems and concerns; find lack of support from principals, supervisors and administrators, and rely upon experienced teachers for consultative help and guidance. In essence, minimal assistance is obtained.
Interaction Between Supervisors and Teachers

Human interaction in general, and interaction between supervisors and teachers, in particular, constitute a complex phenomenon. Interaction implies action of more than one person. Supervision is an interaction between and among organizational members (Krey, Netzer, and Eye, 1977). The concept of supervision is common to all professions and occupations. The supervisor is a person who is charged with making certain that another person does a good job.

Mosher and Purpel (1972) state few systematic studies have been done on how supervisory practices are conducted "...much of the material that is published about supervisory practice is based on extrapolation from observation and experience" (p.25).

In his book Supervisors and Teachers: A Private Cold War, Blumberg (1974) makes two general statements about supervision in the schools.

1. A good bit of what occurs in the name of supervision in the schools—the transactions that take place between supervisor and teacher—constitutes a waste of time, as teachers see it. In great numbers of cases, the best evaluation that teachers can give of their supervision is that it is not harmful.

2. The character of the relationships between teachers as a group and supervisors as a group can be described as somewhat of a cold war. Neither side trusts the other and each side is convinced of the correctness of its position. Supervisors seem to be saying, "if they would just listen to us, things would really get better." Teachers seem to be saying, "What they give us doesn't help. It would be better if they left us alone." (p.2)
In essence, his research suggests that supervisor-teacher relationships are characterized by lack of trust, closedness and defensiveness.

Recent research conducted by Heichberger and Young (1975) reveals some relevant findings regarding the response of teachers to supervision. A survey was given to elementary teachers in selected rural and suburban schools and to graduate students in a course in supervision of instruction at a western New York State college. Participants were asked 18 questions relating to the area of supervision and evaluation. Eighty-two percent surveyed felt a definite need for supervision and evaluation in the schools, but 70% indicated that the supervisor is often perceived as potentially dangerous. Twenty-four percent did not know how much time their supervisor spent in supervision. Sixty-two percent preferred a helping relationship with their supervisor. When requested to cite the one humanistic quality a supervisor should have, honesty was mentioned most frequently. Compassion and concern for children were also often mentioned. And, according to the teachers surveyed, communication is the most important link between teacher and supervisor and the principal must set the stage for open communication. This study's relevance to the beginning teacher is probably even greater than to the experienced teacher. It accentuates the need for supervisors who are humanistic as they work with teachers.
Parsons (1971) asked 697 elementary teachers in West Central Ontario, Canada to identify and to rate the effectiveness of supervisory personnel who affected their classroom instruction. Principals were rated as being the most influential and most effective; they were followed in order by other teachers, resource teachers, and program consultants.

Principals, though sometimes labeled as instructional leaders are, in reality, not so in many cases. In Tennessee, the Association for Supervision and Curriculum Development studied the status of instructional supervision. Lovell and Phelps (1977) reported results which were both enlightening and disturbing for the professional concerned with improving classroom instruction. Questionnaires were distributed to a random sample of teachers and principals. A 59 percent return was received. Some major conclusions of the study were: Principals were perceived by teachers to be the major source of instructional supervisory support. Conferences were usually short and not based on observations. Observations tended to be uncontrolled, unplanned, and haphazard and were perceived by the teachers not to be helpful. It was concluded that there is a strong need for teachers, supervisors and principals to make an effort to communicate in a more open and cooperative way in order to achieve mutual understanding and support.

It appears that contradictory expectations are held for the principal's role. The role conflict can become a very real problem. Francis Chase (1953) studied teacher
expectations concerning principals in forty-three states. The role behaviors emphasized were: (1) helpfulness in solving teachers' problems, (2) interest in the professional growth of teachers, (3) democratic administration and (4) friendliness and interest in the teachers' work. In general, these role expectations are still held by teachers today.

Blumberg and Amidon (1965) verified in a study that when working with supervisors, teachers are likely to perceive the situation relatively less productive, if the supervisor is perceived as just telling, criticizing or as relatively passive. Teachers are likely to evaluate the interaction in a positive and favorable way, if the supervisor is willing to listen and to relate with a positive concern or if the supervisor is merely reflective with interest and concern.

In another study by Blumberg and Cusick (1970) fifty separate supervisor-teacher tape-recorded conferences were analyzed. The results indicated that supervisors spent .04 percent of their talking time (1.2 minutes out of five hours) asking teachers about how they would go about solving a classroom problem. Teachers spent only .06 percent of their talking time (2.2 minutes out of six hours) asking the supervisor any kind of question at all.

According to Blumberg (1976) the results of research on supervisory behavioral styles in the schools support the notion that the more non-defensive, collaborative and open is the interpersonal climate created by the supervisor, the more teachers are satisfied and contented with their
supervision and feel that it is productive. The finding is not surprising, but what is surprising and disturbing is the low number of cases in which such climates seem to occur.

A review of existing literature in the area of educational supervision reveals the importance of the establishment of a cooperative attitude, a sense of togetherness, a spirit of concern and respect which is mutual, a feeling of involvement and existence of rapport as the characteristics that should prevail in the relationship between supervisors and teachers. "While these worthy aspirations are certainly desirable and surely to the good, such working relationships are far easier to describe than to establish" (Abrell and Hanna, 1978, p.439).

To summarize, research uses interchangeably the terms principal, administrator and supervisor. Most of what is said concerning these title "roles" is not very favorable regarding the interaction relationship in the supervisory context. It appears from the literature that the interaction between the teacher and supervisor needs to be based upon more humanistic qualities.

Concepts On the Helping Relationship As Pertaining To Supervisors

Teaching, similar to many professions, is a helping profession which is highly related to people. Helping relationships are dependent upon good interpersonal skills and establishing open, honest, and authentic relationships with
other people (Goens, 1976). "All effective interpersonal processes share a common core of conditions conducive to facilitative human experiences" (Carkhuff 1969, p. 7). The core conditions which are emphasized and which receive the most impressive backing from research in counseling and psychotherapy are empathy, respect, warmth, genuineness, self-disclosure, concreteness, confrontation, and immediacy of relationship. Research investigations have been conducted using these core conditions relating to teacher-student interaction. For example, Aspy (1969, 1972) investigated the effect of teacher-offered conditions upon students. Results of his work have indicated that a teacher may either facilitate or retard the emotional and cognitive growth of students and that the teacher's level of functioning on core conditions significantly influences student emotional and cognitive growth (Gazda 1977). This same concept can be applied to a teacher-supervisor relationship.

Teachers rarely ask for help from other teachers or from supervisors. The reasons for this have not been adequately investigated. Newberry (1977) stated as a major finding in her study of beginning elementary teachers that first-year teachers asked for assistance only when they were sure their competence would not be questioned and this assistance was asked of experienced teachers. Another reason for not asking for help could be due to lack of trust. Goldstein (1972) reports that there is little genuine mutual trust in the supervisory process, which is viewed by teachers as more evaluative
than of a helping order. Salek (1975) speaks of the same concept of trust.

Reciprocal trust is the basic ingredient for the nurturing of relationships between principals and their teachers in which each one can be helpful to the other. Evaluating teachers or their performance impedes the growth of such relationships because the teacher is uncertain about the principal's reasons for judging him. In today's climate of confrontation, teachers and principals often interact as though they were adversaries. This attitude is an unfortunate by-product of negotiations as a technique for winning benefits (p. 35).

Inferences drawn from research by Blumberg (1974) on the perceptions and cross perceptions that supervisors and teachers have of their own and one another's behavior stated:

... there is a possibility that supervisors' insights into and skills to deal with interpersonal relations are inadequate for a helping relationship; that, if available at all, the training provided for supervisors by school systems is inadequate; or that supervisors are selected without regard to the behavioral demands of the job. More than likely, it is a combination of all three" (p. 110).

Arthur Combs (1973) in a research study of effective helpers, found that people who have a positive attitude toward life viewed others as able, friendly, worthy, helpful, dependable, trustworthy, and important. They saw themselves as adequate, trustworthy, wanted by others and identified with rather than set apart from others. To state it simply, Combs' effective helpers viewed themselves and others favorably and managed to convey this feeling to those with whom they worked.
Brammer (1973), Carkhuff (1969) and Carkhuff (1972) in an impressive amount of research have documented the importance of non-directive techniques in any helping relationship. Oliva (1976) and Salek (1975) have indicated that non-directive (or indirective techniques) are likely to be more productive in the teacher-supervisor relationship than directive techniques. Salek (1975) suggests that in a helping relationship one should employ non-directive techniques in order to maintain credibility in the Helper versus Evaluator role paradox. In his study when teachers were asked to select the kind of relationship they would like to have exist between themselves and their supervisors, 62% of the teachers wanted a helping relationship; 36% desired a colleagueship relationship. Only 1% selected an evaluator or rater relationship. Oliva (1976) favors non-directive techniques for supervision basing his reason on the assumption that humans, especially highly educated and trained ones are not motivated by authoritarian techniques.

Copeland and Atkinson (1978) attempted to evaluate supervisee perceptions of directive and non-directive supervisory behavior by asking subjects to respond to controlled audio-taped vignettes of a supervisory relationship. Extrapolating from research on effective helper behavior, it was hypothesized that supervisees would perceive the supervisor as more credible and useful when employing non-directive techniques than when employing directive techniques. Sixty-six student teachers rated two tape recordings of a supervisory
conference, one in which the supervisor was very directive and one in which the supervisor was non-directive. Contrary to the predicted outcome, subjects expressed a preference for directive supervisory behavior. Some potential discrepancy between the current results and those of earlier studies were: (1) subjects were in pre-service training; (2) subjects were dependent on supervisors for grades, letters of recommendations and for direction in their programs. The conclusion arrived at by the researchers was that supervisees' preference for supervisory behaviors may or may not be directly related to supervisor effectiveness, even though it seemed obvious that a voluntary relationship between supervisor and supervisee is more likely to continue if the supervisee perceives the relationship as having value. "The possibilities of a relationship between supervisees' preferences and supervisors' effectiveness offers yet another area for investigation" (p.126).

The helping function is defined in The Helping Relationship (Brammer 1975) as a process of facilitating the achievement of another person's goals for physical survival and psychological growth. It is the quality and quantity of interpersonal relationships that greatly influence each person's unique personal and professional development. The supervisor is a person, and how this person relates with those who are supervised is more important than even the best of methods. Weigand (1971) writes, "How we interact, relate and transact
with others, and the reciprocal impact of this phenomenon, form the single most important aspect of our existence" (p.247).

To summarize, the literature reviewed tends to support the idea that the helping relationship can be an important aspect of the supervisory role.

SUMMARY

This chapter has discussed the literature relating to the problems and concerns of first-year teachers; the interaction between teachers and supervisors and the helping relationship concept, especially in its significance to the supervisory role.

The following chapter will review the methodology used in this study.
CHAPTER III

METHODOLOGY

Introduction

This chapter will discuss the procedures used in conducting this study. The following topics will be discussed: how the subjects for the study were selected; the settings in which the subjects were observed; a description of the instruments; the method of data collection; and the method of data analysis.

The Sample

The total number of subjects for this study was twenty-four (N=24). This sample included male and female graduates of a teacher education program of the College of Education of The Ohio State University, Columbus, Ohio. These graduates were currently employed as teachers in grades one through seven with the State of Ohio.

For the purpose of this investigation, the sample was obtained by meeting several criteria. The subjects had to have graduated from The Ohio State University between the Fall of 1976 to the Spring of 1977; to have received teacher education training in the Early and Middle Childhood program;
to be teaching in an elementary or middle school on a full-time basis and to be teaching in the State of Ohio within a fifty mile radius of The Ohio State University, Columbus, Ohio.

The sampling frame for conducting the systematic sample for this study came from a complete alphabetical listing of recent Early and Middle Childhood Education graduates. The list provided by the Field Placement Office at The Ohio State University indicated three hundred forty students graduated from the Early and Middle Childhood education program between the Fall of 1976 to the Spring of 1977. Of that total, forty were men and three hundred were women.

All the graduates who met the above stated criteria were selected as potential subjects for the study. From the entire list eight males and thirty-eight females were able to meet the criteria. The list of graduates was re-organized with subjects listed according to close proximity to The Ohio State University. Those subjects within a fifty mile radius were invited, via telephone, to participate in the study. The subjects were informed as to the purpose and scope of the study. At this time an interview appointment was made with those who agreed to participate. If a beginning teacher declined, the next name on the list was called. Thirty graduates in their first year of teaching in twenty-five schools were contacted. Twenty-four of the graduates agreed to serve as subjects for the study.
Previous to this contact, administrative clearance was ob­tained with each district superintendent in the thirteen school districts and with each individual principal in the twenty-five schools.

Table 1 summarizes the personal characteristics of the twenty-four graduates who agreed to participate in the study.

**TABLE I**

PERSONAL CHARACTERISTICS OF THE BEGINNING ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number of Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-25</td>
<td>21</td>
<td>87.5</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>31-35</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>87.5</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Racial/Ethnic Background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td><strong>Highest Degree Earned</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>21</td>
<td>87.5</td>
</tr>
<tr>
<td>Bachelor plus some graduate credit</td>
<td>3</td>
<td>12.5</td>
</tr>
</tbody>
</table>

N=24
The final sample consisted of twenty-four teachers: twenty-one (87.5%) female and three (12.5%) men. In age, the teachers ranged from twenty-three (87.5%) to thirty-five (4.2%). The remaining 8.3% were twenty six. All subjects (100%) were white. All had received baccalaureate degrees in elementary education from The Ohio State University. Twenty-one (87.5%) were not pursuing further studies. Three (12.5%) were attending graduate school on a part-time basis.

The Setting

The twenty-four first-year teachers taught in twenty different elementary and middle schools in diversified settings representing thirteen school districts and encompassing four counties in the State of Ohio. Table 2 summarizes the characteristics of the school settings.

**TABLE 2**
CHARACTERISTICS OF THE SETTING

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number of Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner city</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Urban</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Suburban</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td>Small town/rural</td>
<td>8</td>
<td>33.3</td>
</tr>
</tbody>
</table>
TABLE 2 (continued)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number of Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approximate enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200-500</td>
<td>13</td>
<td>54.2</td>
</tr>
<tr>
<td>500-1000</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>didn't know</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Description of school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Private</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Socio-economic condition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Lower-middle</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>Middle</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Upper-middle</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td><strong>Grade level taught</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elementary (1-5)</td>
<td>19</td>
<td>79.2</td>
</tr>
<tr>
<td>middle (6-7)</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td><strong>Average class size</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>21-25</td>
<td>11</td>
<td>45.8</td>
</tr>
<tr>
<td>26-30</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>over 30</td>
<td>1</td>
<td>4.2</td>
</tr>
</tbody>
</table>

N=24

The majority of teachers (58.3%) were teaching in suburban schools with only 4.2% in an urban and 4.2% in an inner city setting. Over half of the teachers were in schools where the total student enrollment was between two hundred and five hundred. No response to enrollment was indicated by 12.5%. The graduates were teaching mainly in two types
of schools--private and public coed. The majority (83.3%) were teaching in the public schools. The socio-economic status of the students in the graduates' schools varied. The lower-middle was identified by 41.7%. Only 4.2% were in schools with a lower class student population. The grade level taught by the majority of the teachers was grades 1-5 (79.2%). Nearly one-half of the graduates were in schools where the student-teacher ratio was 21-25 to 1 or 26-30 to 1. Only 4.2% had a ratio of over thirty students to one teacher.

The Instruments

Data for this study were obtained through the use of a graduate demographic and school climate questionnaire, a supervisor demographic questionnaire and an interview instrument. These instruments used for the data collection were developed specifically for a follow-up study conducted by the College of Education of The Ohio State University, Columbus, Ohio. The project was entitled, "An Evaluation System Design for the Follow-up of Teacher Education Graduates."

The interview was the main instrument for this research study. The instrument was developed by the project staff of the follow-up study and pilot tested in the winter of 1978. The interview procedure was checked for clarity of direction, uniformity of administration, and individual
question clarity. Items included in the interview instrument were those that were considered relevant in eliciting information that would serve the decision-making needs of the undergraduate teacher certification program at The Ohio State University. Specific to this study, questions were included that would elicit information for the researcher's data collection regarding the beginning teacher and supervisor relationship.

The interview procedure was utilized as it allowed a range of more accurate and honest responses which would not be obtainable in any other way. The interview technique can yield data often ignored by more objective instrumentation (Gay, 1976). The interview instrument can be an exploratory device to help identify variables and relations ...and to guide other phases of research. (Kerlinger 1973).

The project staff of the follow-up study assembled a pool of forty-four items representing graduate demographic and school climate information for the questionnaire. Seven statements from this instrument comprised the supervisor questionnaire to obtain demographic information. The items for the questionnaires were culled from literature and from staff brainstorming. The pool of items was forwarded to various departments in the college of education with a request for their faculty to come to consensus on items that should be included in the questionnaire. The faculty was given an opportunity to examine the instrument
in its final form. The demographic and school climate information was considered important in interpreting additional data.

According to Kerlinger (1973), "...to achieve reliability... interviewers must be trained; questions must be pretested and revised to eliminate ambiguities and inadequate wording (p. 480). For validity purposes, special pains must be taken to eliminate interviewer bias and questions tested for unknown biases" (p. 481).

During the pilot stage, efforts were made to achieve reliability and validity of the instruments. For the pretesting of the interview instrument two other interviewers plus the researcher conducted the pilot study, which allowed training for the sole interviewer. A sample of eleven experienced in-service teachers in six elementary schools and five middle schools were randomly selected from schools identified by the Field Placement Office. The subjects were contacted by phone and were informed as to the purpose and scope of the pilot study. On-site interviews were conducted after school hours. The subjects represented both males and females in grades one through seven in public and private schools. Feedback from the three interviewers (one female and two males) and eleven interviewees (eight females and three males) resulted in revision of questions for clarity, which eliminated ambiguities and inadequate wording. Insight into better ways to handle certain
questions was achieved.

For the demographic and school climate questionnaire, approximately a third of the items were eliminated on the basis of clarity checks. Samples of the revised instruments are contained in the Appendices.

Results of the pilot study determined that the resulting data could not be quantified and analyzed in the manner intended. A qualitative approach would elicit the desired information.

Data Collection

For purposes of data collection in this study, a graduate interview instrument was used. (See Appendix A). A graduate demographic and school climate information questionnaire was used as added information regarding the subjects. (See Appendix B). A supervisor demographic questionnaire was used for information in interpreting data. (See Appendix C). The first-year teacher served as the primary source of data collection.

The research interview instrument, the graduate and supervisor questionnaires were personally presented and information collected by this investigator to the twenty-four first-year teachers and respective supervisors, who had made a commitment of cooperation. Subsequent to the administration of the instruments, the purpose and scope of the study was reexplained and each subject was requested to
sign a Human Subjects Consent Form (See Appendix D). Assurance of confidentiality of individual responses was given.

The time demanded for each instrument was approximately forty minutes for the interview, thirty minutes for the graduate questionnaire and approximately ten minutes for the supervisor demographic information. The on-site data collection took place within a period of six weeks from the middle of April to the end of May 1978.

In order to obtain standardized, comparable data from each interviewee, all interviews were conducted by the same interviewer and essentially in the same manner. For validity purposes, the interviewer adhered closely to the verbatim reading of the interview schedule as designed and employed only those probes which conveyed a neutral response of the interviewer. In most cases, when asked for clarification, the interviewer read the question verbatim a second time. The interviewer avoided expressions of approval, disapproval, or surprise at interviewee's response and attempted to be sensitive to the reactions of the subjects.

All interviews were audiotape recorded with previous consent of the subjects. The interview data was transcribed verbatim for later analysis. (See Appendix E).

As a preliminary to the interview and to the completion of the questionnaire, the researcher spent an hour or so in classroom observation of the subjects involved in the study. The classroom observation data will not be used in the
analysis of data for this study. The time spent with subjects helped to establish rapport and allowed an opportunity for the subjects to become familiar and used to the presence of the investigator, which is an important aspect in qualitative research.

**Method of Data Analysis**

Data analysis for this investigation focused upon exploring certain experiences of the beginning elementary teacher and gaining insight into the concept of a helping relationship, as pertaining specifically to the supervisory role.

In analyzing the data certain goals were kept in mind. The goals were based on questions outlined in the Statement of the Problem section of this exploratory investigation. This study attempted to have the beginning elementary teacher:

1) identify his/her respective supervisor
2) generate information about the supervisor as a helping person
3) reflect upon common values regarding teaching
4) identify other helping persons
5) recall experiences that were of surprise in the first year of teaching
6) relate experiences that bothered the beginning elementary teacher
7) indicate his/her satisfaction with teaching
In order to achieve the above stated goals an eclectic combination of research methods were employed. An attempt was made to integrate qualitative and quantitative approaches in the exploratory methodology.

In the collection of data a range of "anthropological" techniques, such as taking field notes, participant observations, completing questionnaires, recording and in-depth interviewing were employed. These techniques were used as there is a growing interest in the use of anthropological techniques in educational research. These techniques are also called qualitative, phenomenological, or ethnographic (Wilson, 1977).

The study analyzed tape recordings of twenty-four conferences between the interviewer and the beginning elementary teacher. Seven questions from the interview instrument were used in the final analysis of data. The method of analysis was largely limited to the identification of themes or trends in the responses. In the absence of purely quantitative data, the researcher had to make independent judgements regarding the significance of various items of information. Items were taken from the graduate and supervisor questionnaires which were tabulated and then statistically analyzed. The results of this interpretative process are reported in percentages to lend support to several interview questions. Several interview questions are also reported in percentages. Typical
verbatim responses that were representative of the interviewees were cited.

The analyses of the data are intended to be relevant and useful in eliciting information not accessible using a purely quantitative method of analysis.

SUMMARY

In this chapter, the sample of subjects, the setting of the study, the instruments utilized, the data collection method, and the analysis of the data were discussed. Chapter IV will present the analysis and discussion of data.
CHAPTER IV

ANALYSIS AND DISCUSSION OF DATA

Introduction

This chapter reports the results of data collected from twenty-four on-site interviews; several items from supervisor demographic questionnaires and from graduate demographic and school climate questionnaires. Data will be reported in a summary format followed by verbatim responses that are representative of subject responses. These are followed by topical discussions, as they relate to specific questions posed in the Statement of the Problem in Chapter I.

Results by Questions

Question 1: Does the beginning elementary teacher perceive his/her principal as the supervisor?

Summary: When the beginning elementary teacher was contacted by this investigator via telephone previous to the on-site interview, the interviewee was asked to identify
his/her supervisor. The intended purpose was to prepare and to present to the identified supervisor upon arrival at the school a supervisor demographic questionnaire.

In the course of the face-to-face interview, the interviewee was asked the following question:

"Whom did you identify as your supervisor when I first contacted you by phone?"

The following responses were given: twenty-two identified the principal of the school as the supervisor and two subjects identified the program coordinator as the supervisor. The two subjects who identified the program coordinator as the supervisor were teaching in schools that had both a formal and an informal program within the school building. A principal was the administrator of the entire system, but those teaching within the informal program were supervised and coordinated by a special informal instructional leader.

The following information regarding the supervisors' characteristics was obtained from the supervisor demographic questionnaire. Table 3 summarizes the personal characteristics of the supervisors identified by the beginning elementary teacher. This data appears essential to analyzing what the beginning teachers say about their supervisors.
### TABLE 3
PERSONAL CHARACTERISTICS OF THE SUPERVISORS

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principal</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>6</td>
<td>Percent</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>16</td>
<td></td>
<td>66.7</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Female</td>
<td>2</td>
<td>Percent</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>0</td>
<td></td>
<td>- -</td>
</tr>
<tr>
<td>Age</td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>1</td>
<td>(F)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>(M)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>31-35</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>over 40</td>
<td>5</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Program Coordinator</td>
<td>over 40</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Racial/Ethnic Background</td>
<td>White</td>
<td>24</td>
<td>Percent</td>
<td>100</td>
</tr>
</tbody>
</table>

N=24
(F) = Female
(M) = Male
Topical Discussion

With the exception of two interviewees, all the respondents identified the principal as the supervisor. All the supervisors identified were white. The majority of these were male (66.7%). In age, fifteen (62.5%) were over forty years of age and of these, ten were male. The youngest supervisors were one male and one female (8.3%) in the age bracket 26-30 years of age.

Question 2: Does the beginning elementary teacher perceive the supervisor as helpful to his/her professional development?

Summary: A major concern of this study was to gain insight into the concept of a helping relationship, as pertaining to the supervisory role. In order to collect data for this information, the interviewee was asked to characterize the working relationship with his/her supervisor. In answering this question some respondents described the working relationship, others described the person, while others characterized both the relationship and the person.

Those who described the working relationship perceived the supervisor as:

helpful very helpful super helpful
good very good fairly good
excellent very well fantastic
very important relationship
Only two respondents indicated negative perceptions regarding the working relationship such as:

- unavailable
- not a close relationship

The following are statements which are representative of various perceptions of the beginning elementary teacher regarding the working relationship with his/her supervisor.

**Typical positive verbatim responses:**

"Very good. He always seems to find time if you have a problem or concern. He will work with you into his day, no matter how busy he is."

"I would say that we have a good relationship. If I would have a problem I know that I can go to him and ask...and he offers suggestions to me."

"I would say very good. We're free to go into the office at any time that we want to discuss problems and any discipline problems that you encounter throughout the year have always been worked out very satisfactorily."

**Typical negative verbatim responses:**

"He's not been available to me at a lot of times. Many times I don't feel he's sort of... and also...when I do come to him he's too busy to think about me. Maybe, I don't know. Sometimes I don't agree with a lot with his way of dealing with things, so that I don't go to him as much as I might go to somebody else..."

"Serious. Not real...I mean, it's not a close relationship at all. It's just like a principal-teacher relationship. No close ties. I see her as an authority figure, not a friend figure."
The subjects who described the person as helpful to his/her professional development perceived the supervisor as:

- helpful
- super
- very professional
- a very open and honest person
- very easy to get along with
- supportive
- never judges
- offers ideas
- very cooperative
- offers suggestions
- willing to help
- willing to listen
- very understanding
- very easy going
- nice to work with
- open to ideas
- available
- relates views
- boosts morale
- depend on
- very responsive

A few respondents indicated negative perceptions regarding the supervisor as a person, such as:

- not a friend
- authority figure
- disagreement

The following are statements which are representative of various perceptions of the beginning elementary teacher regarding the person of his/her supervisor.

Typical positive verbatim responses:

"It's very important (relationship). He was one of the reasons I decided to come to school here...I felt that he would be a really good person to work with and that's one of the reasons I decided to come here, instead of other schools—because he was the principal here."
"Oh...he's very easy going. I've gone in to talk with him like I said about problems. He's always willing to listen. He's very nice to work with."

"...very easy to get along with and very cooperative. He has many suggestions for improving your classroom and working with children...he's very open."

Typical negative verbatim responses:

"I don't get to see her enough and I know she feels guilty about that. She's very much in demand and spread very thin, because she has a lot to do. She shouldn't have to do secretarial stuff. Um...I don't know her very well as I would like to."

"it's real hard for him to be able to give you a real helping hand rather...puts you on the defensive a little. I don't think it's intentional..."

Topical Discussion

The majority of the interviewees gave positive and favorable responses regarding the relationship with his/her supervisor, both in the description of the working relationship and in the description of the person. The results of the responses indicate that the beginning elementary teacher perceived the supervisor as helpful to his/her professional development. Help was freely given and the neophyte was encouraged to ask for it. A few of the subjects who tended to give negative responses indicated the unavailability of the supervisor and in a few instances the aloofness of the supervisor.
A concern to this investigator was the number of times a supervisor, who is a helper, observed and evaluated the teaching of the neophyte. The information for this concern was obtained from the graduate demographic and school climate questionnaire. Table 4 summarizes the results.

**TABLE 4**

**TEACHING OBSERVATION AND EVALUATION BY THE ELEMENTARY PRINCIPALS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times per year does a school administrator observe and evaluate your teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 time</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1 time</td>
<td>6</td>
<td>20.8</td>
</tr>
<tr>
<td>2-3 times</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>4-6 times</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>more than 6 times</td>
<td>4</td>
<td>16.7</td>
</tr>
</tbody>
</table>

N=24

**Topical Discussion**

The responses of the first year teachers regarding the number of times per year that a school administrator observed and evaluated their teaching varied greatly. The responses ranged from one (20.8%) to more than six (16.7%) times per year. A little over fifty percent were observed and evaluated a total of one to three times a year.
Question 3: Does the beginning elementary teacher and his/her supervisor hold values in common regarding teaching?

**Summary:** As a further investigation into the relationship between the beginning elementary teacher and his/her respective supervisor, the interviewee was asked a question regarding common values in teaching. In order to obtain data for this question the beginning elementary teacher was asked:

"Do you hold values in common about teaching?"

Nineteen of the respondents indicated that they held values in common regarding teaching with his/her respective supervisor. Three thought that they did and two indicated that they were not really sure. For those who answered yes to the question, the interviewees were asked: "What are they?" The following are typical verbatim responses:

"...we are here to educate the whole being of the child...not just the intellectual being."

"I don't know if I can make a list of his values. I would say from just knowing each other...uh...experiences and relationships that we have."

"We don't seem to have conflicts all the time. He cooperates with me."
"Umm...I'm not really sure. In a lot of ways I don't think so. He has paddled a few of my children...not by request...not without me even knowing about it beforehand or asking my opinion or not even just talking to me about it. It's hard to know, because we don't discuss that kind of thing."

"I think so. Year. He was also a teacher before he became an administrator and he's still teaching. I believe, one class at the middle school level. So, I think we do."

"Yes we do...honesty and respect."

"Yeah, my method of discipline is fairly close with ________. Umm...that's it."

**Topical Discussion**

The majority of the beginning elementary teachers indicated that they held values in common regarding teaching with their respective supervisors. Although many respondents immediately answered yes to having common values, many of the respondents had difficulty or were hesitant to indicate what the common values were.

**Question 4:** Does the beginning elementary teacher rely upon others to give assistance and support in the first year of teaching?

**Summary:** The transitional role from student to that of teacher involves major social, psychological and educational adjustments. Because of these adjustments the neophyte may need to turn to someone for help. In order to
ascertain whether help was available or essential the beginning elementary teacher was asked two questions during the interview:

"Who has been the most helpful person to you this year? In what ways?"

Table 5 briefly summarizes the person identified as the most helpful person in the first year of teaching.

**TABLE 5**

**MOST HELPFUL PERSON IDENTIFIED BY THE BEGINNING ELEMENTARY TEACHER**

<table>
<thead>
<tr>
<th>Most Helpful Person</th>
<th>Number of Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal (3)</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>Instructional Supervisor (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Colleagues</td>
<td></td>
<td>54.2</td>
</tr>
<tr>
<td>Peer Teacher (6)</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Another Teacher (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Teachers (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relative or Friend</td>
<td></td>
<td>12.5</td>
</tr>
<tr>
<td>Mother (1)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Husband (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No One Specifically</td>
<td></td>
<td>12.5</td>
</tr>
</tbody>
</table>

N=24
The interviewees gave varied responses as to how others were helpful by giving assistance and support in the first year of teaching. The following are excerpts regarding each person identified.

**Administrators:** supportive, give advice, give ideas, help with curriculum, counsel regarding problems with parents, helping with do's and don'ts of the first year.

**Teaching Colleagues:** share ideas, give suggestions, help with daily routine, share concerns, supportive, help with curriculum, share materials, talk over problems, help with disciplinary problems and are available.

**Relative or Friend:** discuss problems, give support, listen to frustrations, and are supportive.

**No One Specifically:** seek advice, available, working together, talking over ideas and just being present.

The following are typical verbatim responses given by the interviewees regarding the person that was perceived as the most helpful and supportive to the professional
development of the neophyte.

Typical verbatim responses regarding the administrator as the most helpful person and in what way:

"Mr.__________(principal) has been."

"Oh...just administrative support and helpful in letting me know what was coming up and helping me through the do's and don'ts of the first year of teaching."

"Probably Mr.__________(principal)."

"He is helping me with an evaluation process that I am going through this year. He also counsels me with problems I have with parents if I do have...I've only had very few, but he's been a big help with parent problems and he always stands behind you."

"I would say my supervisor..."

"Well, if I have a question about what I should be doing as...well for instance, I wanted to start a unit on drugs for third grade. I feel like I can go to her and ask her to what extent I should go into this. How much is acceptable and what should I stay away from at this level, since I've never talked about it before."

Typical verbatim responses regarding teaching colleagues as the most helpful person and in what ways:

"The other fourth grade teacher."

"The first week of school when...I wasn't really sure about something - a book, or anything - I was over at her door and she was right there. She helped me with everything. She shares everything. We team teach a lot, too, and she just... She's taught for five years and she shares a lot of her ideas with me. She's just been super."
"The music teacher."

"She has been just right behind me--very positive. Always saying that you're always here on time and giving me positive comments and compliments that I think are really needed to a first year teacher."

"I would say both ______ and ______ have been."
(two peer sixth grade teachers)

"Well, ah, they've helped me. Well, they've helped me begin units. Which ways would be easier for the children...they've helped me in everything I've done. You know, when I've had problems, ah, I've come to them. They've been in with me on a couple of parent conferences where parents were...have been kind of angry. They've been with me then. And they've really just supported me. You know in everything I've done. That's what has helped the most...just their support."

"Other teachers."

"Not really one specific teacher...Not really helping me with or giving me things or telling me what to do. Just always being there. To talk to - to talk about problems and listen and give me a few ways that I might try to work things out..."

"Another teacher."

"Umm...being there. Like being so close by. Able to help me, you know, when I was depressed...I could just walk over there or, ah, like in the beginning of the year when I was setting up - always stopping in...real supportive and if I needed her to listen. And also, she's talked to me as well about something that's bothering her which gives me more of a feeling of, well maybe, I have something to say in teaching, even though it's my first year...so, that's nice."

"Oh, there's been a few teachers here at the school that have been helpful. There's one teacher in particular that I feel - she is very kind but firm teacher. She's not exactly like me or anything, so you
can't...there are two teachers that both are very different, but they both have qualities that I admire and kind of like myself."

"Just being able to talk with them and giving me suggestions and ah...just being able to talk, mainly."

"Ah, I would say that my fellow sixth grade teachers. Yeah, the different sixth grade teachers. My peer teachers have been most helpful."

"Ah, suggestions for different ways to teach things. Ah, different activities... teaching things different ways...A lot of times...like, what to do with your room. How to change it around different ways... different approaches to teaching math concepts, reading concepts, and English concepts."

Typical verbatim responses regarding a relative as the most helpful person and in what way:

"My mom."

"When...a lot of times you want to talk about things that happened at school and you don't want to go out to the public and talk about it. Things happen and I can always go home to her and talk about everything. She can understand. If you had a bad day, she understands."

"My husband."

"Because he is so supportive and he doesn't complain if I'm here until 6:30 at night and busy all day Sunday. I think that is the only way that I got through undergraduate school. He's supportive of what I am doing."

Typical verbatim response indicating no one as being specifically helpful:

"Um...no one's really that...that helpful. I mean as far as like I really needed them for anything, but like________she's been
here for seven years and she knows the materials really well."

"It's kind of hard to pick out just one person. Perhaps, I do have a friend here. We went to school together and we've talked quite a bit about things, so I would have to say her."

Similar data regarding support and assistance in the first year of teaching was obtained from the subjects' demographic and school climate questionnaire. The data are summarized in Table 6 and Table 7.

**TABLE 6**

**MOST HELPFUL PERSON TO THE PROFESSIONAL DEVELOPMENT OF THE BEGINNING ELEMENTARY TEACHER**

<table>
<thead>
<tr>
<th>Most Helpful Person</th>
<th>Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Teaching Colleague</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>Department head or curriculum specialist</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Counselor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>None of the above</td>
<td>4</td>
<td>16.7</td>
</tr>
</tbody>
</table>

N=24
TABLE 7
KEY PERSON WHO PROVIDED
SUPPORT AND ENCOURAGEMENT
TO THE BEGINNING ELEMENTARY TEACHER

<table>
<thead>
<tr>
<th>Key Person</th>
<th>Number of Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>Counselor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fellow teacher</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>Relative or friend</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>None of the above</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

N=24

Topical Discussion

Over half of the beginning teachers identified teaching colleagues as the most helpful, the key person, and the one who gave support and encouragement in the first year of teaching. This data was revealed both in the interview instrument (54.2%) and the demographic and school climate questionnaire (62.5%). Administrators were seen by a small portion of beginning teachers (12.5% interview; 20.8% questionnaire) as the key person or the most helpful person in the professional development of the neophyte. The same
applies to a relative or friend (12.5% interview; 16.7% questionnaire). A very small percentage (8.3% questionnaire) considered the department head or curriculum specialist to have been helpful. School counselors were not considered or perceived to be the most helpful or the key person in the professional development of the beginning teacher. The majority of schools had a counselor within the school or one that rotated among schools within a school district.

Basically, all help, regardless of the helper, was given to the beginning elementary teacher in the areas of classroom control and management, curriculum planning and personal encouragement.

Question 5: What experiences are of surprise to the beginning elementary teacher in the first year of teaching?

Summary: Regardless of profession, no preparation for any job is ever perfect. To obtain data that would reveal the unexpected experiences in the first year, the neophyte was asked the following question in the interview.

"Was there any part of teaching that caught you completely by surprise, after you began your employment?"

The varied responses of unexpected experiences given by the subjects are summarized according to themes or trends in order to give an overview of all the responses.
Time Element
amount of paper work, preparation of subject matter, getting materials together, amount of forms, number of hours outside of school.

Interpersonal Relationships
interaction with parents, dealing with teacher, handling the students, acceptance and involvement with students, bad language of students, behavior problems, rebelliousness of students, unprepared for problem class.

Curriculum
not prepared to handle everything, different procedures, teaching nine classes, uncertain of where to begin.

Politics
legalities involved in teaching, political aspect of teaching.

Classroom
size of class, disorganization of materials, unprepared for upper grades, newness of the whole situation, lack of preparation for dealing with problem students.

The following are several verbatim statements of the beginning elementary teachers which are representative of the above themes or trends regarding unexpected experiences in the first year of teaching that caught the neophytes by surprise.
Typical verbatim responses regarding amount of time as an unexpected experience.

"Yes, the paper work involved. The forms, the extra duties in relationship to teachers and the amount of time that's really required. I didn't have any idea that I would be spending that much time on those kinds of things. So, that was the main thing."

"All the paper work. It was terrible. All the paper work that you had to deal with. They ought to have a course in just what to do and what you have to do the first week of school. Fill out all those forms and all that stuff."

"Hum, I guess I wasn't really as prepared for the number of hours that I put in. It's very exhausting job for me and very demanding. I think that unless people are teachers they don't realize how much time is necessary to do their job."

Typical verbatim responses regarding interpersonal relationships as an unexpected experience.

"Ah, I think I have to go back to dealing with teachers. I did not ever think that I'd ever have any problems with snoopy teachers in the teachers' lounge, but that did catch me by surprise."

"Not completely by surprise. That's maybe the wrong word but I think that working with parents. How to go about that in a way that is...ah...that is the correct way. That's not exactly how you should put it, but how to work with them so that they understand. And yet, you're totally destroying yourself from that. You're totally professional and it's...it's kind of hard sometimes to just be another person without getting too close to the kids and getting totally involved in the wrong ways. But, I think that...ah...it would have to be working with parents and to...how to tell...
them things without making them too up-
set and to make them understand. It was hard."

"Yeah, well, the little devil in the class-
room was mother's little angel. And I think that telling the mother that their child has been writing on their desk and we can't, you know, put up with this. But the hardest one I had to do was tell somebody that their child was cheating. So, I think dealing with parents was really hard."

"Umm... how to handle the kids. I just... especially the older ones. The little ones you can use some psychology and say, 'Well Johnny, let's really try and be quiet for our neighbors around us, you know they have to think, too.' With the class that I have now, it just doesn't work. Like, how do you deal with a fright? You know, in your room it breaks out. How do you deal?..."

Typical verbatim responses regarding the curriculum as an unexpected experience.

"Teaching nine classes a day. I didn't expect that. Have that much of a class load. I thought that I would have a physical education teacher and an art teacher and I wasn't prepared to teach that on top of everything else."

"Uh, not really. Not really, the only real shockers that I've had all year are how much studying I have to do in order to teach the class. You know, I didn't have enough courses on how to teach English and so, I've actually had to go home and teach myself before I could feel confident enough to teach them. You know, like grammar...oh...I had to teach grammar this year and none of my methods courses dealt anywhere with gram-
mar. So, I taught myself...then, I taught them. It took a lot of time, a lot of hours."
Typical verbatim responses regarding the politics of teaching as an unexpected experience.

"The biggest adjustment was of the political aspect of teaching...the policy or liabilities. All the red tape behind teaching involved with the administration and liabilities for things. Preparation outside the classroom, all the work that goes on with administration...I couldn't believe it - that the first couple of days we didn't even talk about teaching at all in the meetings. It had nothing to do...it was all very unnecessary. I was thrown off. I didn't...I knew there was some, but I didn't realize to the extent of how much there was."

"The legalities that are involved in teaching. That's about the only thing. Teacher liabilities and contracts, unions, suing procedures, grievance procedures, and things like that. I...we didn't have any of that in any of the courses that I took."

Typical verbatim responses regarding the classroom as an unexpected experience.

"Ah, it's very difficult...that's a very difficult question to answer. Mainly though, I walked into this classroom and it was a mess. They'd just moved everything up here. I had to organize the whole room myself. And that was the kind of thing I was not prepared to do really. I'd, of course, I don't know how anybody could have, but the real books were stacked everywhere. I had this material to cover to get ready to teach them. We have social studies units galore. And all kinds of curriculum things that I had to teach these kids and organize, and that was probably the most difficult thing. I don't think that I was prepared for that, but I don't see how I could have been."
"Ah, everything is new. I don't say that I was completely flustered at everything I did. I don't think that I was caught completely by surprise, except maybe at some of the...ah, this is going to sound silly. I had a hard time comprehending all the restroom breaks the kids need, which has nothing to do with the school."

A few of the respondents indicated that no part of teaching caught them completely by surprise. The typical verbatim responses were:

"I can't think of anything right now, but it wasn't something that I didn't know about at all other than probably just procedures that differ from each school system."

"Not that I can think of off hand."

**Topical Discussion**

The respondents indicated a variety of experiences that were of surprise after they began their employment. These unexpected experiences were categorized according to the areas of interpersonal relationships, politics, the curriculum, the time element and the classroom. The responses ranged equally from people oriented experiences to thing experiences. Only two respondents expressed no surprise to experiences in their first year of teaching.

**Question 6:** What experiences bother the beginning elementary teacher the most?
Summary: Because beginning elementary teachers are in a new position and are exposed to another socialization process, there is a possibility that this process may run counter to existing ideals. As a result, these certain situations and circumstances may be a cause for concern or for anxiety to the neophytes. In order to explore the situations and circumstances that may be bothersome to the beginning elementary teacher, the following interview question was asked:

"What bothers you most as a teacher?"

The varied responses given by the subjects are summarized according to themes or trends in order to give an overview of all the responses.

Self

effect of personal life on teaching,
not being able to reach some students,
failure to work with students who have home problems, question "self-competency."

Students

classroom discipline, children who don't try, lack of respect among students, tremendous home life of problem students, belligerent behavior of students, change in students of today.
Teachers

negative attitude of other teachers,
unprofessionalism of some teachers,
lack of openness and cooperation among teachers, gap between the younger and older teachers, lack of communication among teachers, poor example to students, teachers who have a narrow view of education.

Parents

parents who don't care about their kids, lack of parental cooperation, family background problems that students bring to school, parents who jump to conclusions, poor example from parents.

Community

lack of community involvement, poor attitude of people towards teachers, not being viewed as a professional, attitude of people toward school levi, depressing attitudes towards schools.

Classroom

grading numerous papers, amount of time spent in preparation, lack of time to get everything done.
Legal

poor teacher pay, tax structure,
failure to pass school levy.

The following are verbatim statements of the beginning elementary teachers which are representative of the above themes or trends regarding situations and circumstances that were bothersome to them in the first year of teaching.

Typical verbatim responses regarding self as bothersome to the beginning elementary teacher.

"Worrying whether I'm doing my job or not...well enough. Well, I just like it's getting close to the end of the year. Being a first year teacher I feel...have I taught enough of what I'm suppose to teach them? Do my kids understand what I have taught? You know, I've gone slow, but have they picked up? I think it's better to teach slow and let them learn what you're teaching them, than to move through it so fast they haven't gotten it."

"I would have to say that one thing that bothers me most would...maybe the amount of time that I have to spend and sometimes it just gets you down. I have to stop and just put it all aside and relax or get some rest or do something. You know, therefore, when something in my personal life is affecting me it also affects my job because the amount of time I spend outside of school. I can't spend towards teaching, therefore, like if I don't get enough sleep."
Typical verbatim responses regarding students as bothersome to the beginning elementary teacher.

"Children who will not try."

"Not being able to reach some students after trying different methods."

"I would have to say, to be quite honest, lack of respect that some children have for each other. It's difficult to do some things when they're not courteous to each other. Right now, I would have to say that is what it is. Even though the paper work doesn't bother me that much. It's time consuming and maybe you didn't count on it as much, but it is something that has to be done."

"I would say the attitude of some kids. What bothers me most in the classroom is the belligerent type of behavior."

"Uh, probably the way the kids are so much different now than when they were when I was in school. They do a lot more stuff than I would ever think of doing and just probably the things that they do, you know, bothers me more than anything else."

Typical verbatim responses regarding teachers as bothersome to the beginning elementary teacher.

"I guess what's bothering me I guess right at this minute...ah...the attitude of other teachers sometimes bothers me. We have some people on this staff that have a negative attitude towards everything. They...you couldn't bring out...ah...they kind of grumble, grumble...and they think...you know, they'll just complain about it before they get all the facts, before they really know much about it. They want to complain and it bothers me that people complain so much."
"Unprofessionalism in other teachers."

"Well, in the beginning of the school year, another teacher (this is her first year here) and I noticed a big problem in communication between the staff members. In fact, we had to bring it up to the principal because it got so bad. The older teachers were here and the younger teachers were there and we were stuck in the middle, because I get along just as well with the older teachers. That bothered me...to think that...I think that we should try to set an example for children. If we can't act more adult than some of the teachers that have been here."

"I'm frustrated by people who have what I consider a narrow view of what learning is, in other words, it just comes out of a book and kids can learn, if they've learned to regurgitate answers. I see education as educating the whole person and that kids must be involved in their total environment and not with just textbooks."

Typical verbatim responses regarding parents as bothersome to the beginning elementary teacher.

"Parents who don't understand their child. Parents who don't want to try to understand their child."

"I guess one of the things that bothers me is some parents that...ah...I feel don't care about their kids. I guess that's what bothers me when I try to help their children. It seems like the parents don't care and that really bothers me."

"The lack of parents part in educating their child. There are so many times like...the discipline problems that you find in the school. I can see a family problem. Either both parents are working and there isn't any discipline at home, because no one's there to look over the child...or the parents are divorced...or the
parents curse. Just as an example, the children bring the curses to school. You know, their family background problems is what bothers me most."

Typical verbatim responses regarding the community as bothersome to the beginning elementary teacher.

"I think the community involvement being so poor and the low state on the totem pole that you have with people. They just don't view you as a professional in any way. I've come across a lot of that and that's a big part of it. I don't think people realize what teaching is."

"I think community involvement and the attitude toward teachers being so poor has bothered me. And then one other thing that is, of course, the pay. The pay is really poor. And that also comes from the attitude the people have towards teachers. They think, well, why pay them more? You know what they are doing to earn the money. Where, if maybe, if they would come to the schools and actually look at it from a neutral point. They would be able to see."

Typical verbatim responses regarding the classroom as bothersome to the beginning elementary teacher.

"Ah... grading all the papers."

"There's just not enough time to do everything. There's no way. In fact, there's some days when I just don't know what to do first. So, I don't do anything. You know, just get away from it."

Typical verbatim responses regarding legal matters as bothersome to the beginning elementary teacher.
"Right now. It's the taxes. We need so much in this school. We just can't pass the levi. It really bothers everyone."

All the problems that schools are having. All the money finances and it doesn't seem fair that the schools have to suffer, because of the way the tax structure is set up and the whole outlook of education is really depressing at times. How other people view it."

Topical Discussion

The respondents indicated a variety of situations and circumstances that were bothersome to them. All seemed to indicate experiences that involved people and the influence of these experiences upon their personal, professional and psychological development. The responses were categorized according to the areas of self, students, teachers, parents, community, classroom and legal situations and circumstances.

Question 7: Is the beginning elementary teacher satisfied in his/her first year of teaching?

Summary: Now that certain experiences of the beginning elementary teacher were explored and the concept of a helpful relationship investigated, it deemed appropriate for the investigator to elicit from the first year teacher the degree of satisfaction experienced in the teaching career. In order to obtain the data the interviewees were asked the
following question:

"How satisfied are you with teaching now?"

The degree of the responses are briefly summarized in Table 8. The table is followed by examples of typical verbatim responses.

TABLE 8
DEGREE OF SATISFACTION WITH TEACHING AS EXPRESSED BY THE ELEMENTARY TEACHERS

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Number of Graduates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>23</td>
<td>95.8</td>
</tr>
<tr>
<td>very satisfied (15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fairly satisfied (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>satisfied (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>really enjoy it (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>love it (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Satisfied</td>
<td>1</td>
<td>4.2</td>
</tr>
</tbody>
</table>

N=24

Typical verbatim responses indicating satisfaction with teaching.

"I'm very satisfied. I enjoy it and it's an exciting field."

"Very. There's nothing else I want to be doing."
"I'm very well satisfied. The first year is the hardest and I'm looking forward to next year, because I don't feel that I had that typical a year."

"I really enjoy it. I wish it could be more like this perfect idea I had when I was in school, but I enjoy it. I enjoy the students."

"I love it."

"I'm satisfied. Yeah, I'm satisfied."

"I would have to say fairly satisfied. Everybody wants to improve, so I don't think that I have reached, by any means, the best. I mean, I've talked to other teachers, you know, they are still not where they want to be, you know, as far as performance. I'm pretty satisfied. I'm planning on continuing with it."

"That's an unfair question at the end of the year. Well, I'd say I was fairly satisfied. Having come into a classroom that was a problem class and having handled the situation, I think, fairly well. I'm fairly satisfied at this point."

"I love it. I mean every day it's... there are days when I'm tired and I don't want to get up...I mean, you know, everyday I just...I don't know...it's just more thrilling to me...exciting."

Only one respondent indicated dissatisfaction with teaching. The following statement indicates the reason for the dissatisfaction:

"I'm not satisfied with my performance in the least. I'm really...I'm not disappointed. I could have probably have done a much better job than I did do this year. I didn't give up as much time as I could have."
Topical Discussion

The majority of first year teachers (95.8%) expressed satisfaction with teaching. One interviewee (4.2%) blamed herself for lack of satisfaction with her performance as a teacher.

Discussion of Findings

There is little or no previous studies pertaining specifically to the beginning elementary teacher-supervisor relationship, which is a major concern of this study. However, there is a sporadic amount of literature about beginning teachers, supervisors and the interaction between supervisor and teacher. The findings of this study tend both to challenge and to support the findings of other educators.

The findings of this study are the results of an exploratory study based on the perceptions and experiences of twenty-four beginning elementary teachers. These experiences and perceptions can affect the personal, professional and psychological development of an individual.

To establish the identity of the supervisor was the first step in pursuing this exploratory investigation, as there is confusion as to who is the supervisor (Mosher and Purpel, 1972). In all but two instances, the elementary principal was identified as the supervisor by the beginning elementary teachers. Two subjects who were teaching in an
informal school setting identified the informal instructional leader as their supervisor. This finding is similar to those of Parsons (1971); Lowell and Phelps (1977) where principals were perceived by teachers to be the major source of instructional supervisory support. The majority of supervisors identified in this study were white (100%), male (66.7%) and mostly over forty years of age (62.5%).

Teaching, like many other professions, is a helping profession. The supervisor is an essential person in this profession and the supervisor's role is contingent upon the establishment of a helping relationship (Goens, 1976). Also, the climate within a school depends heavily upon the principal's skills to establish and maintain positive relationships (Wagstaff and Spillman, 1974).

The finding of this study indicated that all but a few of the interviewees responded favorable and positively regarding the working relationship with their supervisor. The majority of the subjects perceived the principal as very helpful, very understanding, supportive and available. The few who responded negatively did so, based on the unavailability and the authority figure of the person. In essence, the finding indicated that the beginning elementary teacher perceived the supervisor (principal) as helpful to his/her professional development. This finding does not support those of Goldstein (1972), Blumberg (1974), Salek (1975) and others who report that teachers experience little genuine
mutual trust in the supervisory process. But here again, frequently in the review of literature it is difficult to define and identify the word "supervisor".

The beginning elementary teacher perceived the supervisor as helpful, yet 58.3% indicated that they were observed and evaluated one to three times a year by their principal. One can assume from the responses that the interaction occurred outside the formal observations and evaluations and that a harmonious relation existed.

Because the supervisor, who was once a teacher, has shifted in organizational role, there is a possibility that perceptions of work problems are viewed in a different light (Blumberg, 1974). To investigate further the depth of relationship between beginning teachers and supervisors the question of common values regarding teaching were explored. The majority of respondents indicated that they held common values and a few were not sure. To identify or to discuss the common values presented difficulty as some interviewees were not sure of values and others indicated that the relationship was not that close to know. This finding neither supports or challenges other findings, as the review of literature failed to reveal research studies in this area. One can assume that if harmonious relations do exist, then common values regarding teaching are held.
In common with other occupational groups, beginners seek opportunities to discuss aspects of their work with others (Haughey, Holdaway, Small, 1977). Research has found that experienced teachers are a source of guidance and help in the life of the beginning teacher (Eddy, 1969; Fuller, 1969; Newberry, 1977 and many others). The finding of this study is supportive of research findings. Over half (54.2% interview; 62.5% questionnaire) of beginning elementary teachers identified teaching colleagues (peer and other teachers) as the most helpful, the key person, and the one who gave support and encouragement in the first year of teaching. These colleagues not only gave help when asked, but came freely to the aid of the neophyte. This is not supportive of Newberry's finding (1977) of experienced teachers being hesitant about offering assistance for fear of interfering. The finding is also contrary to the statement by Brown and Willems (1977) that "...first year teachers have been cast into a position of serving too many masters, not knowing where to get help...(p.74)." This finding does not support Smith (1969) who stated that little help is given to the neophyte because the supervisor and experienced teachers are too busy. According to this study, teachers, administrators, instructional supervisors, friends, and relatives gave support, encouragement and help.

Preservice education is not able to prepare their graduates for every aspect of teaching, so frequently beginning
teachers encounter unexpected situations and experiences that may be of surprise. The respondents in this study indicated a variety of experiences that were of surprise after they began their employment. These surprises included the amount of time involved for paper work and preparation; curriculum concerns; classroom control and management; politics of teaching; and interpersonal relationships. This finding parallels very much the findings labeled "concerns, problems, needs" of first-year teachers (Blackburn, 1977; Newberry, 1977; Nickel, Traugh, Tilford, 1976; Fuller, 1969; Eddy, 1969 and others). The responses in this study ranged equally from people oriented experiences to thing oriented experiences.

Recently a number of investigators (Keavney and Sinclair, 1978; Coates and Thoresen, 1976) have turned their attention to the area of teacher anxiety in the classroom. This investigator is assuming that what bothers teachers could also be a source of anxiety.

In order to explore situations and circumstances that bother beginning teachers, the interviewees were asked to relate such incidences. The greatest majority indicated experiences that involved people. Students, teachers, parents, community and self were found to be bothersome in the first year of teaching. The lack of time and grading of numerous papers were cited by a few. This finding is not very supportive of Carl Rogers' (1971) statement that it is through
interaction with others that one develops into the kind of person one becomes. Only persons can help another person to grow.

Gaede (1978) has recently presented research data which supports the widely held belief that beginning teachers find the first year of teaching to be one of severe disillusionment. Fuller and Bowen (1975) say that the probability is low that the first position will be satisfactory. All but one subject in this study indicated satisfaction in their first year of teaching, which is not supportive of the findings of others. The one subject who expressed dissatisfaction blamed herself for poor performance. Most interviewees expressed extreme happiness and contentment with their first employment as a teacher.

In general, the major purpose of this study was to explore the relationship existing between the beginning elementary teacher and his/her respective supervisor. The major finding of this study indicates that a harmonious relationship existed. Consideration to this purpose with emphasis on the helping concept was given through three major objectives: to determine the need for help; to determine availability of supervisory help and to determine if the need for help is being met.

The findings for these objectives revealed that the beginning elementary teacher sought and was given help. Although the supervisor, identified as the principal, was
perceived as helpful was not the most helpful or key person who gave guidance and help to the neophytes. The neophytes turned more often to their teaching colleagues than to the principal. The teaching colleagues, including the supervisor (principal) were willing to work with the beginning elementary teachers on a personal-professional capacity and on an on-going basis. Yet, help was not given in the areas that bother the neophyte, namely interpersonal relationship and school legislation. Sufficient help was given to such matters as curriculum planning, methodology, classroom control and management. The findings indicate that the beginning elementary teacher needed to be helped towards an understanding of the complexities of his/her relations with other members of the staff, pupils, parents and community.

This study cites the following findings: (1) the principal was perceived as the supervisor; (2) the supervisor was perceived to be helpful to the beginning elementary teacher; (3) beginning elementary teachers indicated common values regarding teaching with his/her respective supervisor; (4) teaching colleagues gave the most assistance and support to the first year teacher; (5) a variety of experiences caught the beginning elementary teacher by surprise; (6) other people bothered the beginning teacher the most; (7) satisfaction was expressed with the first year of teaching.
The findings of this exploratory study may not represent the whole truth, but it is a starting point for further research.

Caution is urged in interpreting the results of this study for the following limitations were inherent in the study:

1. The entire sample of subjects completed their formal education at one university.
2. The proportion of female teachers in the group of teachers completing their first year of teaching was relatively high.
3. The sample of subjects included only a few employed in urban and inner city schools.
4. The largest number of subjects were employed in low to middle class public schools with enrollment of 200-500.
5. The sample of supervisors identified were white, mostly male, and mostly over forty years of age.

SUMMARY

The findings of this study by questions have been presented. In addition, typical verbatim responses were cited followed by a brief topical discussion. Finally, a discussion
of the findings was presented. In the next and final chap-
ter, the nature of the study is reviewed, and conclusions
are drawn from the data presented in Chapter IV. Some im-
plications of the conclusions are then proposed for further
research.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction
The final chapter of this investigation will consist of a summary of the study, of conclusions drawn from the data presented in Chapter IV and of some implications of the conclusions which will be proposed for further research.

Summary
The main purpose of this study was to specifically explore the relationship existing between the first year elementary teacher and his/her respective supervisor. Consideration to this purpose with emphasis on the helping concept was given through three major objectives. The three major objectives were achieved through the study: an exploration of certain experiences of the beginning elementary teacher to determine the need for help; an investigation into the availability for help from the supervisor and an investigation to determine if the need for help was being met.

The objectives were pursued through an exploratory study with data gathered from twenty-four recent male and
female graduates of a teacher education program. These graduates were employed as first year teachers in grades one through seven.

The study analyzed tape recordings of twenty-four conferences between the interviewer and the beginning elementary teacher. The method of analysis employed primarily a qualitative approach of analyzing specific interview questions that had been extracted from a larger follow-up study. The analyses of the data were intended to be relevant and useful in drawing out information not accessible using a purely quantitative method of analysis for the interview instrument. Items taken from the graduate and supervisor questionnaires were tabulated and statistically analyzed. The results of this interpretative process were reported in percentages to lend support to several interview questions.

The following questions were explored:

Question 1: Does the beginning elementary teacher perceive his/her principal as the supervisor?

Question 2: Does the beginning elementary teacher perceive the supervisor as helpful to his/her professional development?
Question 3: Does the beginning elementary teacher and his/her supervisor hold values in common regarding teaching?

Question 4: Does the beginning elementary teacher rely upon others to give assistance and support in the first year of teaching?

Question 5: What experiences are of surprise to the beginning elementary teacher in the first year of teaching?

Question 6: What experiences bother the beginning elementary teacher most?

Question 7: Is the beginning elementary teacher satisfied in his/her first year of teaching?

The findings of the study were as follows:

1. The beginning elementary teacher perceived his/her principal as the supervisor.

2. The beginning elementary teacher perceived the supervisor as helpful to his/her professional development.
3. The beginning elementary teacher indicated common values regarding teaching with his/her respective supervisor.

4. The beginning elementary teacher relied mainly upon teaching colleagues to give assistance and support in the first year of teaching. Help was given in the areas of:
   a) classroom control and management
   b) curriculum planning
   c) personal encouragement

5. The beginning elementary teacher experienced surprises in the first year of teaching. Surprises occurred in the areas of:
   a) interpersonal relationships
   b) curriculum
   c) classroom control and management
   d) politics of teaching
   e) limited time

6. The experiences that bothered the beginning elementary teacher the most were those of interpersonal relationships.
These areas included:

a) self
b) students
c) parents
d) teachers
e) community

Other areas were:
a) classroom
b) legal aspect of teaching

7. The beginning elementary teacher expressed satisfaction in his/her first year of teaching.

Conclusions

It was found that all but two of the beginning elementary teachers perceived the principal as the supervisor. It may be concluded from the sample of subjects used in this study that supervision from other educational supervisors did not or seldom occurred. It may also be concluded that the duty of supervision belonged to the principal.

Second, it was found that the majority of beginning elementary teachers perceived the principal as very helpful, very understanding, supportive and available. The working relationship was characterized as favorable and positive. Only a few perceived the relationship as authoritarian and too professional. It was also found
that 58.3% of the beginning elementary teachers were observed and evaluated one to three times a year by their principal. It may be concluded that the principals in this study devoted time and attention to the new teacher; utilized effective human relation skills; a concept of the supervisory role was that of a helping agent; harmonious relations existed outside the classroom; and supervisors did not help teachers in areas that bothered them the most, namely dealing with others.

Third, it was found that the majority of respondents indicated that they held common values with their supervisor regarding teaching, although many had difficulty discussing or relating the common values. It may be concluded that unknowingly, common values were held as harmonious relations did exist.

Fourth, it was found from the interview instrument that 54.2% and from the questionnaire instrument that 62.5% of beginning elementary teachers depended on teaching colleagues for support and assistance. It may be concluded that assistance is sought and given because of the availability and the common bond with peers and other teaching colleagues. It was also found that teaching colleagues gave help in the areas of classroom control and management, curriculum planning and personal encouragement. It may be concluded that experienced teachers continued the tradition of helping the neophyte. It may also be concluded that help
was asked for and given from those experienced teachers with whom the neophyte felt a common bond and confidence.

Fifth, it was found that a variety of experiences were of surprise to the beginning elementary teacher after they began their employment. These surprises or unexpected experiences included the amount of time involved for paper work and preparation, curriculum concerns, classroom control and management, politics of teaching and interpersonal relationships. This finding parallels findings in literature labeled "concerns, needs, problems." It may be concluded from this finding that the adjustment to teaching has not changed. It may be concluded that the politics of teaching and interpersonal relationship concerns are more relevant for today's teachers.

Sixth, it was found that the situations and circumstances that bothered the beginning elementary teacher the most were other teachers, parents, students, community and self. A few mentioned grading papers and lack of time as bothering them. It may be concluded that beginning elementary teachers were unprepared for the realities of working with others; they were lacking in human relation skills and teacher education training concentrated on curricula and methodologies. It may also be concluded from this finding and other findings in this study that the beginning elementary teacher did not receive sufficient training or help in interpersonal communication skills.
Seventh, it was found that all but one beginning elementary teacher expressed satisfaction with teaching. The one blamed herself for lack of preparation. It may be concluded that these neophytes felt competent and were doing a good job in their first year of teaching.

The findings of this study have implications for supervisors (principals), counselors, pre-service and in-service education.

Implications

Several issues having implications for supervisors (principals) appear to arise from the findings of this study.

1. Principals may have established collegial relationships with the beginning elementary teachers.

2. Principals may have assumed the role of principal as supervisor.

3. The harmonious relations between principals and beginning elementary teachers may be indicative of common values regarding teaching.

4. Experienced teachers may have shaped the attitudes and behaviors of the beginning elementary teachers.
5. Supervisors (principals) may need to intervene and provide help with the categories of human problems.

Several issues having implications for counselors appear to arise from the findings of this study.

1. Counseling skills may have close ties to education.

2. School counselors may need to take an active role in the professional life of beginning elementary teachers to help deal with the categories of human problems.

3. Counselors may need to serve as consultants to beginning elementary teachers and supervisors (principals).

4. Counselors in cooperation with supervisors (principals) may need to plan or to conduct programs involving interpersonal relationship skills.

Several issues having implications for pre-service education appear to arise from the findings of this study.

1. Preparation for principalship may entail preparation for supervision.
2. Preparation for supervision may entail preparation for principalship.

3. Pre-service education may need to provide courses in school law and human relations for prospective teachers.

4. Problems that beginning elementary teachers encounter may have their roots in human dynamics.

5. Interpersonal relation skills may need to be taught in schools of education rather than just disciplines as psychology and sociology.

6. Counselor education programs may need to initiate interpersonal skill training programs as core components of the general education curriculum.

Several issues having implication for in-service education appear to arise from the findings of this study.

1. In-service education programs may need to devote time to orient beginning elementary teachers to the political and legal aspects
of teaching within the respective school districts.

2. In-service education programs sponsored by local school districts may need to devote workshops and seminars to human relations skills and training.

Recommendations for Further Research

1. Studies need to be conducted to investigate the influence of supervisors (principals) upon the personal, professional and psychological development of the beginning elementary teacher.

2. Studies need to be conducted to investigate the influence of teaching colleagues upon the personal, professional and psychological development of the beginning elementary teacher.

3. Studies need to be conducted to investigate the influence of outside forces, such as parents, community and politics, upon the personal, professional and psychological development of the beginning elementary teacher.

4. Studies need to be conducted which will reflect the need for interpersonal skills and training in education.
5. Studies need to be conducted to investigate the potential influence of school counselors upon the personal, professional and psychological development of the beginning elementary teacher.

6. Studies need to be conducted to analyze the effectiveness of interpersonal skills upon effective teaching.

7. Studies need to be conducted to investigate supervisors' (principals') perceptions of beginning elementary teachers.

8. Studies need to be conducted to analyze the perceptions of beginning elementary teachers with those of experienced teachers regarding the working relationship with supervisors (principals).
APPENDIX

APPENDIX A

THE INTERVIEW INSTRUMENT
TEACHER INTERVIEW  Direction to interviewer: Read all questions verbatim.
Follow underlined directions but do not read underlined sections to respondee.

1. Think back to when you first decided to choose teaching as a profession.
   a. Why did you decide to become a teacher?
   b. Why did you choose OSU?
   c. What was your program area at OSU?
   d. Why did you choose the program area you did?
   e. Are you now teaching in the program area you just mentioned?

INTERVIEWER'S COMMENTS:

The next few questions will be about your perception of the teacher program that you went through.

2. Overall, how satisfied are you now with the program you had then?

INTERVIEWER'S COMMENTS:

3. On a scale from 1 to 10, to what extent did the methods courses in your program help you in your day-to-day teaching? (scales: 1-not at all; 10-to a great extent) Probe once if only a number is given.

INTERVIEWER'S COMMENTS:
4. On a scale from 1 to 10, to what extent did the philosophy and theory courses in your program help you in your teaching? (1 - not at all; 10 - to a great extent).

INTERVIEWER'S COMMENTS:

5. Looking back, would you want the program to be more practical or more theoretical?

INTERVIEWER'S COMMENTS:

6. On a scale from 1 to 10, rate the adequacy of the preparation you received in your content area. (1 - much less than I needed; 10 - much more than I needed). **DO NOT ADMINISTER TO EMCE TEACHERS**

INTERVIEWER'S COMMENTS:

7. Can you think of areas that were neglected in your program?

INTERVIEWER'S COMMENTS:

8. Can you think of areas that were overemphasized in your program?

INTERVIEWER'S COMMENTS:
9. On a scale from 1 to 10, how would you rate your preparation for the realities of working with other teachers? (1-no preparation at all; 10-excellent preparation).
   with students ____________
   with school administrators ______________
   with parents ________________

INTERVIEWER'S COMMENTS:

PROBE IF RESPONSE IS 1, 2, OR 9, 10.

10. On a scale from 1 to 10, rate the amount of field experience you had.
    (1-not nearly enough; 10-too much) FIELD EXPERIENCE MEANS ANY CONTACT WITH REAL STUDENTS OR CLASSROOMS: IT DOES NOT HAVE TO BE LIMITED TO STUDENT TEACHING.

INTERVIEWER'S COMMENTS:

11. On a scale from 1 to 10, rate the quality of the field experience you had.
    (outstanding; 10-miserable)

INTERVIEWER'S COMMENTS:
12. Was there anything unusual about your student teaching?

INTERVIEWER'S COMMENTS:

PROBE ONCE IF NECESSARY. UNUSUAL MEANS AN EXPERIENCE OUT OF THE ORDINARY USING THE TEACHER'S COHORT GROUP AS A COMPARISON.

13. No preparation for any job is ever perfect. Was there any part of teaching that caught you completely by surprise after you began your employment?

INTERVIEWER'S COMMENTS:

14. What is the most positive event you remember from your experience in a) Your teacher education program?

What is the most negative event you remember from your experience in b) Your teacher education program?

INTERVIEWER'S COMMENTS:

The next few questions deal with the realities of teaching.

15. Which of these three statements is closer to your viewpoint?
   a. A teacher preparation program can teach you to be a good teacher.
   b. You must teach for a while before you can be a good teacher.
   c. Good teachers are born, not made.

PROBE IF THE RESPONSE IS A LETTER SUCH AS "a..." "WHY DO YOU SAY THAT?"

INTERVIEWER'S COMMENTS:
16. a. What kind of teacher did you want to be when you started teaching?

   b. Have you changed your mind?

   DO NOT HURRY. DO NOT CLARIFY. SAY ONLY, "THIS IS A DIFFICULT QUESTION. TAKE
   AS MUCH TIME AS YOU NEED TO ANSWER"

   INTERVIEWER'S COMMENTS:

17. There are many ways that people learn both how and what they need to know
   in order to teach. Some of them are: teacher education programs, other
   college courses, their own experiences as students, other teachers.

   What has most influenced your development as a teacher?

   How?

   INTERVIEWER'S COMMENTS:

18. General, how satisfied are you with teaching now?

   INTERVIEWER'S COMMENTS:

19. Can you think of any instances that make you feel happy or proud to be
   a teacher?

   INTERVIEWER'S COMMENTS:
20. How has teaching affected your family and/or personal life?
INTERVIEWER'S COMMENTS:

21. How has your family and/or personal life affected your teaching?
INTERVIEWER'S COMMENTS:

22. What bothers you most as a teacher?
INTERVIEWER'S COMMENTS:

23. Many teachers say that teaching produces a lot of tension and anxiety and that they need to find ways to relieve some of the pressure. Have you found some special ways to "keep sane"?
INTERVIEWER'S COMMENTS:

Whom did you identify as your supervisor when we first contacted you?
The next few questions concern the relationship between you and that person.
24. How would you characterized the working relationship between you and that person?
INTERVIEWER'S COMMENTS:
25. Do you hold values in common about teaching?  
   What are they?
INTERVIEWER'S COMMENTS:

26. Do you have any disagreements in values about teaching?  
   What are they?
INTERVIEWER'S COMMENTS:

27. Who has been the most helpful person to you this year? In what ways?
INTERVIEWER'S COMMENTS:

These last questions concern what you may be planning for the future.

28. Are you taking college courses now?  
   Where, what, for what reason?
INTERVIEWER'S COMMENTS:

29. How many years do you plan to teach?  
   What then?
INTERVIEWER'S COMMENTS:

This concludes our interview. PARAPHRASE THIS SENTENCE: "ARE THERE ANY OTHER COMMENTS YOU WOULD CARE TO MAKE?"
APPENDIX B

GRADUATE

DEMOGRAPHIC/SCHOOL CLIMATE

QUESTIONNAIRE
DEMOGRAPHICS/SCHOOL CLIMATE

1. Which of the following describes your current employment?
   a. Classroom teaching (include art, music, reading, et cetera).
   b. Other school employment (counseling, administration, curriculum design, media, et cetera).
   c. Employed in post secondary education.
   d. Employed outside of education.
   e. Unemployed.

2. Age
   a. 20 - 25
   b. 26 - 30
   c. 31 - 35
   d. 36 - 40
   e. Over 40

3. Sex
   a. Male
   b. Female

4. Racial-ethnic background
   a. Black, non-Hispanic
   b. Hispanic
   c. Asian-American
   d. Native American (American Indian)
   e. White, other

5. Highest earned degree
   a. Less than Bachelors degree
   b. Bachelors
   c. Bachelors plus some graduate credits
   d. Masters
   e. Doctorate

6. Years of full-time teaching experience including this year.
   a. None
   b. One
   c. Two
   d. Three
   e. Four or more

7. If not currently teaching, did you ever seek a teaching position?
   a. Yes
   b. No
   c. Not applicable

8. What one service provided by the Education Personnel Placement Office was most helpful to you?
   a. Assembling credentials and making these available to hiring officials.
   b. Providing me with information regarding vacancies.
   c. Nominating or recommending me for specific positions that were open.
   d. Helping me prepare my data sheet or resume; helping me prepare for interviews.
   e. None of the above.

9. How would you rate the Educational Personnel Placement Office services?
   a. Excellent
   b. Good
   c. Fair
   d. Unsatisfactory
   e. Did not use services

10. If you are considering further study, please check the appropriate description below.
    a. Bachelors degree
    b. Masters degree
    c. Doctorate
    d. Continuing education
    e. Specialist certificate

If you are not presently teaching, you need not fill out the rest of this questionnaire and the ones that follow. Thank you for completing the first ten questions. Please return all forms in the enclosed envelope.

If you are presently teaching, please continue. The rest of the questions on this form and the following forms are specifically addressed to you.

11. Years of full-time teaching experience in your present school only.
    a. One
    b. Two
    c. Three
    d. Four or more
    e. Not applicable

12. Check the item that describes your current position in terms of your educational background.
    a. Employed in my major field.
    b. Employed in my minor field.
    c. Employed in an educational field other than those I prepared for at OSU.
    d. Not applicable.
13. Please indicate which one of the following was most helpful to you in securing employment.
   a. College of Education faculty member.
   b. Department or program chairperson.
   c. Educational Personnel Placement Office.
   d. Preparation in more than one teaching area.
   e. None of the above.

14. How did you obtain your first teaching position?
   a. Found a job in the district in which I student taught.
   b. Began as substitute and was later hired as regular teacher.
   c. Personal contacts (friends, relatives).
   d. Placement Office or other College assistance.
   e. None of the above.

15. Which one of the following best describes your school?
   a. The majority of students are academically motivated. Discipline problems are rare. Teachers take few sick days and generally remain in the system until retirement. Participation in parent organizations is very high and these organizations help the school by supplying desirable equipment and materials.
   b. The majority of students are academically oriented. There are only minor discipline problems which do not interfere in a major way with the academic program. Parent organizations are supported but are not in a position to help the school with equipment and materials. Teachers feel that they need more time for planning and preparation.
   c. Most students are not academically oriented or motivated. They are less inclined to identify with the school and its personnel than in b above. Discipline is a considerable concern. Parents want their children to be educated, but do not have strong ideas of what that means. Teachers feel that they need more time with students to teach effectively.
   d. Students display a lack of self control, experience and background needed for success in school. Discipline is a major problem. Many parents cannot be relied upon to assist the child academically or with behavioral problems. Many teachers leave the system as fast as they can and teacher turnover is very high.

16. What is the average student/teacher ratio in your classes?
   a. under 15 to 1.
   b. 16 - 20 to 1.
   c. 21 - 25 to 1.
   d. 26 - 30 to 1.
   e. over 30 to 1.

17. Which one of the following best describes the location of your school?
   a. Inner city.
   b. Urban.
   c. Suburban area.
   d. Small town/rural.

18. Approximately how many students are enrolled in your school?
   a. under 200
   b. 200 - 500
   c. 500 - 1000
   d. 1000 - 2500
   e. over 2500

19. Which one of the following best describes your school?
   a. Public.
   b. Private, all male.
   c. Private, all female.
   d. Private, coed.
   e. Other.

20. Which one of the following best describes the socioeconomic condition of the majority of students in your school?
   a. Lower.
   b. Lower - middle.
   c. Middle.
   d. Upper - middle.
   e. Upper.

21. What one grade level do you currently spend the major part of your time teaching?
   a. Pre-kindergarten or kindergarten.
   b. Grades 1 - 6.
   c. Grades 7 - 12.
   d. Special education classes.
   e. Adult or post-secondary.

22. How open to innovation is your school?
   a. Constantly changing for the sake of change.
   b. Innovative climate with support for individual effort.
   c. Careful, documented change is supported.
   d. Very difficult to change anything.
   e. Completely closed to innovation.

23. Which one of the following best describes your present attitude toward teaching in general?
   a. Very satisfied.
   b. Somewhat satisfied.
   c. Neutral.
   d. Somewhat dissatisfied.
   e. Very dissatisfied.

24. Which one of the following best describes your attitude toward your present position?
   a. Very satisfied.
   b. Somewhat satisfied.
   c. Neutral.
   d. Somewhat dissatisfied.
   e. Very dissatisfied.
25. What one factor would do most to help you upgrade your effectiveness as a teacher in your school?
   a. fewer or smaller classes.
   b. more background in teaching methodology and/or content areas.
   c. more support from other school personnel.
   d. more preparation time.
   e. none of the above.

26. How often do you plan lessons cooperatively with other teachers in your school?
   a. almost always
   b. frequently
   c. sometimes
   d. rarely
   e. not at all

27. Which one of the following best describes the location of the library - media center most useful to you?
   a. a district-wide center
   b. a school-wide center
   c. a department center
   d. a commercial educational materials center
   e. no center available

28. Which of the following services offered by the professional staff at the library - media center is most valuable to you?
   a. development and production of audiovisual materials for classroom instruction.
   b. regular assistance to students in developing class projects.
   c. development of bibliographies of center materials relevant to your own and students' needs in your classes.
   d. all of the above.
   e. no services offered.

29. Is a professional member of the school's guidance staff available to work with your students should the need arise?
   a. available during school hours and evenings for counseling with parents.
   b. available all hours of the school day.
   c. available less than half the school day.
   d. not available.
   e. no services offered.

30. Describe the assistance you receive with discipline problems.
   a. assistance available and effective.
   b. assistance available only in extreme circumstances.
   c. no assistance available.
   d. assistance available but admission of need viewed negatively.
   e. don't know.

31. How much time do you spend in class attending to behavior problems?
   a. none
   b. about 5%
   c. about 10%
   d. about 20%
   e. more than 20%

32. How many hours/week do you spend reading, correcting, and/or grading student work?
   a. 0 - 3 hours
   b. 4 - 7 hours
   c. 8 - 11 hours
   d. 12 - 15 hours
   e. over 15 hours

33. How many hours per week do you spend in performing clerical functions and in maintaining student records?
   a. 0 - 1 hours
   b. 2 - 3 hours
   c. 4 - 5 hours
   d. 6 - 7 hours
   e. more than 7 hours

34. How many hours/week do you spend supervising extracurricular activities such as clubs or sports?
   a. 0 hours
   b. 1 - 2 hours
   c. 3 - 5 hours
   d. 6 - 8 hours
   e. more than 8 hours

35. Supervision of extracurricular activities is:
   a. completely voluntary on my part.
   b. expected by the school administration.
   c. required by the school administration.
   d. a condition of my employment with the district.

36. For time spent supervising extracurricular activities, which of the following do you receive?
   a. monetary compensation at a professional rate.
   b. decrease in teaching load or release time.
   c. a token amount of monetary compensation.
   d. no compensation.
   e. not applicable.

37. How many hours per day do you spend teaching?
   a. 0 hours
   b. 1 - 3 hours
   c. 4 hours
   d. 5 hours
   e. more than 5 hours
38. How many hours per day do you spend supervising students in study halls, the cafeteria, the library/media center, hallways, et cetera?
   a. 0 hours
   b. 1 hour
   c. 2 hours
   d. 3 hours
   e. more than 3 hours

39. How many free hours do you have each week for planning?
   a. 0 hours
   b. 1 - 3 hours
   c. 4 - 6 hours
   d. 7 - 10 hours
   e. more than 10 hours

40. How many hours do you spend each week in counseling or tutoring individual students outside of class time?
   a. 0 hours
   b. 1 - 3 hours
   c. 4 - 6 hours
   d. 7 - 10 hours
   e. more than 10 hours

41. How many times/year does a school administrator observe and evaluate your teaching?
   a. 0 times
   b. 1 time
   c. 2 - 3 times
   d. 4 - 6 times
   e. more than 6 times

42. Your teaching is also evaluated by (choose the most important below):
   a. teaching colleagues
   b. department head
   c. students
   d. curriculum specialist
   e. none of the above

43. Which of these people have been most helpful to your professional development?
   a. administrators
   b. teaching colleagues
   c. department head or curriculum specialist
   d. counselor
   e. none of the above

44. During your first year of teaching, was there a key person who provided support and encouragement? If so, please identify.
   a. administrator or instructional coordinator
   b. counselor
   c. a fellow teacher
   d. a relative or friend
   e. none of the above
APPENDIX C

SUPERVISOR

DEMOGRAPHIC/SCHOOL CLIMATE QUESTIONNAIRE
DEMOGRAPHICS/SCHOOL CLIMATE

1. Age:
   a. 20 - 25
   b. 26 - 30
   c. 31 - 35
   d. 36 - 40
   e. over 40

2. Sex:
   a. male
   b. female

3. Racial-ethnic background:
   a. Black, non-Hispanic
   b. Hispanic
   c. Asian-American
   d. Native American (American Indian)
   e. White, Other

4. Which one of the following best describes your school?
   a. The majority of students are academically motivated. Discipline problems are rare. Teachers take few sick days and generally remain in the system until retirement. Participation in parent organizations is very high and these organizations help the school by supplying desirable equipment and materials.
   b. The majority of students are academically oriented. There are only minor discipline problems which do not interfere in a major way with the academic program. Parent organizations are supported but are not in a position to help the school with materials and equipment. Teachers feel that they need more time for planning and preparation.
   c. Most students are not academically oriented or motivated. They are less inclined to identify with the school and its personnel than in b above. Discipline is a considerable concern. Parents want their children to be educated, but do not have strong ideas of what that means. Teachers feel that they need more time with students to teach effectively.
   d. Students display a lack of self control, experience and background needed for success in school. Discipline is a major problem. Many parents cannot be relied on to assist the child academically or with behavioral problems. Many teachers leave the system as fast as they can and teacher turnover is very high.
   e. completely closed to innovation.

5. Which one of the following best describes the location of your school?
   a. inner city
   b. urban
   c. suburban area
   d. small town/rural

6. Which one of the following best describes the socio-economic condition of the majority of students in your school?
   a. lower
   b. lower - middle
   c. middle
   d. upper - middle
   e. upper

7. How open to innovation is your school?
   a. constantly changing for the sake of change.
   b. innovative climate with support for individual effort.
   c. careful, documented change is supported.
   d. very difficult to change anything.
   e. completely closed to innovation.
APPENDIX D

HUMAN SUBJECTS

CONSENT FORM
I consent to serve as a subject in the research investigation entitled: __________

An Evaluation System for Follow-up of Teacher Education Graduates

The nature and general purpose of the research procedure have been explained to me. This research is to be performed by or under the direction of Dr. Judith Aubrecht, who is authorized to use the services of others in the performance of the research.

I understand that any further inquiries I make concerning this procedure will be answered. I understand my identity will not be revealed in any publication, document, recording, video-tape, photograph, computer data storage, or in any other way which relates to this research. Finally, I understand that I am free to withdraw my consent and discontinue participation at any time following the notification of the Project Director.

Signed ___________________________________________ (Subject)

Date ___________________________________________ A.M.

Time ___________________________________________ P.M.

Witness - (Auditor) ________________________________________

Mary DeAngelis ____________________________
Investigator

PA-027
APPENDIX E

INTERVIEW

INSTRUMENT DATA
QUESTION 1: WHOM DID YOU IDENTIFY AS YOUR SUPERVISOR WHEN I FIRST CONTACTED YOU BY PHONE?

"Mr. __________, my principal."
"Our principal, Mr. __________."
"Mr. __________."
"Mr. __________."
"My principal, Mr. __________."
"Mr. __________, our principal."
"Miss __________, our principal."
"Mrs. __________, the principal."
"Our principal, Mrs. __________."
"The principal, Mr. __________."
"Mrs. __________, the principal."
"The principal, Mr. __________."
"Mr. __________, our principal."
"The principal, Mr. __________."
"Mr. __________, the principal."
"Mrs. __________, the principal."
"Mrs. __________, the instructional supervisor for the informal school.
"Mr. __________, our principal."
"Mr. __________, my principal."
"The instructional supervisor, Mrs. __________."
"Sister __________, the principal."
"Mr. __________, the principal."
QUESTION 1 (continued)

"Mr.__________, our principal."

"Mr.__________, the principal."
QUESTION 2: HOW WOULD YOU CHARACTERIZE THE WORKING RELATIONSHIP BETWEEN YOU AND THAT PERSON (SUPERVISOR)?

"Very good. I depend on him. He's really helped me. He hired me and he's really backed me. Not that I've really had any problems, but he comes and boosts my morale, you know, if I feel down about something. He's really helped me a lot."

"Very professional. I mean, Mr. _________ gets personal at times, but he is a very professional man. He is a very open and honest person."

"Very good. He had a unique year also. I came in October, right after Halloween since the teacher I was replacing was going to move to another state. He came in January to replace the normal principal. He's identified with me and he's definitely tried to help out in every way that he can. I still realize that he is the principal and he is in charge of everything. He's been super helpful. He couldn't have been more so."

"Fantastic. She's very helpful. Any time I ever had any questions she's more than willing to help. Um...answer questions or if I have a problem she tries to help me find some way of solving it."

"Very good."

"It's very good."

"Very good. He's very supportive of anything that I want to try. Always there if I need him. He's super."

"It's good."
"Very well. Get along really great and he always wants us to come to him if we have any problems. He's always willing to help, to come in and do what he can."

"Excellent."

"I would say she's...very helpful. Very willing to listen when I have a problem. I'm the type who...I don't feel like going to a principal to complain, but if I really have...I can remember going once this year with a problem. She was willing to listen and I felt better after talking to her."

"Um...I don't know how this will sound but, I guess what I'm saying is...is good. You know, she's very responsive. She's always there when I need her. To answer questions or to help me through a difficult time, regardless of what it is."

"Between he and I, it has been fairly good. He's supported me on problems of discipline that I've had a couple of times this year and just recently he approved without hesitation a project that I wanted to go for the end of the year with one of my groups, so it's been fairly good, I would say."

"Supportive. Supportive of what I am doing."
QUESTION 3: DO YOU HOLD VALUES IN COMMON ABOUT TEACHING?

IF SO, WHAT ARE THEY?

"Yeah, I guess we agree on everything. Knowing each student as a person and then knowing the class as a whole class, too."

"Yes, that the children come first. Always."

"Um...some of the values. I think presenting them with opportunities to learn the basic facts of life that they have to get through with. I know that's...that's the one all over here, everyone they want them to...make sure they get an education. Also, I know another big one is learning respect and discipline for each other and property that isn't yours. I know the school is big on self-discipline."

"Yes. I think the biggest one is...to treat each child as an individual rather than one whole group of children."

"Yes, I think so. High expectations of the student will reflect in the students progress. We both feel pretty strongly about that. We...ah..."

"I'm sure we do. Well, if a kid needs some structure to attach himself to and some stability and the school can provide a majority that the child will receive. I'm quite sure we agree a bit on that."

"Yes, I would say so...um...common values we have. Um...doing what's best for the child. Trying to make each child an individual and grow to their potential."

"Yes. One of the philosophies of the school is that you...we do not inflict physical punishment on the children through spanking. I've seen the type of children that come to this school. I agree totally with what she's doing because it's workable."
"Yes, I would say so. Well, we talk sometimes just up in the lounge and so on. She feels the same way I do about the noise level. They shouldn't be sitting in their seats with their hands folded, yet they should be able to talk quietly and she...I think she and I both feel that using films and things in that nature are important in teaching."

"Oh yeah, really we do. She views teachers' development. I think that is a value we hold the same for children's development. I haven't seen it happen enough to have as much faith in it as she does. The way children learn, you know, we share pretty much in that form of philosophy."

"Yeah. I think we both have the same goals, you know, to have the children be responsible for this and that. I just feel that he doesn't see my way as possibly being able to get to it as much. He thinks the curriculum is more important than the other things."

"Um...yes. At my interview we talked about it. I like to individualize what I can, like with learning centers and things...he was really impressed by that. That I learned from Ohio State."

"Oh, I think so. The program in general I think exemplifies what some of our philosophies about teaching are...children are individuals and they don't move at the same rate of speed and therefore the program needs to be more individualized to meet the needs of the individual children."

"Yeah. We both feel education is very important. I do differ with her as far as...she is a lot more disciplined than I would be. That does cause a conflict."
QUESTION 3 (continued)

"Yes. The fact that we should try to be fair. That is one that comes to mind right off the top. I am sure there are others, but I just can't think of them right now."

"I really don't know. I really don't know because I'm not real sure where he stands on a lot of things. I really don't.

"I think we do. I think we both value kids and their ideas and at the same time tend to be very comfortable and value traditional types of classroom."

"Yes, I believe so. Um...in that education should be...teaching should be child centered process. Um...he feels very strongly that...or my impression is...that the reading program can be based in children's literature with a lot of extensions and need not be limited to just a basal reading series."
QUESTION 4: WHO HAS BEEN THE MOST HELPFUL PERSON TO YOU THIS YEAR? IN WHAT WAYS?

"I don't know really if there's been one most helpful person, but of course with me going from third grade to first grade. Well, I believe the other first grade teacher is helping me to know what they were doing and then what the curriculum was expected to be for first grade. So, I think it would be the other teachers around me."

"Umm... I would say ___________, another second grade teacher or ___________, a third grade teacher."

"Ah, ___________ has taught for five years and a lot of my questions you know, little things about the school or about the curriculum or this or that. You know we do a lot of things together and she's very helpful in letting me know about those types of things. ___________ and I... another first grade teacher... first year teacher and we're both... this... we're in a new reading program that's very different and it's kind of got a lot of things, parts, and ideas about it and we've had a lot of talks about how we should do it. What is she doing? What am I doing? You know and comparing and exchanging ideas."

"Umm... there's been a lot. Probably the principal has been the one that's helped the most."

"As far as support about the amount of time and work involved in the program we're doing. It takes a bit of energy. It's the only school in the district that's producing this program in language arts. We see quite a few observers everyday and she's pretty good about telling us when they're coming in and what to expect. How to handle them."

"Umm... the other third grade teacher. She has sort of helped me to set up my time schedule at the beginning of the year. And she's helped me to set up the reading program and given me ideas."
QUESTION 4 (continued)

"Umm...probably the other second grade teacher."

"Helping me...this is my first year in the second grade and just telling me procedures and helping me deal with different things that I haven't had the experience with at that age level. Ah...just working together."

"I would say my supervisor and the other third grade teacher here, but supervisor first."

"Well, if I have a question about what I should be doing as far as...well for instance, I wanted to start a unit on drugs for third grade, so I feel like I can go to her and ask her to what extent I should go into this. How much is acceptable and what should I stay away from at this level, since I've never talked about it before."

"I would say my instructional supervisor, ___________ has been the most helpful to me."

"Yeah, giving me...giving me ideas for working through things and with specific children...problems I've had. Helping me with that."

"Mrs. ___________, the other first grade teacher. She's given me ideas. She, ah...oh, she'll always...well, we work together. We have TV lessons together. If I have a question about a teacher's manual or something you know. She's always bringing things over...maybe you'd like to try this or things that have worked for her."

"Umm...the most helpful...I...that lies between people."

"I'd say that's either my roommate for bearing or listening to some of the frustrations and problems or probably a few of my peer teachers. Just the teachers that I work with. I don't know that I could name
one individual really, you know. I've gone to different people at different times. They've all helped me to get through."

"There are a couple of people really. Mrs.__________, our instructional leader. She's helped me a lot and then Mr._________ the phase leader. Both of those have been invaluable to me this whole year."

"__________ stood beside me if anything went wrong. He was very helpful and very...I could always rely on being there and helping me out. With the kids...like if anything ever came up, he would always back me on it and kind of just a friend, too...someone you could talk to. Mrs.__________ has helped as far as curriculum goes. She's been a big help as to what I do next, because I've been in that situation a lot of times this year."
QUESTION 5: WAS THERE ANY PART OF TEACHING THAT CAUGHT YOU COMPLETELY BY SURPRISE, AFTER YOU BEGAN YOUR EMPLOYMENT?

"The paper work. I think those professors could have given us - at the time I thought they gave us a lot, but it's nothing compared to actually what hits you when you're out there. Um... and then the parents. They actually don't talk about the parents. I don't know how you can have more of that, but they really need more interaction with parents. I think because you have a lot - or I do. I think everyone does. I have a lot of interaction with parents."

"Um...the first day I was at a loss of what I was going to do. That sounds funny...I mean, I finally got it figured out. But you can't imagine how much time I thought about that first day. I was scared to death of second graders, because I was leaning towards upper grades and I thought oh, they're going to come in here. You know, I knew of things, administrative things, but I...you know, I didn't have much of a background on how to get the class going or how think of things that would get us involved as a group. You know, how to get started."

"None."

"Yeah, I think...I...I don't know if this is just...I was with fourth and fifth graders or just fourth graders during winter quarter and I didn't...they were going through at that age where they're very mouthy. You know, and they were a little rebellious and I...these...those kids that I was with during student teaching were nothing compared to these kids. I think these kids grow up a little faster. kids do than...than most kids in general...that I've seen of this age and I was not
prepared for that at all. It really threw me for a while. I didn't know how to deal with that."

"Um...I think the biggest surprise came when...like having to take care of all the consumptions products that I use in the classroom. So much was being used and I knew it took a lot of time, but yet I didn't know the energy would be so spent. You know, I don't know if during student teaching if it was because someone else was there and you knew that someone was there that you kept going and going. You know, here sometimes I'm just like you know, overwhelmed by the amount of time I have to spend. Not necessarily the work, I knew there was going to be a lot of work - just the time it took."

"I wish you'd been here. It wasn't as bad as all that. Both of the first grade teachers were very helpful, but I know the weeks before that I was...just didn't know where to begin."

"A lot of paper work."

"Uh, I would say having not been told in the interview that I was getting a problem class. I found, though, that my class isn't nearly as much of a problem as the other class."
QUESTION 6: WHAT BOTHERS YOU THE MOST AS A TEACHER?

"Not being able to just teach. It bothers me the most that I have to spend time disciplining and answering to administration, being on duty. I wish I could just teach and not have to have all that other worries."

"Probably the biggest right now is the fact and I think a lot of teachers feel that way is that no matter what you try to do and work with the children, they still...you still only have them for a small fraction of the day. Some of the kids come in here with such tremendous home life problems or differences that no matter how you try to teach them they seem to lose it right away. They have to keep going and going. I think combat outside forces more...I think what bothers me more than anything else is having to realize that some of the kids have gone through because I never went through those things. I had a very good home life being brought up. That bothers me more than anything."

"I think what bothers me most is trying your hardest with a child and trying to find all the means that you can in order to successfully work with the child and just doesn't seem any route to take getting him anywhere."

"I would say people not being as open, as I think teachers should be for other peoples way of teaching. I don't think my way of teaching is best. I think it's right for me. I don't think someone else who's not for the way I'm teaching could do it or should do it. It upsets me that people think that because there has to be so much labeling as to what kind of teacher you are and that means if you're in people or not...people who don't want to learn. Who don't want the knowledge and just kind of jump to conclusions and that upsets me a lot. I'm talking about parents as well."
QUESTION 6 (continued)

"I suppose, still, just being first year those kids that it just doesn't seem like you're reaching. You know as much as I know that you can only go to a certain point. It's still difficult for me to accept that, especially beginning and wanting to...grasp everybody and get them going. I suppose the amount of time, also, it takes to do the busy work duties of a teacher. I guess rather than actually planning and preparing for the classroom and the experiences with kids."
QUESTION 7: HOW SATISFIED ARE YOU WITH TEACHING NOW?

"I really like it."

"Very satisfied. I think I was fortunate to get into this school system. I'm working with people who care about kids, and, everyone of them spends...I think is a terrific teacher. I'm surrounded by terrific teachers, which is kind of hard to take sometimes because I feel a little inferior. The teachers here care about the kids and they're good to deal with. I can talk with them. It's very good. I have a nice class size. I only have twenty-three kids. I have parents who really care about the kids, too. So, I was fortunate and I'm very satisfied at this point."

"I'm very satisfied. I didn't want the first grade quite as much as I would have liked the older children. I had third grade in my student teaching and that's the grade that I liked the best. I am very satisfied with what I'm doing. I couldn't be happier with the school, with the students that I have or with the teachers that I work with."

"Very satisfied. Very...very pleased."

"I'm very satisfied. I've, you know, have a good experience."

"Very satisfied."

"Very satisfied."

"Very satisfied."

"Very."

"I'm pretty well...I'm satisfied with what I'm doing."

"Very satisfied. I enjoy it."

"Umm...very."
"Um...very satisfied. Frustrated at times, because just putting it all together, I think has been hard for me. I came in October, after another teacher and been here for about a month and a half. With very little time to prepare for that...rather than being able to even psychologically prepare myself for the beginning of the year. I think that as the year progressed, I've become a better teacher and that the program is going as I would expect and hope it would by now."
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