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STUDENT TEACHERS' PERCEPTIONS

OF THEIR PROFESSIONAL SOCIALIZATION: AN APPLICATION OF THE

INDUCTION, REACTION, AND SYNTHETIC MODELS

by

ROMONA GOOMANSINGH

A Thesis

Submitted to the Faculty of Graduate Studies

In Partial Fulfillment of the Requirements For the Degree

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STUDENT TEACHERS' PERCEPTIONS OF THEIR PROFESSIONAL SOCIALIZATION: AN APPLICATION OF THE INDUCTION, REACTION, AND SYNTHETIC MODELS

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A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of

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ABSTRACT

The purpose of this study was to examine student teachers' perceptions of their professional socialization. This examination of student teachers' opinions was conducted in relation to models of professional socialization. Two models were used to examine the student teachers' concerns: the induction model which outlines clear expectations of students and is demanding; and the reaction model which more freely accommodates their needs and is more flexible. There were three aspects of the models that were used to examine the student teachers' perceptions: knowledge, skills, and values.

The 1992 Quality of Student Life Survey in the Faculty of Education at the University of Manitoba was used as the data source. This survey was comprised of two parts: a set of close-ended questions and one open-ended question. The open-ended question provided the data for this study. In total, 532 student teachers responded to the Survey, of which 212 completed the open-ended question. The student teachers were either in the four-year undergraduate program, the two-year after-degree program, or one of the integrated programs. The analysis of the data involved coding and classifying data by themes and using a grounded, theoretical approach.

The results of this study indicated that the student teachers had serious concerns about the knowledge, skills, and attitudes that they acquired in their programs. As students, they reacted to demands of their programs and thus, developed attitudes rather than professional values. Specifically, they devalued theoretical knowledge, but expected more pedagogical knowledge in their courses. Also, the student teachers wanted more relevant skills for the classroom and they wanted more opportunities to practice these

skills through increased student teaching time. Many student teachers felt that the Faculty

had a poor image among students in other faculties. In addition, they expected more

guidance, respect, and support from the Student Services personnel and their professors.

Since the student teachers wanted both direction and responsiveness from their faculty, the

synthetic model is probably most appropriate for examining student teachers' concerns. As

its name suggests, this balanced model not only represents student teachers' concerns, but

also, contributes to their preparedness to teach and their self-esteem and thus, it

contributes to a higher quality of public education than either of the other two models.

It is recommended that a follow-up survey on student teachers' perceptions of

their professional socialization be conducted, knowing that this Quality of Student Life

Survey was administered almost ten years ago. This initiative can assist the Faculty of

Education to know if student teachers' perceptions and concerns have changed and to

what extent have they changed. By administering another survey, hopefully, the Faculty

can continue to enhance the quality of its programs and the professional socialization of its

student teachers.

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my father, mother, and brother who constantly remind me that success lies with perseverance, commitment, and hard work.

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CHAPTER 1

INTRODUCTION

The public school system in Canada has undergone a variety of pedagogical

reforms and curriculum changes over the past two decades. Some of these include

multiculturally-based curricula, computer-assisted learning, provincial standardized tests,

and problem-based learning (Ghosh & Ray, 1995; Nikiforuk, 1993). However, educational

analysts, government officials, and the general public continue to criticize the public

school system for being ineffective and substandard. Two of the overriding concerns are

that young Canadians will be unprepared for post-secondary education and will lack the

basic knowledge and fundamental skills for success later in life.

Guppy and Davies (1999) emphasize these two important concerns. They refer to

a Maclean's Special Report which suggested that "across Canada, thousands of alarmed

parents have declared war on provincial public education which, they maintain, are doing a

poor job of teaching their children" (Fennell, 1993, p. 28). In fact, according to Guppy

and Davies (1999, p. 267), dissatisfaction with public education has continually increased

among parents since the 1970s. This dissatisfaction with public schools has encouraged

some parents to seek alternatives such as charter schools, home schooling, elite private

schools, and private religious schools (Guppy and Davies, 1999, p. 267). In 1998, for

example, Statistics Canada reported that 5.3 % of elementary and secondary students were

enrolled in private schools compared to 2.4% in 1971. In addition, the Ontario Home

Schools Organization (2001) claimed that between 1% to 2% of all Canadian children are

presently home schooled. Initially, these percentages of home schooled children may seem

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trivial; but, compared to the early 1990s, the percentage of home schooled children has dramatically increased. Furthermore, the fact that parents have formed national and provincial organizations indicates that this schooling alternative is becoming better established and a more viable option for many children. Overall, many parents believe that their initiatives to reform public education will provide better quality teaching for their children, and thus will improve student motivation, interest, and learning. As Guppy and Davies (1999, p. 267) state, "the critics of public education also highlight the growing search for alternatives to the public school system as indicators of public disaffection." Therefore, it seems that there is considerable evidence that the public school system is not doing its job properly, thereby encouraging parents to seek schooling alternatives that will provide their children with a better quality of education.

If, in fact, the quality of public education is questionable, then what specifically are the concerns and problems? Nikiforuk (1993, p. 16) argues that the greatest problem for public education is that schools have become "a place for all things." He argues that public schools have placed a tremendous emphasis on non-academic activities which has subsequently undervalued the basics of education, reading, writing, and mathematics. Nikiforuk (1993, p. 90) further contends that, "schools have replaced humanism and tradition for global villages, universalism, and technology". In other words, he claims that basic knowledge and skills in reading, writing, and arithmetic, the essence of a good education, are less prominent in schools since the emphasis has increasingly been placed on non-academic activities. Similarly, Kramer (1992) suggests that schools have spread themselves too broadly, thereby allowing subject knowledge to "...[give] way to courses in

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filmmaking, driver education, and marriage and family living" (p. 212).

Both Kramer (1992) and Nikiforuk (1993) would probably agree that it is

challenging for schools to compete with the lure of television, media, and computers

because they offer children glamorized values compared to those that are traditionally

connected to public schools. Nevertheless, Kramer (1992) and Nikiforuk (1993) argue

that schools must be directive and genuine in order to combat aspects of technology that

often appeal to and benefit pupils in transient ways. Specifically, Nikiforuk's (1993,

p. 116-117) central claim is that schools need to be refocused on doing fewer things, but

doing them better. By doing so, he argues that schools can reclaim their purpose of

educating pupils in ways which will truly benefit them and assist them in their future

endeavours.

Yet, what does being directive and genuine mean for public education? In a recent

article about the quality of public education, Schofield (2001) describes the goals of a

small public school in Nova Scotia. The goal of this particular school is "to ensure that

kids leave the classroom feeling successful. ...the goal is not just to teach children to read

and write...success in the classroom is also a way of building confidence"(p. 28).

Nikiforuk (1993) would compliment the school's initiative for not just teaching the basics,

but for accompanying basic knowledge and skills with a support system that build

students' characters. Indeed, Nikiforuk (1993) would agree with this school's motto for

providing an education and teaching values: "sticking to the basics is meant to inspire the

soul as well as the brain" (p. 28).

Nikiforuk (1993, p. 110-112) also argues that being directive and genuine in

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schools begin with minimizing cultural fads and whims, and evoking a deeper sense of

community through teaching and learning. In order to achieve this end, schools require

competent and enthusiastic teachers. Indeed, Kramer (1992, p. 222) emphasizes the

importance of teachers in the education of pupils by stating that:

> *"the single most important factor in an individual's education is his teachers.*
> All of us remember particular individuals who influenced and inspired us and
> gave direction to our lives. Not buildings, programs, curricula, philosophies of
> education, but men and women who by virtue of their personalities and their love
> of some discipline, some book, some kind of learning, opened the world to us, and
> showed us things that we had not seen before. *What we need if we are to touch the*
> *minds of children, rescue the public school system, and the democracy it should*
> *nourish, are inspiring teachers".*

Acknowledging that teachers' roles are crucial in the development of students' abilities to

learn, it is important to ask: How are faculties of education preparing student teachers to

become effective and competent teachers? Indeed, this study will focus on the approaches

that faculties of education use to professionally socialize their student teachers. First, the

dimensions of teacher education emphasized in teacher education programs will be

identified. Second, the process by which these dimensions are imparted or instilled in

student teachers will be examined.

THEORETICAL PERSPECTIVE

Dimensions of Teacher Education

Goodlad (1990) states that teacher education programs must include three

important professional dimensions: knowledge, skills, and values. Goodlad (1990, p. 237-

239) stresses the importance of professional knowledge for student teachers; more

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specifically, he refers to the appropriate balance of general studies in discipline or major

courses with professional studies in education courses. However, there has been

considerable debate about how education programs should be structured. Regardless of

how these programs are organized, an understanding of their discipline and professional

courses is central to the preparation of student teachers. In fact, the Holmes Group

Executive Board Report (1986, p. 46), a very influential report on teacher education in the

United States, commented that:

> "teachers should know their subjects thoroughly and have the intellectual qualities
> of educated, thoughtful, and well-informed individuals... "Just as there is role for
> higher education to play in building maturity and disciplinary knowledge in the
> arts and sciences, there is a role for professional education to play in strengthening
> prospective teachers; understanding or responsibility; developing their ability to
> engage students in academic learning; and cooperatively guiding their eventual
> induction into the classroom...".

Evidently, one of the roles of teacher education programs is to teach appropriate

and effective professional skills to student teachers. Indeed, Goodlad (1990) states that the

professional skills of teachers are best acquired through the appropriate methods courses

and practice teaching. He emphasizes the importance of methods courses for student

teachers to learn teaching skills. This allows them to reconstruct knowledge so that it is

relevant for their pupils. Goodlad's (1990) overall claim is that when field experiences are

congruent with faculty classes, student teachers can apply the appropriate skills and thus

feel that they will be prepared to teach.

In addition, Goodlad (1990, p. 231) argues that professional values must be clearly

articulated throughout teacher education programs. Specifically, he argues that teachers'

values are important to their entire careers. He states that there are reasonable

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expectations of the teaching profession that are based on well-established values such as honour and respect (p. 186). For instance, Goodlad (1990) states that teachers need to be honourable to their profession by understanding the goals and objectives of teaching and thus promising to maintain a productive learning environment for their pupils. He argues that teachers are responsible for stimulating their pupils' minds and teaching them to be good citizens by teaching them strong and positive values.

Similarly, Boyer (1990, p. 8) also emphasizes the importance of the professional values of teachers. He agrees with Goodlad (1990) by stating that knowledge and skills are essential qualities for effective teachers. Boyer (1990, p. 8) contends that the appropriate values convey an openness and respect among pupils and teachers which, in turn, inspire pupils to be motivated to learn. In essence, teacher education programs are generally focused on imparting the knowledge, developing the skills, and instilling on the values necessary for students to function as teachers. These programs, considered generally, can be conceptualized from the perspective of two models of socialization.

Professional Socialization Models

The literature on the professional socialization process outlines two models that are prevalent in transforming student teachers into full-fledged professionals--the induction model and the reaction model. The induction model, proposed by Merton, Reader, and Kendall (1957), claims that the profession and the professional school act as interrelated social units such that professional roles are explicitly identified and thus institutionalized. More specifically, the profession at large expects its professional school to impart the requisite knowledge, skills, and values to students. In this way, students are expected to

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accept the perspectives of their professors and to clearly identify with the profession *during* their professional education, not only after they enter it.

With the induction model, the meaning that students construct about their professional education stems from the objectives established by their professors in the professional school rather than as a result of their own individual initiatives. Therefore, with this model, the professional school exerts significant control over the professional knowledge, skills, and values of students. Merton et al. (1957) argue that the induction model treats students as professionals in training. This belief suggests that the transition of students into their workplace is eased since they identify with professional expectations during the early stages of their education.

The reaction model, unlike the induction model, asserts that professional schools exist as separate entities from the parent profession. Becker, Geer, Hughes, and Strauss (1961) suggest that the interests and role expectations of full-fledged professionals and students further each groups' different concerns and needs. As proponents of the reaction model, Becker et al. (1961) argue that students' behaviour and attitudes develop as a result of adapting to their professional schools' demands. In this case, student learning emerges from a broader scope where knowledge is generated by and shared with peers and professors.

The major difference between the induction and reaction models of professional socialization hinges on the social control of students' behaviour. The induction model claims that, in order to maintain mutual understanding about knowledge, skills, and values among professionals and students, the school controls its students' professional

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interpretations. In contrast, the reaction model suggests that the extent to which students react to the schools' demands helps them formulate their *own* interpretations of the process and collectively shapes how they are socialized into the profession. With this model, students have more flexibility over their own behaviour and attitudes. As Becker (1961, p. 11) states, "the focus of the reaction approach is on students, not on the professional role."

As mentioned, the basic tenets of both the induction and reaction model can be applied to teacher education programs. In fact, these two competing models are relevant to teacher education programs because they are each based on two dimensions of professional socialization, "demandingness" and "warmth".

The Dimensions of "Demandingness" and "Warmth"

"Demandingness" refers to the degree to which student teachers are academically or cognitively challenged. "Warmth" refers to the degree to which they are socially supported as they undergo significant changes as prospective teachers. "Demandingness" suggests that relatively high, academic expectations are placed on student teachers in their courses and practica. Also, the concept implies that student teachers are expected to comply with the norms, values, and attitudes of the profession. In fact, the "demandingness" of teacher education programs limits the student teachers' flexibility in forming their own interpretations about teaching that deviate from institutional expectations. Furthermore, faculties of education establish professional standards by having certain expectations of student teachers. Overall, student teachers are required to accept new roles that require that they change their attitudes and behaviour in becoming

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teachers.

In light of the demands placed on them in faculties of education, student teachers must feel supported by the faculty and particularly by other student teachers, professors, and their collaborating teachers in order to gain confidence and develop integrity. In order to feel prepared as teachers, student teachers must feel that the faculty respects their needs as individuals. This dimension of professional socialization is referred to as "warmth"; that is, the measures that faculties of education take to ensure that student teachers feel valued and respected in their professional programs. In addition to how student teachers are treated, facilitating their own creativity and intuition is equally significant. Since the teaching profession requires that teachers rely on their own personal initiatives and because no two pupils or classroom situations are identical, teaching is considered an individual art, one in which "personal predispositions are not only relevant, but, in fact, stand at the core of becoming a teacher" (Lortie, 1975, p. 79). Thus, in order to provide for the effective socialization of teachers, faculties of education must demonstrate sufficient social support for their own student teachers.

Knowing what socialization models are applicable to teacher education, it is important to identify the aspects of each model that are inherent in most teacher education programs. Overall, the dimension of "demandingness" is emphasized more with the induction approach than with the reaction approach. First, teacher education programs clearly outline to student teachers what courses they need to take in order to learn the appropriate knowledge, skills, and values (Goodlad, 1990, p. 237-239). Professors use didactic methods that indicate to student teachers the particular knowledge needed for

their chosen profession. Therefore, faculties of education following this model will not allow their student teachers to decide the amount and type of knowledge that is appropriate for their preparation as educators.

Second, faculties of education insist on outlining the essential skills of the profession. In this regard, students' assignments are highly-structured to help them develop the skills expected in classrooms. The assumption is that the faculty knows best about what experiences challenge and prepare student teachers. Therefore, professors place high expectations and strict conditions on these assignments which develop the required skills for student teachers.

Lastly, another example of how "demandingness" is being more prevalent than "warmth" in the induction model is the expectation that student teachers are aware that certain values are associated with their professional work. Indeed, faculties of education emphasize professional values to student teachers, even before they enter the profession. By doing so, student teachers begin to construct their identities as educators as well as align themselves with the objectives and standards of the profession. For instance, in 1987, the Ontario Ministry of Education developed a position paper which clearly stated that it is the responsibility of faculties of education to provide experiences for student teachers to acquire professional values. Fullan and Connelly (1987, p. 51) stated: "the concepts of the professional and the profession are extremely important because they must incorporate professional autonomy as well as public and professional accountability."

Therefore, with the induction model, little opportunity exists for student teachers

to challenge or alter their programs' demands and expectations. Due to the social control exerted by the Faculty following this model, student teachers have less flexibility in their programs. In fact, in acquiring professional knowledge, skills, and values, faculties of education often allow for only minimal decision-making and adaptation on the part of student teachers. Thus, "warmth" is minimized in the induction model, as it is more faculty-directed than student-directed.

In contrast, there are also aspects of the reaction model that are inherent in teacher education programs. In this regard, the dimension of "warmth" is emphasized more with the reaction model than with the induction model. As the model claims, students learn to adapt to the demands of their school through their own ways of finding support. These support mechanisms allow students to feel respected, and thus can be considered as the warmth dimension. First, since all student teachers endure similar experiences and demands, there is interest among student teachers to share their experiences. Again, this is a reactive response whereby student teachers with mutual interests and goals unite and work together to support each other and provide multiple perspectives about their experiences. In this way, student teachers help each other deal with the demands of their programs and gain greater insights into their future careers. The use of cohorts in teacher education programs, for example, encourages student teachers to support and challenge one another. These cohorts emphasize the belief that knowledge can be co-constructed rather than only directly taught or imparted by professors.

Second, the nature of teaching suggests why particular aspects of teacher education are more consistent with the dimension of "warmth" than the dimension of

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"demandingness." It is widely believed that student teachers need to learn the process of reflection in order to become effective teachers (Schon, 1987). In other words, student teachers must realize that the profession is built on a constant evaluation, improvement, and renewal of their educational practices. Therefore, student teachers must engage in reflection in order to improve their teaching. This is a process where the teachers require personal initiatives, genuine efforts, and their own time to make changes to their teaching approaches and attitudes.

Finally, it is well-known that student teachers' initial experiences with practica may be stressful and overwhelming (Clifton, 1989). As they are placed in the environment, student teachers must learn to cope with the demands of the classroom and the school. This is a extremely reactive and adaptive process. In spite of the knowledge and skills learned in their teacher education courses, student teachers still require their own personal time and efforts to fully appreciate the challenges inherent in their chosen careers. Student teachers find ways to cope with their school's demands by seeking "warmth" in the Faculty. In this regard, the reaction model allows student teachers to initiate and seek out support. Also, the fact that teaching values individuality, creativity, and spontaneity, as Lortie (1975) and Nias (1986) claim, suggests that student teachers search for opportunities to make sense of their profession, independent of their school's demands. Thus, the "demandingness" is minimized in the reaction model as this model can be considered more student-directed than faculty-directed.

Since both the induction and reaction models are useful in understanding how student teachers are socialized into the teaching profession, then what model is evident in

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the Faculty of Education which I am examining? In addition, how much "demandingness" and "warmth" are perceived by the student teachers in their teacher education programs? These questions will be addressed by examining the perceptions of undergraduate education students about their professional socialization as well as their needs and concerns in the Faculty of Education at the University of Manitoba. Their perceptions, provided in the open-ended section of a Quality of Student Life Survey (vide Clifton, Roberts, Welsh, Etcheverry, Hasinoff, & Mandzuk, 1992), refer to both the "demandingnesss" and "warmth" dimensions as they apply to knowledge, skills, and values. Thus, the research question that will guide this study is **"What model of professional socialization helps us best understand the student teachers' concerns and needs?"** A grounded, theoretical approach will be used as the research procedure in order to analyze the data.

In 1993, the Faculty of Education, University of Manitoba compiled The Report of the Task Force on Initial Teacher Education Programs, referred to as the TITEP (vide Hughes, Irvine, Jansson, Long, & Stapleton, 1993). The intent of this extensive report was to examine how teacher education in the province could be enhanced in terms of what teachers needed to know and how they could be prepared effectively. In fact, following the 1992 Quality of Student Life Survey, the TITEP was a broader examination of how student teachers could be more effectively socialized into the profession. On a smaller scale, this thesis will also examine the components of teacher education and ways to socialize student teachers.

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THE SIGNIFICANCE OF THE STUDY

This study is significant for three reasons. First, this study is significant because it will provide a theoretical understanding of how student teachers experienced their teacher education program in one Faculty of Education. Furthermore, the theoretical perspective will provide a broader understanding about how teacher education affects the professional socialization of student teachers.

Second, this study is significant because it investigates and interprets the perceptions of student teachers in their Faculty of Education. This study is worth pursuing because many of the student teachers' concerns were acted on by the Faculty of Education and, as a result, changes were implemented to the program. Furthermore, it is important to acknowledge the perceptions that student teachers have about their preparedness to teach because they will be, in fact, our future educators.

Finally, this study is significant because the knowledge gained will allow the Faculty of Education at the University of Manitoba to acknowledge its improvements and successes in trying to improve the teacher education program over the last ten years. Also, the research conducted for this study may identify *other* changes that need to be implemented in order to further improve the socialization of its student teaches into the teaching profession.

THE LIMITATIONS OF THE STUDY

Even though this study is significant in a number of ways, it still has some limitations that must be recognized. First, this study is limited theoretically because it only identifies the induction and reaction models as informing teacher education programs. In reality, teacher education programs are more complex than what is represented by two contrasting models. Indeed, other models may be more applicable than the two used to initially frame this study.

Second, the study is a "snapshot" of one Faculty of Education at one point in time. Therefore, generalizability to other faculties of education is limited and tentative. Also, since the data for this study were collected in 1992, it may have limited applicability to the present state of affairs in this particular faculty of education and, of course, in other faculties of education.

Finally, there was no triangulation of research methods in this study. The anecdotal comments served as the *only* source of data. It is possible that other insights might have been possible if these student teachers were interviewed on a one-to one basis or if they participated in focus group discussions. Also, there was no comparison of the 1992 student teachers' comments with comments from current student teachers.

OVERVIEW OF THE STUDY

Chapter 1 has presented an introduction to the study by identifying some current issues in the Canadian public education and articulates the context of the research question. Also, this chapter has introduced major aspects of the literature on the professional socialization of student teachers. Specifically, the induction and reaction models were identified as being applicable, at least theoretically, to teacher education programs. Both models were briefly discussed in terms of "demandingness" and "warmth". In this case, "demandingness" was defined as the academic challenges and expectations placed on student teachers, while "warmth" was defined as the support and respect provided to student teachers by their faculty. The chapter also discussed the strengths and limitations of this particular study.

Chapter 2 reviews the literature on the professional socialization of student teachers in greater detail. This chapter begins by addressing, once again, some current criticisms of public education and by discussing popular alternatives. The next section is a discussion of what faculties of education are actually doing in their programs to produce competent and effective teachers. The final section describes how student teachers can be professionally socialized through particular models. These models discuss the different levels of "demandingness" and "warmth" that are appropriate for the professional socialization of student teachers.

Chapter 3 consists of two major parts. In the first part, the methodology of the study is explained. Specifically, the instrument used to acquire the data and the research procedure used in this study are described. In the second part, information on the sample

of students and the methodology of the study are explained in detail. These data reveal the student teachers' perceptions about the quality of their professional socialization, conceptualized as professional knowledge, teaching skills, and attitudes.

Chapter 4 discusses the results of the study, and thus suggests an alterative model, a synthetic model for faculties of education to follow as they socialize their student teachers into the profession. This suggestion will consider ways that teacher education programs can ensure that professional standards are established and respect for student teachers is enhanced. In this regard, the model recommended in this final chapter explains how faculties of education can challenge their students cognitively, yet socially support their affective needs. At the end of the chapter, implications for practice and suggestions for further research are discussed.

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter, recent criticisms of public education, popular schooling

alternatives, dimensions of teacher education, and professional socialization models are

discussed. Most recently, there have been several criticisms of public education that have

been expressed by members of the general public. In general terms, these criticisms are

based on significant changes to the social, economic, and political contexts of society. An

obvious dissatisfaction with public schools is illustrated by the increasing number of

parents who are seeking alternatives to public schooling for their children. Parents have

sought options for their children's education through private schools, home schooling, and

learning centres. The increasing number of families choosing these alternatives suggests

that parents and the general public are dissatisfied with the quality of public education, and

indirectly that they are concerned about the quality of the teachers, most of whom have

been educated in faculties of education. Thus, it is important to know more about how

teachers are actually prepared in faculties of education. It is also important to understand

the professional socialization models that are implicit in teacher education programs.

CRITICISMS OF PUBLIC EDUCATION

Several criticisms have been made about the primary purpose of public education.

It appears that as society grows more complex through social, economic, and political

forces, principals and teachers in public schools feel the need to respond by providing

students with a broader range of choices and options. In other words, the changing nature

of society has stimulated public schools to better prepare students for their futures in ways

other than by emphasizing the basics of education. As Lewington and Orpwood (1993,

p. 31-32) state, "collectively, these forces have had an enormous influence in modifying

the goals and purposes of schooling and, not coincidentally, in altering the perception of

Canadians about the quality of the education system." Consequently, in order to

understand some of the central criticisms of public education, it is necessary to analyze the

changing social, economic, and political contexts of society that affect the functions of

schools.

The Social Context

Today, the social make-up of Canadian families is significantly more diverse than it

was two or three decades ago. In 1998, Statistics Canada reported that 63.6% of all

families were headed by dual income parents while the 1996 Census revealed that 26% of

all them were single parent families, and more than 33.3% of them were blended families.

The prevalence of dual income parents, single parenthood, and step-parents often creates

stressful situations in which children possess greater needs and bring more personal

problems to their educational environment. "Changes in other institutions, such as the

family, [means] that schools [have] little choice but to take on a larger role. Youth who

are troubled, hungry, violent, or confused bring this baggage into the classroom, and their

learning is affected" (Ghosh & Ray, 1995, p. 131). Similarly, Lewington and Orpwood

(1993, p.34-35) argue that schools become social service agencies in order to cope with

family problems that may obstruct the motivation and learning of their pupils. Naturally, if

teachers devote considerable time and effort to the personal needs of pupils in their roles

as family counsellors, personal advisors, or facilitators, then they will be detracted from their primary responsibility of teaching and ensuring that students learn the curriculum.

The growing ethnic and racial diversity of Canadians also significantly affects public education. In 1960, 3% of the population of Canada were visual minorities as compared with 1997 when more than 12% were visible minorities. Today, especially in large provinces, such as British Columbia and Ontario, public schools welcome students who speak many different languages and practice diverse cultural traditions. The crucial question, however, becomes how to address this social diversity within the curriculum. The concern regarding cultural and linguistic diversity in the curricula is similar for American public schools where ethnic diversity has also increased dramatically during the last century (Reyes, Velez, & Pena, 1993). They suggest that criticisms arise as "students of colour" feel limited by the curriculum defined in narrow ways and not from a broader cultural and linguistic perspective. The concern about the curriculum refers to its relevancy and how it is delivered to students (Reyes et al., 1993). In other words, if students are unable to connect their school curricula to their lives, then they may devalue learning and they may lose interest in school. Critics argue that when the curriculum better suits the needs of diverse students, more of them will be committed to learning (Reyes et al., 1993). Ghosh and Ray (1995, p. 129) express a similar view when they state that:

> "...curriculum is not equally accessible and relevant to many young people across the spectrum of socioeconomic and cultural backgrounds, vocational aspirations, geographic locations, abilities, and interests. This is an issue of national concern, given the social status and economic importance that our society assigns to educational attainment."

As Ghosh and Ray (1995, p. 130) claim, one viable solution for addressing

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diversity is the construction of a "more inclusive curriculum." In this respect, "inclusive"

means that the curriculum takes into account a broader range of Canadian experiences,

such as historical accounts of immigrants besides those of British and French heritages, the

accomplishments of women, and various social classes, not just that of the elites.

Nevertheless, critics argue that when the curricula is more and more accessible and more

relevant to more students, it places greater demands on teachers. In other words, in order

to address greater social and cultural diversity of students,

> "...schools are expected to deliver an array of community and social
> services....Teachers are now a part of the front line for identifying and raising
> awareness about problems related to health, family violence, child abuse, racism,
> and poverty, and continue to provide a liaison between children and other
> professionals such as police, immigration officers, psychiatrists, social workers,
> and career counsellors"(Ghosh & Ray, 1995, p. 130).

Critics acknowledge that not only do these additional expectations demand

considerable time and effort on the part of teachers, they also affect the structure and

content of academic curriculum. Also, in order to effectively construct diverse curricula to

include minority students, teachers may need to teach in ways that recognize diverse

cultures while not alienating students from other cultural groups. However, this approach

has been criticized by many parents. Again, Ghosh and Ray (1995, p. 170-171) examine

controversies in Ontario, one of Canada's most ethnically diverse provinces, where ethnic

leaders often claim that public schools do not meet their expectations. At the same time,

non-minority parents who live in minority communities also oppose public schools that

claim responsibility for teaching minority languages and use public funds for cultural

interests (Ghosh & Ray, 1995. p. 170-171).

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People who criticize social diversity in the development of the curriculum do so from two central beliefs identified by Friesen (1983). He suggests that protectors of the school believe "...that in a pluralistic society it was impossible to handle the divergent moral concepts of all groups, and secondly...that the school's obligation was to reflect what the majority of citizenry demanded" (p. 29). For this reason, some individuals may view the school as an institution where consensus of attitudes and similarity of ideas should be projected through a narrow set of objectives. This concern is paramount among critics who believe that the curriculum that serves a broad range of objectives may minimize core academic knowledge, skills, and values. These concerns question the extent to which the curricula can be stretched before they become unfocused and incoherent (Ghosh & Ray, 1995, p. 131).

The Economic Context

Similar to the social impacts, technological innovations have transformed the economic makeup of the workplace, and therefore, the ways individuals are prepared for their jobs. Today, new technological advances have altered the jobs of almost half of the Canadian population (Lewington & Orpwood, 1993, p. 35-36). The importance and use of computers, for example, affect how children are educated in schools. Consequently, youth need to learn not only how to use this new technology, but also how to use it innovatively in order to gain employment in a competitive global economy. For this reason, in 1992, the Canadian Task Force On Challenges in Science, Technology and Related Skills reported that:

" the success of resource-based industries will be inextricably linked to the development of people and the application of technology...The future of our manufacturing industries...will depend on successful innovation through the application of technology and the development of people" (p. 4).

Evidently, the future direction of the economy depends upon the skills and knowledge that the education system imparts to its students.

On this note, Lewington and Orpwood (1993, p. 36-37) argue that many leaders in the corporate sector expect public schools to incorporate specific skills in their programs in order to produce well-trained and innovative workers for the new economy. In fact, Robertson (1998) reports that Canadian schools spend billions of dollars on computers in order to help connect every student, teacher, and classroom to the vast amount of information that is available through the Internet. Although it is commendable for schools to foster the growth of knowledge for its students and teachers, Robertson (1998) also questions the effect of technology on the major tasks of schools. She says:

"Canadians certainly agree that education is more than just information without skills, or skills without common sense, or common sense without critical thinking, or critical thinking without creativity, or creativity without...and so on. The many tasks of education compete daily, not just in the minds of education ministers and parents, but for time and attention in the classroom. Technology intervenes in this competition in particular, predictable ways. Since information is the tool that seeks, finds, stores, organizes, communicates, and packages information, it is hardly surprising that information tasks jump the queue in technology-centered classrooms" (Robertson, 1998, p. 137).

It seems that technology can prevent pupils from reaching their own conclusions about the purpose and meaning of information. In other words, the powerful ability of computers to present voluminous, well-packaged information can hinder the intellectual development of students. For instance, the thinking, initiative, creativity, stimulation, and

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motivation of pupils may suffer and be replaced by the lure of technology. Robertson (1998, p. 138) suggests that the ability people have to access information through technology often leads to a false assumption. Pupils may believe that learning with a computer automatically enhances the quality of their learning and help them acquire vast amounts of information quickly. In this regard, they may not gain a broad knowledge base, but they may simply accept information without seriously thinking about it. These criticisms of technology are extremely important because they suggest that as a classroom tool, the computer can potentially control the learning abilities of pupils.

Another significant criticism of technology in the classroom involves the availability of qualified computer personnel to assist teachers (Ghosh & Ray, 1995, p. 51). Since students may have difficulties in using computers, they depend on their teachers and computer experts for solving technical problems. However, this becomes problematic if teachers are not computer literate. For instance, if teachers do not know a considerable amount about technology or if they have no little for it, then the successful use of computers in the classroom may be hindered significantly.

Some parents and educational critics also question the long-term effects of computers on children. They believe that striking a balance between core knowledge and technological skills is a difficult task. In support of this belief, Ghosh and Ray (1995, p. 51) state that,

> "[parents] worry that their children may become computer-dependent and therefore, they will not learn basic literacy and numeracy skills...The tendency to blame the education system or the teachers is strong."

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As the general public criticizes what transpires within schools, they also criticize what transpires outside schools that affect the administration of schools.

The Political Context

Within the political context, the general public is becoming increasingly concerned about educational reforms and the decisions of school boards. Lewington and Orpwood (1995, p.39-40) claim that the public is dissatisfied with school boards, often referred to as the political elite, who make decisions from a distance thereby affecting those on the front lines of education such as teachers and school administrators. In other words, many people question the practical implications of school board rhetoric. However, school boards may argue that financial restrictions prevent them from doing their jobs adequately.

Holmes (1998) criticizes the financial restraints of school boards which fund public schools. "Ontario is the only province in Canada that is still permitted...a high degree of local fund-raising for education. In all other provinces, either school funding is essentially centralized or else the local financial autonomy is in practice rather slight" (Holmes, 1998, p. 26). In other words, with provincial governments restricting the spending powers of school boards and implementing budget cuts, it is not surprising that public education has been criticized. In short, if school boards are becoming isolated from their constituents and have minimal financial autonomy from governments, it is questionable whether or not they can maintain their primary responsibilities to schools.

It has been suggested that the impact of school boards on public education might be minimized if they were reduced in number (Lewington & Orpwood, 1993, p. 40). This is a contentious issue as the nature of the communities often warrants that school boards

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function differently from one another. For instance, some communities are more ethnically diverse or economically disadvantaged than others. If so, school boards in these areas need to make specific provisions for schools and students. In this regard, school boards struggle to make decisions that benefit all students equally. One recurring suggestion to improve the role of school boards in public education involves delegating specific duties to particular bodies. Lewington and Orpwood (1993, p. 41) suggest that if school boards focus on constructing general educational objectives and allow principals of individual schools to decide on the means of achieving the objectives, then they can hopefully function more collaboratively and efficiently.

Overall, the objective of public schools is to provide students with the appropriate combination of knowledge, skills, and values for their future success. However, when the goals of schools are diverse as a result of the changing social, economic, and political contexts, it becomes more difficult to balance all these goals with core academic knowledge and skills. As Lewington and Orpwood (1993, p. 48) claim, "schools are burdened with conflicts over what knowledge and skills are worthwhile, disagreements about how to promote self-esteem and disputes over values and beliefs." Acknowledging that schools have competing agendas, where do core knowledge and skills fit? This is a difficult question as it seems that many critics favour equality of educational opportunity rather than student achievement. Kramer (1992), for example. suggests that different learning opportunities be afforded to students with varying levels of focus and motivation since the goal of public schools appears to be promoting equity, not teaching and learning.

Furthermore, Kramer (1992, p. 212) argues that a narrower definition of a

teacher's job could prevent the confusion that often exists in the minds of teachers about school objectives. She suggests that teachers are to be seen as educators of "...reading and writing skills, of history, science, math, literature - not as social workers, baby-sitters, policemen, diagnosticians, drug counsellors, and psychotherapists." Nikiforuk (1993) agrees with Kramer (1992) when he states that personal needs and interests in environmental awareness, computer training, sexual orientation, and global peace have all been given excessive attention in public schools at the expense of basic learning.

Kramer (1992, p. 212) suggests that, at present, education faculties often focus on minor issues such as emphasize instructional strategies, educational psychology, and pedagogical philosophies rather than major issues such the knowledge base in science, mathematics, history, and literature. In essence, she questions the curriculum of teacher education and the way teachers are taught by their professors. Kramer (1992, p. 213, 217) also suggests that faculties of education tend to emphasize that teachers are responsible for the collective interests and needs of their pupils and thus their roles as teachers becomes misunderstood as caregivers. The consequence of over-accommodating the specific interest of pupils is evident in the extensive range of courses that are now offered in schools and faculties of education such as family life studies, work placement, and film making now available in schools (Kramer, 1992, p. 212). Thus, there is little surprise that the general public is dissatisfied with the quality of public education when core knowledge and skills seem to be de-emphasized while the personal interests of pupils seem to be emphasized.

POPULAR SCHOOLING ALTERNATIVES

When the general public believes that public schools cannot do their designated

tasks well, many parents begin to look for alternatives. Parents and even some educators

recognize that alternatives need to exist for those who are dissatisfied with the status quo

in the public school system. Friesen (1983, p. 30-31) in fact, suggests that:

> "alternative schools in Canada are here to stay. We have come a long way from the
> nineteenth century idea of a single school system seeking to provide the same
> experiences for all children. Educators have accepted the principle that different
> learning environments, programs, and methods must be used to educate today's
> children. Parents disillusioned with the apparent lack in the monolithic system have
> sought alternatives and found them. Even local systems bosses (trustees) and
> government bureaucrats have conceded to the development of alternative forms of
> schooling...The underlying issue emerging from a consideration of why different
> schools might be desirable does not merely stem from a dissatisfaction with the
> way things are. Stated positively, it is a value issue."

In other words, many parents believe that public education does not serve their children's

needs and have begun to seek alternatives to public schools. As a result, popular schooling

alternatives such as private schools, home schooling, and learning centres have become

more common in recent years.

Private Schools

Friesen's (1983, p. 31) historical view of education suggests that, as various

immigrant groups settled in Canada, each had its own vision of what schools were

supposed to do. Essentially, many of these schools became private schools. "Many were

developed along religious and ethnic lines, some were intended to raise political leaders

for the nation, and some were so exclusive that no more than a mere handful of select

citizenry were able to attend them" (Friesen, 1983, p. 31). In other words, until the

twentieth century when the concept of universal education emerged, schooling had specific purposes and not all children had the same opportunities (Friesen, 1983). Today, private schools are still considered exclusive schooling alternatives based on their relatively high cost, competitive academic requirements, and often isolated geographical locations (Friesen, 1983).

Some supporters of private education believe that in a democracy, people should have the right to choose their education (Bergen, 1989). They believe that private schools will diversify how education will be offered to students, thus preparing them for a pluralistic and competitive country. A question that needs to be asked is: What do private schools offer in contrast to public education? Bergen (1989, p. 101) suggests that many parents support private schools because they serve "...the social function of bringing together the children of politically and financially prominent families." Moreover, Bergen (1989) argues that attending private schools will increase as long as people perceive that the programs of public schools are unsatisfactory. Nikiforuk (1993) further argues that private schools offer parents and children a better quality of education based upon a superior moral climate in contrast to what they see as the "moral chaos" in many public schools. According to Bergman (1999, p. 77), parents opt for private schools because they attempt to provide balanced programs which public schools often lack. He claims the attractions of private schools include "... a student dress code, strong emphasis on self-discipline, academic achievement and physical fitness...". Therefore, the belief is that these children emerge with a strong foundation in academic subjects, yet they are also appropriately prepared for the future. However, there is another schooling alternative that

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is different from private schools in that it operates out of the home and is highly

individualized.

Home Schooling

A second popular schooling alternative is home schooling. Nikiforuk (1994)

argues that the major reason parents choose to home school their children is a desire to

strengthen family values and bonds through strong religious beliefs which they believe few

public schools honour. Gorder (1985, p. 36-37) explains home schooling in a broader

sense. He says that parents cite social, academic, moral, psychological, or religious

reasons for choosing this alternative type of education Clearly, parent educators have their

own reasons and motivations for home schooling their children. However, the one

constant seems to be that, at least in part, the moral and social values of public schools

conflict with their own. Home educators claim that the nurturing and natural environment

of the home helps children think more positively and creatively about their education than

if they remained in the public schools (Gorder, 1985, p. 38). It seems that even though

parents might lack the training, it is compensated through their affective involvement with

their children. Gorder (1985, p. 38) suggests that "emotion is inseparable from the

learning process, and the success of that learning process depends on the kinds of

emotions that develop between a teacher and the student....The emotions shown at home

are warm and secure." Similarly, Meighan (1995) claims that because individuals live in

an information-rich society, parents are able to take responsibility of their children's

education by using information that is available around them. He states the parents

legitimize their stance by stating that they are "... 'fixers' or 'learning site managers', who

help arrange the learning program and may often operate as fellow learners, researching alongside their children, rather than as instructors" (Meighan, 1995, p. 285).

Furthermore, in order to stimulate learning, Nikiforuk (1994, p. 120) claims that parents capitalize on the advantage having fewer students and the familiar and personalized settings of their homes to assist them in educating their own children. The home is used to accommodate the learning styles of specific children in contrast to the classroom where these differences cannot always be addressed. This is useful as parents consider their children who require different light conditions, food, and types of companions for efficient learning (Meighan, 1995, p. 283). Overall, parents attempt to develop their children's interests and talents as well as increase their self-awareness through the positive values associated with the home as an effective educational environment. Learning centres are other highly, individualized ways of teaching and learning that provide parents with opportunities to enhance their children's academic achievement.

Learning Centres

Learning centres have become popular educational supplements to public education over the past, few decades. According to Sylvan Learning Systems Inc.(2000b), there are presently 900 Sylvan Learning Centers throughout North America and Asia. These centres and others use diagnostic tests to assess the learning difficulties of students. With this knowledge, teachers employed in these centres customize learning programs for their clients (Sylvan Learning Center, 2000a). These centres claim that their individualized programs not only improve the grades of students, but also their self-esteem. Indeed, the

goal of learning centres is that learning is more than an academic process; they provide a socialization process in which nurturing and other personalized services are important aspects (Sylvan Learning Center, 2000a). Parents who enroll their children in learning centres comment on the academic improvements of their children, but also they note the greater interest and self-confidence their children develop generally (Sylvan Learning Systems Inc., 2000b). If their self-reports are any indication, learning centres can capitalize on individualized services and enhance the motivation and interest of their clients.

Many individuals believe that learning centres are invaluable to students who have learning disabilities such as Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (Sylvan Learning Systems Inc., 2000b). It appears that children with learning difficulties benefit more from learning centres than they do from public schools that often struggle to balance the needs of special needs students with the needs of other students. Again, the individual attention offered to these pupils with special needs seem to make a difference in their learning abilities and self-esteem...Learning centres capitalize on the unique challenges and barriers of each child, thereby building greater self confidence in students who may not be integrated into the public school system because of lack of time and conflicting interests with others students.

Acknowledging the many criticisms of public education, some question how teachers are educated and prepared for the teaching profession. Some people may believe that teachers receive inadequate preparation while they are student teachers at faculties of education. Other people may not believe that the issues discussed above indicate that teachers have been inadequately educated in faculties of education. Thus, it is essential to

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identify and understand the dimensions of teacher education that are inherent in the professional socialization of student teachers.

THE THREE DIMENSIONS OF TEACHER EDUCATION

Educational analysts have typically conceptualized teacher education using three important dimensions: knowledge, skills, and values. In fact, Dill (1990, p. 238) state that,

> "the task of defining the knowledge, skills, and values essential to teaching must be central to schools [faculties] of education. But it can become so only if these schools [faculties] honestly confront their fundamental mission. They must clarify their primary calling to be schools [faculties] of teaching."

In order to be successful, faculties of education must set out their mission by explicitly outlining and effectively teaching the knowledge, skills, and values that they want their student teachers to learn. It is equally important for faculties of education to inform student teachers *why* they must learn these particular things. An explanation of this kind provides student teachers with some direction for their education and hopefully for their careers. Thus, *what specific knowledge, skills, and values are important to teacher education and why are these dimensions important for the professional socialization of student teachers?*

Knowledge

Evidently, what teachers know and how they apply themselves as educators is rooted in various bodies of knowledge. Shulman (1987) has developed a well-known typology that is representative of a specialized knowledge base for teachers. He identifies seven categories that represent the essential areas of teacher knowledge. The categories

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include: 1) subject knowledge, 2) pedagogical content knowledge, 3) general pedagogical knowledge, 4) curriculum knowledge, 5) knowledge of learners and their characteristics, 6) knowledge of educational contexts, and 7) knowledge of educational ends, purposes, and values.

Among these seven categories of knowledge, some are particularly significant for teacher education programs and thus the following categories are the focus of this section: *subject knowledge, pedagogical content knowledge, and theoretical knowledge*. The focus of many educational reports and analysts has been to discuss effective ways to incorporate these areas of knowledge into teacher education programs (see Holmes Group Executive Board, 1986; Goodlad, 1990; Sarason, Davidson, & Blatt, 1986). Therefore, all these areas are, or should be, important dimensions of teacher education programs.

Subject Knowledge. Combs, Blume, Newman, and Wass (1974, p. 1) note that the earliest conceptions of good teachers were as scholars. In other words, being well-informed about a teachable subject was considered to be the most important characteristic of good teachers. Even today, although most people believe that good teachers must know more than their subject knowledge, it is undeniable that a strong knowledge base functions as the foundation for good teaching. Therefore, the first source of knowledge outlined by Shulman (1987) is subject knowledge. Shulman and Sykes (1986, p. 15) explain that subject knowledge requires teachers to:

> "... go beyond knowledge of the facts and concepts of a domain. It requires understanding the *structure* of the subject matter...We expect that the subject matter knowledge understanding of the teacher be at least equal to that of his non-teaching colleague. And in certain essential ways it must go well beyond that lay understanding."

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Shulman (1987) further notes that subject knowledge rests on two main foundations: literature in the subject area and the historical and philosophical background of the subject. In this regard, student teachers must learn the significant ideas, examples, and skills of the disciplines they will, in the future, teach. They must also learn the historical and philosophical perspectives of their subjects. These perspectives, in turn, form a basis for their subject knowledge.

Student teachers acquire their subject knowledge from faculties other than faculties of education. If student teachers acquire their subject knowledge from experts in other faculties who are not consciously emphasizing ways to teach the subjects at various grade levels, do student teachers learn the knowledge required to teach elementary and secondary level pupils? Murray and Porter (1996, p.25) contend that "...since the traditional academic majors are geared towards graduate study or entry-level employment, it does not induce in students the kind of basic subject matter understood to be necessary for an effective teacher." The concerns about academic disciplines for prospective teachers was further explained by the Holmes Group Executive Board (1986, p.29) when the Commission wrote that contemporary academic majors:

> "...fail to elaborate the structure of the disciplines, their origins and goals, and gives criteria which cause some issues to be studied deeply and others to be merely interesting or trivial. This limited focus does not provide an adequate grounding ...for professional teachers at all levels who must find and present the most powerful analogies and generate ideas in a way that both preserves the integrity of the disciplinary knowledge and teaches students to understand the subject."

Teacher education programs have provided general directions concerning their students teachers' subject knowledge. Moreover, many experts on educational change

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have recommended that faculties of education outline specific discipline courses and requirements for student teachers so they are competent to teach their subjects appropriately (see Holmes Group Executive Board, 1986; Fullan & Connelly, 1987). Clearly, then, the importance of subject knowledge for student teachers cannot be taken for granted. The responsibilities of student teachers are grounded in their comprehension of the subject matter that they will eventually teach. In other words, in order to teach something, student teachers first need to know it thoroughly. Once this is accomplished, they can focus on teaching their subjects in effective and dynamic ways.

Pedagogical Content Knowledge. As teacher education programs emphasize subject knowledge, they also complement that knowledge base with pedagogical content knowledge. Shulman (1987, p. 4) defines pedagogical content knowledge as "... the blending of content and pedagogy...pedagogical content knowledge goes beyond knowledge of subject matter *per se* to the dimension of subject matter knowledge for teaching." In other words, student teachers must learn to reformulate their subject knowledge into a teachable subject. This is a distinguishing expectation for student teachers compared to other students in the same discipline.

Shulman (1986) explains further that teachers must learn to teach their subject areas in ways that are most comprehensible to students. He suggests that using the most powerful examples, analogies, illustrations, demonstrations, and explanations in disciplines are essential to developing teachable subjects. For this reason, student teachers need to understand how subject matter can be presented in ways that are meaningful for pupils. As Combs et al.(1974) suggest, it is insufficient for teachers to simply present facts; teachers

must discover meaning in the knowledge they have in order to assist their students in identifying that meaning. The value of teachers constructing meaning about knowledge leads to the formation of the pupils' own purposes, interests, values, goals, and attitudes. This is a personal process in which pupils seek to understand the material for themselves, but under the guidance of a thoughtful and well-educated teacher.

Teachers can, of course, help students connect meaning to knowledge in a myriad of ways. Tickle (2000), for example, suggests that teachers need to constantly relate to the rapidly changing dimensions of society such as advancing technology, multiculturalism, globalization of information, and the need for specialized knowledge. For these reasons, Tickle (2000) argues that subject matter is made meaningful to students when knowledge is referenced to society's cultural characteristics that students know. Tickle (2000) states that teachers can bring meaning to their teaching subject by using current technologies to teach the material and to keep abreast of current information. Also, it is beneficial for students, in preparation for a particular career path, to acquire knowledge that incorporates specific disciplines for a specialized knowledge base. Clearly, teacher education programs have the important task of showing student teachers how to make their disciplines understandable and relevant to their pupils.

Theoretical Knowledge. While it is important for teachers to acquire a strong knowledge base in their subjects and to know how to teach their subjects, knowledge about the context in which they teach is also significant. This knowledge base represents the theoretical foundations to the profession which provides some guidance about the directions and missions of teaching. According to Shulman (1987), this theoretical base is

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divided into three sub-categories: knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of ends, purpose, and values of education.

First, knowledge about students and their characteristics is essential information for all teachers. Grossman (1994, p. 654) elaborates that knowledge of learners "includes knowledge of learning theories, the physical, social, psychological, cognitive developments of students; motivational theory and practice; and ethnic, socio-economic, and gender diversity among students." In the face of considerable diversity among pupils, teachers must demonstrate flexible and multifaceted understandings of knowledge so that appropriate alternative explanations of concepts, ideas, and principles can be imparted to them (Shulman, 1987). Beyond this, it is the teachers who must adequately explain the purpose and meaning of particularly difficult concepts and ideas. As Tamir (1985) states, teachers need to recognize concepts that have common misconceptions. He argues that knowledge about learners requires an in-depth assessment of how pupils learn most effectively as well as knowing what teaching approaches and class exercises are most suitable.

Second, knowledge of various educational contexts such as the classroom, the governance and financing of school districts, local communities, regions, cultures, and the family greatly influence the teachers' roles and the conduct of schools (Shulman, 1987; Grossman, 1994). Teachers are expected to teach with respect to particular boundaries: appropriateness of material in terms of complexity and sensitivity to pupils as well as to school and community standards. Teachers also need to consider various external factors

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that can potentially affect learning. More specifically, as numerous external factors such as the family or cultural differences create considerable stress for students, teachers need greater awareness of how to handle pupils and accommodate their needs with the appropriate resources.

Finally, teachers require knowledge of educational ends, purpose, and values. As Shulman (1987) explains, knowledge of the schooling process refers to the philosophical, sociological, historical, and ethical foundations of education that form essential knowledge for teachers. This knowledge provides student teachers with a broader perspective on education as they attempt to become effective teachers. In these capacities, teacher education programs must demonstrate to student teachers that theoretical knowledge can affect and improve their pedagogical knowledge and they must emphasize the two types of knowledge are not mutually exclusive.

Overall, the knowledge base of teachers is extremely broad and complex. Teachers are expected to effectively understand and teach many types of knowledge that will eventually have a positive effect on pupil understanding. How do teacher education programs incorporate all these knowledge bases that educational experts deem so significant to the professional socialization of teachers? Furthermore, if some of these knowledge bases are not fully developed, will teachers be less prepared? As Shulman (1987) claims, the overlap among most of the knowledge bases creates difficulty for teachers. Specifically, the pedagogical content knowledge of teachers is contingent on knowledge of learners and their characteristics. Similarly, general pedagogical knowledge depends on what is taught, the subject knowledge. Faculties of education are always

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limited by resources and time to train their students in all these areas. Therefore, it is the task of professors to seek ways to integrate the various knowledge bases into their courses by emphasizing the most important aspects of these knowledge dimensions which overlap and seem essential to the professional socialization of teachers. Similar to having a well-developed knowledge base, student teachers also need to acquire skills that will enhance the quality of teaching.

Skills

Olsen (1973) distinguishes between knowledge and skills. While knowledge is conveyed through speech, print, pictures, and film, skills are taught through direct coaching. Therefore, teachers' skills refer to their abilities and actions in using their subject and pedagogical knowledge to actually teach pupils. Teachers need to perfect their pedagogical skills so that they are suitable for pupils of varying ages, capabilities, and backgrounds as well as appropriate for different subject areas. Therefore, student teachers must learn to create productive learning environments for pupils by using at least three fundamental skills: classroom management skills, communication skills, and technological skills.

Classroom Management Skills. Tickle (2000) argues that particular classroom management skills of teachers are necessary to allow the educational experiences to be as productive as possible for students. These organization skills "..depend on dispositions and the capacity [of teachers] to judge the organization opportunities of particular situations that involves observation, assessment of evidence, decisiveness, and possibly risk-taking" (Tickle, 2000, p. 48). Teachers must learn to transform their classrooms into learning

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environments that maximize their pupils' interests. Furthermore, Good (1990, p. 41-42) states that good management skills are important in becoming effective teachers. He suggests that teachers can make their intentions clear in the classroom through their management skills. In this regard, students are made aware of the objectives of the teachers and teachers can monitor their own progress and efficiency in the classroom. It seems that classroom management skills are built upon improvisation, intuition, and the perceptiveness of teachers. In other words, there are certain aspects of teaching that cannot be prepared and thus require teachers to be spontaneous. Therefore, it is somewhat questionable that all these skills can be mastered by student teachers during their years in teacher education programs. They may begin, but they may not master how to effectively manage a classroom. As student teachers acquire the skills to organize classroom, they must also learn to communicate effectively with pupils.

Communication Skills. Combs et al. (1974) contend that how pupils understand subject material depends largely upon the communication skills of their teachers. He states "the student's grasp of content will be determined in large measure by the success of the instructor in communicating it. Communication... is a skill to be learned in its own right, and it has not occurred until something happens in the learner "(p. 55). By this comment, Combs et al. (1974) mean that subject matter is relatively useless unless it is communicated effectively to students so that they acquire the desired knowledge or skills. Also, an essential aspect of communication skills involves constructing meaning for students. As Combs et al. (1974, p. 56) also state, "communication is not just a matter of presenting data, it is a function of discovery and development of meaning." In essence,

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students will not learn effectively if they are bombarded with information. There needs to be meaning and purpose associated with knowledge for pupils to understand and learn effectively. How is such a task accomplished?

Effective communication skills stem from teachers' pedagogical reasoning skills. Shulman (1987, p. 15) defines pedagogical reasoning as the process of reformulating subject knowledge "into forms that are pedagogically powerful and yet adaptive to the variations and ability and background presented by the students." The purpose of pedagogical reasoning skills is also noted by Howey and Zimpher (1996, p. 493-494) who state that these skills must be learned by teachers themselves. They note that the wisdom and reasoning of experienced teachers is imparted to prospective teachers, yet individual teachers must exercise their own judgments because of the personalized nature of teaching. In order to teach meaningfully, teachers are required to endure a cyclic set of intellectual activities that constitutes the pedagogical reasoning process. Shulman (1987) states that the process begins with teachers understanding their subject material, followed by effective construction of the curriculum, and then proceeding with transforming that knowledge into the best comprehensible form for pupils. This transformation of knowledge involves the stages of selecting, preparing, and representing knowledge, and followed by personal reflection which creates new knowledge and better refined skills for teachers. In this capacity, teacher education programs must educate student teachers about the processes associated with constructing meaningful knowledge for pupils. One important way students teachers can communicate effectively with pupils and teach in relevant ways involves the use of technology.

Technological Skills. Some skills of teachers need to be constantly updated and refined, and technological innovations, specifically computers, have forced teachers to restructure their skills. As Webb and Sherman (1989, p. 215) state, "teachers do not simply lose their talents they once had (or should have had); old talents are replaced with new skills and new assumptions." Nevertheless, many educational critics still decry technology in the schools because they believe that technology has moved teachers away from being reflective practitioners. Nevertheless, as Tickle (2000) suggests, technology is integrated in all aspects of contemporary life and particularly in the workplace. Therefore, it is expected that student teachers will acquire the appropriate technological skills that will allow them to teach effectively. Recalling that teachers need to teach in ways that are meaningful and purposeful to pupils and in ways that relate to the rapidly changing dimensions of society, it is inevitable that technological skills will continue to be a fundamental part of teacher education. Most importantly, if teacher education programs remind student teachers to use technology as a helping tool rather than place a mindless reliance on it, then other teaching skills will not be sacrificed for these technological skills.

Overall, as faculties of education attempt to educate student teachers with the appropriate skills, an important question must be asked. Can these faculties really teach professional skills to their student teachers? Indeed, they can emphasize the skills that are important and provide experience through course work; however, significant skill development for teachers may come only after extensive teaching in the field. In this sense, greater experience may assist student teachers in perfecting the skills of the profession. In fact, Tickle (2000) argues that the knowledge and skills which teachers learn in order to

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teach pupils, assess their own pedagogical practices, and educational issues must be complemented with an understanding of professional values.

Values

Tickle (2000) emphasizes that teachers' abilities to teach require that they understand their own values. Naturally, individuals involved in a similar type of work are likely to share some common values about their work. These values form the culture of the profession and are derived from similar responses and attitudes to teaching situations. Therefore, in order to understand how teachers are professionally socialized, it is essential to know what values they need. There are three values that are typically emphasized in teacher education programs: moral qualities, individualism, and altruism (see Goodlad, 1990; Nias; 1986, Webb & Sherman, 1989).

Moral Qualities of Exemplary Teaching. The professional socialization of teachers requires them to uphold appropriate moral values. Nord (1990, p. 174) states that teachers:

"...hold an "office" defined by special moral obligations. Some of these obligations cut across all professions-to keep up in one's field, to maintain confidentiality in professional relationships, to avoid discrimination on the basis of race or sex. Others are peculiar to the profession of teaching -to grade exams fairly, to keep parents informed, to try to understand what students say."

The commitment of teachers to provide a moral education involves their ethical sense of being. In this capacity, teachers demonstrate ethics in their teaching, implicitly or explicitly, by conveying their sense of truth, authority, and right and wrong to their students. Furthermore, their ethical sense of teaching emits through their encouragement of intellectual honesty, disciplined thinking, and a respect for reasonableness (Nord, 1990).

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By acting in this manner, teachers can contribute to the moral development and education of their own pupils. Nord (1990) suggests that an emphasis on moral qualities makes pupils hardworking, fair-minded, honest, responsible, caring, and courteous. He believes that moral education does not directly occur through teaching, but rather, through the process of socialization. Therefore, teachers must learn to integrate aspects of socialization into their classrooms and into their interactions with pupils. For instance, Nord (1990) suggests that the role models that teachers provide, their ways of rewarding and disciplining students, and their classroom rules can influence how pupils develop morally. Based on these instances, if teachers value morality, then they must treat pupils with respect and honesty, be excellent role models, and establish fair classroom rules. Even though teachers have an obligation to create professional standards by teaching justly, they are also expected to be creative and unique in their teaching style, reflected in their individualism.

Individualism. Teachers are continually learning how to be effective practitioners through their individual efforts. Lortie (1975) outlines how teachers value individualism in their profession:

> "The teacher who is burdened with ambiguous criteria must select his own indicators of effectiveness; this gives him the chance to align his goals with his capacities and interests. Having worked out a satisfactory balance, a teacher is likely to resist conditions that would force change-he has a stake in autonomy, the ideology of individualism serves teachers' purposes; it undergirds psychic rewards; the circle is closed" (Lortie, 1975, p.210).

Being effective depends on a number of things: the subject being taught, the pupils' abilities, and the school administration's demands on teachers. Therefore, teachers need

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opportunities to independently and creatively develop teaching strategies, and then to reflect upon the outcomes of their pupils' learning. Further, as teachers take an active role in their own professional socialization, they are likely to reap personal rewards of self-worth and dignity. In this capacity, developing their identities requires teachers to attempt different approaches and reflect upon their behaviours in order to improve. Nias (1986, p.6) quotes from various teachers' experiences:

> "They frequently defended the right of themselves and their colleagues to teach as [they felt] happy, or offered probationers the advice to establish yourself and your own style in your first year. ... 'I wouldn't want to teach in any other way. This is how I feel most comfortable. ... I'm unique. I've developed my own format and style'..."

It seems that teachers feel more self-assured when they know that can develop their own teaching methods and identities. Indeed, Lortie (1975, p. 167) argues that teacher individualism is deeply rooted in classroom management, assessments of pupils, and evaluation. He argues that because the profession acknowledges that individualism as an essential value, and therefore does not provide any standard requirements to develop the self, teachers must survive on their own. Consequently, teachers' personal initiatives to cope in their profession contribute significantly to the formation of their professional identities. However, as teachers value the personal rewards gained through their own creative and unique efforts, they also value the opportunity to assist, guide, and motivate pupils. In this sense, teachers need to be altruistic.

Altruism. Despite the multiple responsibilities and related stress associated with teaching a variety of students, most teachers recognize the intrinsic value of assisting others. Webb and Sherman (1989, p. 323), for example, note that "...teaching is a helping

profession that attracts individuals who feel an emotional and moral need to serve others. There are other motives for teaching...but service is the largest single reason teachers give for wanting to teach." Many teachers, especially beginning teachers, often hold idealistic views about the profession whereby the intangible rewards of assisting and motivating students seem to outweigh their many other responsibilities.

Establishing supportive and caring connections with pupils is also highly valued by teachers. In fact, Hargreaves (1998, p. 835) states that:

> "good teaching is charged with positive emotion. It is not just a matter of knowing
> one's subject, being efficient, having the correct competencies, or learning all the
> right techniques...They [good teachers] are emotional, passionate beings who
> connect with their pupils and fill their work and classes with pleasure, creativity,
> challenge and joy."

Teachers create emotional bonds with their pupils because this allows them to educate them as intellectual and social beings. Furthermore, understanding the emotional dimension of teaching helps teachers know how to teach and what to teach. In this sense, teachers can feel proud of themselves as they adjust their teaching approaches to what they know about their students (Hargreaves, 1998).

However, the process of understanding the emotional dimension of teaching is challenging. Often, students are manipulative and distance themselves from teachers who then have great difficulty in relating to them. Also, only recently have the emotional dimensions of teaching been discussed among teachers. Previously, the topic was acknowledged only within the educational change and reform literature (Hargreaves, 1998, p. 850). Yet, since most teachers articulate their knowledge and decide how to

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teach based on their emotional bonds with, and their understanding of, their pupils, this aspect of the professional socialization of teachers cannot be ignored.

Overall, professional values are implicitly conveyed to student teachers through their course work and directly understood through practica experiences. For instance, as student teachers learn to design assignments and tests, they realize the essential components of being fair. Similarly, in their practica experiences, student teachers begin to form some attachment to their work as they begin to teach in accordance with specific professional standards. These values suggest what the faculty deems as desirable characteristics of teachers in order to be effective and successful practitioners. These values also suggest what is preferred among teachers themselves. Therefore, their formation of professional values stems from what they believe is important to their identities. Student teachers, in turn, will internalize the values emphasized to them in order to derive meaning and purpose in what they do. This will be instrumental in their connection to their chosen profession. If dimensions of knowledge, skills, and values are important to teacher education, then how do student teachers actually acquire these dimensions of teaching? Student teachers learn these things through their professional socialization.

PROFESSIONAL SOCIALIZATION MODELS

Acknowledging that specific knowledge, skills, and values formulate the basis of teacher education, it is essential to understand how teacher education programs teach these dimensions in order to develop the professional roles and identities of student

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teachers. According to Hoffman and Edwards (in press), the professional role of a teacher

means that the person is:

> "a knowledgeable, well-organized, and consistent classroom leader who interacts
> with students, colleagues, and community members purposefully and effectively.
> The individual sees teaching as more than meeting with students, and works with
> peers on identifying and acting on problems in classrooms and school
> levels...The teacher values this opportunity to be an integral school decision-
> maker, and others value the teacher's perceptions and knowledge of
> desirable practice".

In addition, Nias (1986) argues that the professional identities of teachers refer to the

closely defined values, beliefs, and attitudes they hold about teaching. Nias (1986) claims

that many new teachers form their initial identities based on idealistic and romanticized

values, beliefs, and attitudes. As teachers gain more experience, their identities become

more defined and stronger since they better understand what professional goals are

significant to them. Overall, the process by which faculties of education educate their

students to learn their roles and to develop their identities is known as professional

socialization. Simpson (1979, p. 17) says that:

> "...professions have a privileged position that entails institutionalized roles. Their
> places are secured in large particularly by professional schools acting as their
> recruitment agents. The school controls the inflow of labor into its parent
> profession. It performs three basic tasks. It selects the persons to be admitted to
> the profession; it educates them in professional knowledge; and it instills
> appropriate professional orientations. There is no quarrel about the first two
> recruitment tasks, but the third is an issue in the field. The issue has two sides;
> whether or not students learn orientations and whether or not a professional role is
> institutionalized so that orientations learned may be followed later by practitioners
> in their work."

According to Simpson (1979), the way students internalize their professional education

depends primarily on the approaches used by their faculties in creating professional roles

and identities. Undoubtedly, professional knowledge, skills, and values will always be imparted from professional faculties to its students, but how students make sense of these dispositions varies according to the goals and expectations of their professional schools as well as their profession. For this reason, there are different ways that professional socialization occurs. The literature, in fact, outlines two competing models of professional socialization that are applicable to teacher education: the induction model and the reaction model.

The Induction Model

The induction model, proposed by Merton, Reader, and Kendall (1957), rests upon five assumptions. First, it assumes that professional schools dictate what their students will learn in accordance with the norms of the profession. In other words, inductionists claim that the profession's image is well-established to its own members and to members of its faculty. Thus, the professional body and faculty are similar in their perspectives and goals: a professional subculture clearly exists for programs based on induction.

Second, the induction model assumes that the profession directs its professional faculty to impart the knowledge, skills, and values of the profession to its students. Professors are explicitly direct and clear about what students must learn prior to their entry into the profession. By doing so, the knowledge, skills, and values of the profession are taught from the faculty's perspectives, rather than from the students' perspectives.

Third, since the professional school acts as a subsystem of the profession, it claims authority and control over its students. The faculty members explicitly outline their expectations of professional behaviour and attitudes to their students. In this regard, the

professional socialization of students occurs in a lock-step manner, whereby the locus of control lies with the faculty.

Fourth, the induction model considers students as "professionals in the making -- a transitional and developing status--and they are treated accordingly (Bloom, 1965, p. 154-155). The assumption that students are professionals at the onset of their program emphasizes the desire for faculty members to shape their students' identities and roles to those acceptable by the profession. In other words, from the perspective of this model, students are expected to respond to the objectives established by the faculty and the profession rather than construct their own knowledge, skills, and values as developing professionals.

Finally, the induction model emphasizes the dimension of "demandingness" more than the dimension of "warmth" in its approach to professional socialization . Subsequently, there is greater social distance or less "warmth" evident between professors and students. Professional faculties are directive and demanding with their students in order to make expectations clear and establish a professional culture among them. "Demandingness" suggests that professional faculties place particular expectations on students so they complete their education with specific knowledge, skills, and values. It is essential to the induction model that the professional socialization process builds student orientations that are similar to those of seasoned professionals. Hence, professors teach in ways that are directive and they dissuade students from constructing their own interpretations. This ensures that, as students enter the profession, they will carry with them the normative expectations that they learned in their professional school. Clearly, the

professional school holds authority and control over the knowledge, skills, and values because it explicitly outlines accepted modes of conduct and the purposes of the profession. In other words, professional socialization as advocated by the induction model, is faculty-directed, rather than student-directed and it emphasizes the dimension of "demandingness" more than the dimension of "warmth".

The Induction Model and Teacher Education. Among those who criticize current educational practice, both Kramer (1992) and Nikiforuk (1993) clearly identify with the basic tenets of the induction model. Specifically, they view faculties of education as institutions that are responsible for educating student teachers to develop a strong knowledge base. Their claim is that public education has fallen victim to a myriad of purposes which, in return, has weakened the knowledge, skills, and values base of teachers and their passion for learning. Thus, these authors believe that faculties of education must emphasize to student teachers the importance of building a strong knowledge base and inspiring their interest in learning. Specifically, Kramer (1992, p. 211) states,

> "...what we need is to sacrifice quantity for quality, both in the institutions that educate teachers and their graduates. The institutions should be essentially academic, and their graduates should be judged by how much they know, not just by how much they care about students."

Similarly, Nikiforuk (1993) argues that prospective teachers must demonstrate adequate competencies and acquire abilities to detect when their teaching has failed. Furthermore, both authors suggest that a passion for learning must be inspired in student teachers and then extended to their own pupils. As Kramer (1992, p. 222) states, "the people who become "educators" and who run our school systems...are not people who have studied,

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know, and love literature, history, science, or philosophy. Generally, our "educators" are not educated. They do not love learning...". Even though Nikiforuk (1993) and Kramer (1992) disagree about who should prepare and educate teachers, either professional centres or faculties of education respectively, both claim that professional institutions must instill the appropriate standards and expectations of the profession. As proponents of the induction model suggest, professional schools must construct a subculture that then becomes a subsystem of the larger profession itself. Educational critics such as Kramer (1992) and Nikiforuk (1993) seem to agree with this view as they argue that faculties of education must hold ultimate control and authority regarding what and how student teachers learn in their programs.

Considering the characteristics of the induction model, what are some examples of how the model functions in teacher education? In the induction model, professional schools exert authority over the professional socialization of students. Thus, there are three ways by which the faculty maintains control over their students: by delivering lecture-based courses, by structuring directive assignments, and by instilling professional standards and values.

Acknowledging the beliefs of Kramer (1992) and Nikiforuk (1993), faculties of education must emphasize the mastering of professional knowledge in order for student teachers to become effective and competent educators. In this regard, faculties of education specify the courses and the sequences of courses that student teachers must take during their programs. Naturally, these courses teach knowledge that professors in faculties of education believe is the requisite knowledge of the profession. For instance,

faculties of education expect that prospective early and middle years teachers will have a knowledge base consisting of a broad range of disciplines such as language arts, math, science, and social studies. Similarly, faculties of education expect that prospective senior years teachers will select specific, academic disciplines in which they will focus. As they will teach senior grades, it is believed that their knowledge base must have more depth than early and middle years teachers. In other words, faculties of education place specific discipline requirements upon their students so that they coincide with their respective teaching levels. Clearly, this is one indication that faculties of education act as subsystems of the profession by claiming control over their student teachers.

In order to ensure that student teachers acquire these various knowledge bases, the nature of these courses are often lecture-based and faculty-driven. As professors hold the ultimate authority in their classes, student teachers have minimal opportunity to articulate their *own* professional knowledge with competing perspectives from that of their professors. In this capacity, professors become role models and mentors for student teachers. Professors, in turn, capitalize on these courses in order to ensure that student teachers emerge with knowledge that is expected in the classroom. Clearly, this is an approach where professors use a "top-down" approach to their teaching.

Another example of how the induction model functions within faculties of education relates to the attainment of student teachers' skills. Specifically, education professors teach their student teachers how to evaluate their pupils and how to deal with them fairly. Thus, there must be some conformity in these aspects of teaching in order for teachers to be valued and respected individuals who can be counted on to adhere to the

common purposes and goals of the schools, whether they are public or private.

One significant way in which professional standards are instilled is through the development of professional skills. Before extensive periods of teaching are attempted, student teachers need an overt understanding of what skills are required in classrooms. Therefore, the professional skills that faculty members teach to student teachers must be clearly outlined, strongly enforced, and continually reinforced. More specifically, the type of assignments and exercises that student teachers complete must develop skills that are useful for effective teaching. Thus, assignments, such as planning lessons, creating tests, and writing essays, are common in education courses. Professors have high expectations concerning the quality of these assignments as this is the way student teachers learn what is expected of them in their profession. Faculties of education recognize that student teachers may implement professional skills in different ways because of their own personal style and the nature of their pupils. However, faculty members also expect student teachers to understand what is required of them as teachers and faculty members place demands on their student teachers in order for them to master particular skills and competencies through course assignments.

Similar to the professional standards in teachers' skills and competencies, there are also important professional values. Teaching, as a profession, is commonly known as an altruistic profession. More specifically, it is a profession built on guiding, inspiring, and motivating pupils as the core of the profession's image. Therefore, it is the responsibility of faculties of education to teach these values to students teachers. Faculties of education must strongly emphasize appropriate values to student teachers who can then align

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themselves with the identities of teachers. These identities develop from the values reinforced in the faculty and the profession. In this regard, student teachers should feel a strong connection to their profession as they construct their professional identities. Furthermore, student teachers should have a close bond with their faculties of education that attempt to prepare and socialize them for their future careers.

Faculties of education make a concerted effort to instill the appropriate values of the profession to student teachers prior to their entry into the profession. For instance, values of morality and service to others are conveyed to student teachers throughout both their coursework and their practica in the schools. Through the combined influence of both, student teachers are made aware of the nature of their work and their future careers. The professional values of service are clearly positive and honourable qualities. Therefore, teacher educators often attempt to instruct their prospective teachers to understand and respect these values from the outset. In return, faculties of education and teacher educators expect student teachers to identify with the profession by incorporating these values into their professional behaviours and attitudes. By clearly identifying values in the student teachers' programs, they can transfer these normative values of the profession into practice.

The Reaction Model

A second model, the reaction model, has been developed by Becker, Geer, Hughes, and Strauss (1961). Similar to the induction model, there are five assumptions upon which the reaction model rests. First, while the induction model claims that professional roles are institutionalized in professional faculties, the reaction model claims \

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the direct opposite. Becker et al. (1961) argue that since students are focused on their own interests and needs as students, they do not yet identify with the profession as it exists. The orientations that the students acquire through their professional education differ from the orientations and experiences they gain as actual practitioners in their workplace. Becker et. al (1961) argue that, as the circumstances of these students change, so do their perspectives about their professional socialization. Thus, they conclude that the professional school and the parent profession are separate and independent entities.

Second, as Becker et al. (1961) state, faculties which follow the reaction model still expect their professors to impart knowledge, skills, and values to their students. However, unlike the induction model, professors assume the role as facilitators of knowledge and co-learners with their students. In this capacity, students know that their ideas and opinions are welcomed and valued by their professors. Moreover, students also gain knowledge from their peers. Since students have the same experiences and have similar interests and needs, they can benefit from sharing their commonalities as well as each others' perspectives.

Third, a main difference between the induction and reaction model is the control that students possess over their professional behaviours and attitudes. With the induction model, the professional school is an agency of the parent profession. Therefore, its main responsibility is to ensure the continuing structure and functioning of the profession through the education of students. In contrast, with the reaction model, students have more flexibility with their program, thereby the locus of control lies with them. The students are expected to internalize their professional socialization through their own

interpretations (Becker et al, 1961). As they are constantly reacting to the demands of their programs, the students integrate their own knowledge, skills, and values with those of their professors. In this way, their professional socialization process takes places in a spiral fashion, whereby their source of knowledge is to a large degree, student-directed and extremely diffuse.

Fourth, proponents of the reaction model claim that professional socialization is based on the situations of the students at a particular time. For instance, as students, they are confined by their own needs and the demands placed on them as students. In the reaction model, students do not identify with actual professional experiences as do students professionally socialized by the induction model. Therefore, reactionists argue that interpretations of their professional socialization are based on their responses, reactions, and perspectives as *students*, not as professionals and not according to the long-term objectives of the profession.

Finally, the reaction model emphasizes the dimension of "warmth" more than the dimension of "demandingness". Subsequently, there is greater closeness and less "demandingness" evident between professors and students. The reaction model's approach makes students feel that they have a meaningful relationship with faculty members. In other words, the students learn that their faculty is serving their needs and interests. "Warmth" suggests that faculties provide appropriate support and guidance for the students as they adapt to the demands placed on them. The reaction model claims that students play a crucial role in their own professional socialization since they make sense of their education through their *own* interpretations, not only from those of their professors.

Therefore, students must be given ample support by their professors so that they can internalize how aspects of their education can prepare them as teachers. In these instances, providing support means that the opinions of students are heard and respected by their professors. To sum up, professional socialization as advocated by the reaction model, is largely student-directed, rather than faculty-directed and it emphasizes the dimension of "warmth" more than the dimension of "demandingness".

The Reaction Model and Teacher Education. Both Lortie (1975) and Nias (1986) appear to hold views about the professional socialization of teachers that are congruent with the characteristics of the reaction model. They argue that teaching involves a substantial degree of individuality and autonomy. More specifically, they claim that teachers' interpretations contribute significantly to the development of their own professional identities. In other words, how teachers understand their own situations is crucial to the development of their abilities and identities as teachers As proponents of the reaction model, student teachers are constantly seeking ways to respond to the demands and expectations of their faculties of education. Consequently, they perceive their professional socialization from their positions as students. Since all students occupy the same status, they form close alliances with each other as they share common goals and interests. They make sense of their professional socialization largely through their own initiatives. In this case, how students cope with the demands of their courses and their practice is primarily due to their *own* efforts, rather than those of their professors.

Lortie (1975) and Nias (1986) both suggest that one of the main attractions of teaching is the opportunity to work with people. Lortie (1975, p. 27-28) specifically calls

this the "interpersonal theme" of teaching. Similarly, Nias (1986) says that teaching is an 'individual art' and Lortie (1975, p.28) states that the interactive nature of teaching makes it "...an 'art' requiring special sensitivity and personal creativity." Clearly, this is a profession where individuality, autonomy, and personal initiatives are emphasized and expected of teachers. It is evident that this view of teaching is consistent with the reaction model. Individuality and personal efforts are constantly a part of how student teachers make sense of the demands they encounter in their faculty as well as in their practica in the schools.

What aspects of the reaction model are evident in teacher education? With the reaction model, student teachers formulate their own interpretations about their professional socialization. Three ways in which student teachers do so is by: sharing knowledge through collaborative means, completing reflective assignments, and interpreting the practicum in an individualistic manner.

First, the nature by which student teachers gain knowledge in their programs is extremely collaborative. For instance, interacting in cohorts and working in cooperative learning groups are common aspects of teacher education programs. Through these means, there is a sense that knowledge is not directly taught all the time, but rather knowledge is facilitated among peers and professors. This type of interaction replaces the "top-down" approach which is characteristic of the induction model. Instead, the belief is that knowledge can be co-constructed among professors and student teachers. The result of this kind of learning is that student teachers feel that their ideas and opinions are valued and respected. Similarly, as experiences and knowledge are shared, student teachers are

socialized by not simply consuming knowledge, but by actually generating it themselves.

Second, the professional socialization of student teachers involves the process of reflection which is consistent with the reaction model. For adequate professional socialization to take place, prospective teachers must identify and implement effective educational practices. In order to do so, professors expect student teachers to engage in the process of reflection. Theoretically, this type of exercise assists student teachers in understanding and critically evaluating their own practice. They must know the techniques that are associated with the reflection process and how to effectively engage in the process. Student teachers may feel overwhelmed and unproductive in their reflections as the process may be new to them and they may not be accustomed to this kind of personal inquiry. In this capacity, student teachers may find comfort in interacting with peers who are going through the same process. For instance, discussing practices with other student teachers or asking them for feedback, may enhance their own reflections and personal inquiries about their own educational practices. Professors may incorporate exercises such cooperative learning and small discussion groups to assist the reflective process among student teachers. Thus, collectively, students' peers can help each other develop the necessary skills and competencies required to reflect, discuss, and assess the effectiveness of particular educational practices.

Also, as student teachers attempt to make sense of their professional identities through reflections, they develop support systems with their peers. Therefore, occupying the same status, with the same expectations placed upon them, prospective teachers recognize the importance of peer support and feedback which in turn shapes their evolving

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professional identities. Furthermore, as student teachers share their experiences, they bond together in groups, thus providing them with similar perspectives about their professional behaviours and attitudes.

Finally, the fact that individualism is an important value in teaching, as Lortie (1975) states, relates to the basic tenets of the reaction model. Even though learning in cohorts and in discussion groups and cooperative learning are common in teacher education programs, student teachers need the opportunity to work on their own in classrooms. More specifically, student teachers' initial experiences in actual classrooms are typically replete with fears, anxieties, and frustrations. In this case, the tendency for students teachers is to develop adaptive responses and survival skills rather than incorporating the long-term professional objectives. In other words, the practicum experiences force student teachers to experiment with what approaches are most effective and comfortable for them.

Student teachers are aware of the professional standards and values that they are responsible to uphold. However, their experiences in the classroom, as student teachers, are based on discovering and understanding their roles on their own. In this capacity, they are creating their own identities, not simply accepting those that are held by their professors. Also, most student teachers probably attempt to befriend pupils in their initial experiences in order to avoid the feelings of marginalization in the classroom. In this sense, students teachers respond to their immediate environment as they try to understand their own professional socialization.

In sum, this chapter has focused on some current criticisms of public education.

Even though the basis of these criticisms differ, they all cast uncertainty about the quality of education provided by the public school system. This uncertainty is evident as parents seek alternative options for their children's schooling. Since these alternative ways of schooling are becoming more popular, it is reasonable to examine some of the problems within public schools. One main concern is that teachers may not be adequately prepared in their education programs and thus the quality of public education is suffering. Therefore, it is important to identify the dimensions evident in teacher education and the socialization processes inherent in these dimensions that are imparted to student teachers. The latter part of this chapter outlines the characteristics of teacher education, as they relate to the induction and reaction models respectively, it seems reasonable to empirically examine student teachers' about a teacher education program in a specific Faculty of Education.

CHAPTER 3

METHODOLOGY AND RESULTS

The first section of this chapter, the methodology, outlines the instrument used in this study which was the 1992 Quality of Student Life Survey in the Faculty of Education at the University of Manitoba. There were two main parts of the Survey which are described in detail: the first part that included a number of close-ended questions and the second part that included an open-ended question. It was anecdotal responses to the open-ended question that provided the data for this study. In addition, a description of how the data were collected is included. This section concludes with the research procedure and how the data were analyzed. The second section of this chapter, the results of the study, examines the anecdotal comments of the student teachers which have been classified into main clusters or themes: professional knowledge, teaching skills, and attitudes. The purpose of this section of the thesis is to identify the recurring comments in the data and most importantly, assess what these comments conveyed about the nature and quality of the professional socialization of the student teachers.

METHODOLOGY

In this section, the Quality of Student Life Survey is described in detail and the purpose of the final, open-ended section is outlined. Furthermore, specific details about the data collection are also explained. Finally, the research procedure used to analyze the qualitative data is outlined.

The Data

The data for this study came from a Quality of Student Life Survey which was originally designed and administered in 1987 and then followed-up in 1992 in the Faculty of Education at the University of Manitoba. Thus, the Quality of Student Life instrument was re-administered in the winter session of 1992 to student teachers who were registered in the University of Manitoba's undergraduate education programs. The objective of the research project was to assess: (1) the entering characteristics of students, (2) the perceptions of students on the quality of their programs, (3) the perceptions of students on the quality of life in the Faculty, (4) the destinations of Bachelor of Education graduates, and (5) the performances of students in the Faculty of Education (see Clifton, Roberts, Welsh, Etcheverry, Hasinoff, & Mandzuk, 1992). This survey allowed the Faculty of Education to re-examine the quality of its programs so that it could continue to be improved.

As noted, the questionnaire was composed of six sections of close-ended questions. The opening statement in the Survey was "This questionnaire is about your life in, and your attitudes toward, the Faculty of Education. There are no right or wrong answers - we are just trying to find out how students feel about their experiences in the Faculty. We are interested in your honest opinions." The nature of these close-ended questions covered some broad topics and student teachers responded by selecting from "strongly agree", "agree", "disagree", or "strongly disagree". For instance, student teachers were asked about: how they generally felt in the Faculty, the overall quality of education they received in the Faculty of Education, how they felt as students

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(experiences, academic abilities) and as prospective teachers in the Faculty of Education, their social background (gender, age , ethnicity, parents' education, and occupation), and personal information about their university education. In addition, the response rate for this part of the Survey was approximately 72%.

The final section of the questionnaire began with the following open-ended question: "If you have any comments or suggestions, please take a few minutes to jot them down." This question allowed the student teachers to provide detailed opinions about their experiences in the Faculty on topics not sufficiently addressed earlier in the Survey. In this sense, the Faculty welcomed the student teachers' comments and realized the importance of providing an opportunity for them to express their opinions. Generally, the student teachers' written comments focused on the two main components of their programs: their coursework in the Faculty and their practical experiences in classrooms. Since the student teachers provided extensive detail in these areas, I chose to examine their written responses and ultimately, these responses provided the qualitative data used in the study.

The respondents in this study were either student teachers enrolled in the four-year, undergraduate Bachelor of Education programs or in the two-year, after-degree program. Also, a small number of the respondents were enrolled in one of the Faculty's integrated programs that were related to other faculties programs such as the Bachelor of Music/Bachelor of Education program and the Bachelor of Human Ecology/Bachelor of Education program.

The sample of students was obtained through a stratified, random cluster sampling

procedure. In other words, clusters of courses that were degree requirements and specific to particular years of the programs were randomly selected to begin the sampling process. Within this selection of courses, specific classes were randomly chosen from which all of its students were selected as participants for the study. In all, the Survey was distributed to 532 student teachers. Of this number, 212 student teachers completed the open-ended section of the survey, resulting in approximately a 40% response rate. According to Patton (1990, p.184), this percentage is acceptable because as small as it may be, "there are no rules for sample sizes in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources." The purpose of this study is to examine the range of experiences among the student teachers and then make sense of them both conceptually and practically. Therefore, the 40% response rate provides sufficient variability for me to understand how the student teachers felt at that time. As Patton (1990, p. 184) states, "in-depth information from a small number of people can be very valuable, especially if the cases are information-rich". Also, as mentioned earlier, the data seemed worthwhile and meaningful to examine since the student teachers' anecdotal comments were heavy with detail.

The Research Procedure

The research procedure used to analyze the data in this study is based on a grounded, theoretical approach which involves "the discovery of theory from data" (Glaser and Strauss, 1967, p. 1). Furthermore, Glaser and Strauss (1967, p. 3) state that the theory must "fit the situation being researched, and work when put into use." In this

regard, "...most hypotheses and concepts not only come from the data, but are systematically worked out in relation to the data during the course of the research" (p. 6). Therefore, the anecdotal data in this study were continually analyzed in relation to emerging theoretical perspectives. According to Glaser and Strauss (1967, p. vii), this approach is referred to as the 'constant comparative method'. In other words, theoretical perspectives were initially generated from the data; however, as the data was meticulously examined, the theoretical perspectives were elaborated on and modified in order to suit the data for this study (Strauss & Corbin, 1994, p. 273).

A grounded, theoretical approach seemed appropriate for this study for two main reasons. First, a grounded, theoretical approach was used for the analysis of student teachers' open-ended comments in the 1987 Quality of Student Life study in the Faculty of Education at the University of Manitoba (see Clifton, Mandzuk, & Roberts, 1994). Therefore, it seemed appropriate to replicate the methodology for this study. Second, this approach was appropriate because my goal was to represent the student teachers' comments in theoretical concepts. In support of my view, Glaser and Strauss (1967, p. 281) state "...we who aim at grounded theories also believe that we have obligations to "tell their stories" to them and to others--to give them voice...". Furthermore, as Glaser and Strauss (1967, p. 238) claim, "grounded theory must correspond closely to the data if it is to be applied in daily life." In other words, there is an obligation to apply the understandings of the data, through the generated theory, to wider audiences such as professionals, institutions, and society at large (Strauss & Corbin, 1994, p. 281). Interestingly, the significance of this study encompasses these basic tenets of a grounded

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theoretical approach. It is my intent to address the opinions and concerns of the students teachers, identify some recommendations for this specific Faculty of Education based on these comments, and on a larger scale, relate the impact of these comments to the quality of public education. Hence, a grounded, theoretical approach was deemed most appropriate for this study.

The student teachers' open-ended comments were read a number of times. The purpose of the initial reading was to acquire a sense of what the anecdotal responses were like and the general topics that student teachers identified. Subsequently, specific themes emerged as the responses were read and re-read several times. After recurring themes were identified, they were discussed with two of my advisors. It soon became evident that approximately 85% of the responses were critical of the programs, the Student Services department, and faculty professors. The next step involved classifying these general themes into sub-themes that represented the comments. The following clusters or themes were identified: the professional knowledge student teachers were taught within the Faculty, the professional skills they acquired in their programs, and the attitudes they formed about the Faculty and themselves as prospective teachers. In general, these three clusters of comments suggested that the student teachers seriously questioned the nature and quality of their professional socialization.

RESULTS

The student teachers' comments about the nature and the quality of their

professional socialization can be categorized into three dimensions. First, they expected to

be taught useful and relevant professional knowledge. Second, they expected to learn

teaching skills that adequately prepared them for their lives in classrooms. Finally, they

expected to develop attitudes about their professional socialization and the quality of their

programs that would have a positive effect on their self-esteem as prospective teachers.

Professional Knowledge

Professional knowledge is a body of information that contains the theories, facts,

and ideas required for individuals to carry out their professional responsibilities and duties

efficiently and effectively. The Holmes Group Executive Board (1986, p. 63) supports this

definition by stating that, "of all professions, teaching should be grounded in a strong core

of knowledge because teaching is about the development and transmission of knowledge."

Indeed, acquiring a relevant knowledge base was an important concern for the student

teachers in this study. This concern is illustrated by the student teachers' beliefs that

effective classroom decisions are at least partly based on an adequate, professional

knowledge base presented in a usable form. According to their responses, however, many

student teachers questioned the usefulness and relevance of the knowledge that they

learned in their programs. In general, many student teachers noted that much of the

knowledge they learned in their courses was irrelevant for actual teaching. Furthermore,

the student teachers stated that the knowledge that they valued and considered useful was seldom taught in their programs. These beliefs created doubt among the student teachers about their competency to teach.

As mentioned in the previous chapter, Shulman (1987) identifies seven categories that represent the essential areas of professional knowledge for teachers. They are: 1) content or subject knowledge, 2) pedagogical content knowledge, 3) general pedagogical knowledge, 4) curriculum knowledge, 5) knowledge of learners and their characteristics, 6) knowledge of educational contexts, and 7) knowledge of educational ends, purposes, and values. The student teachers' comments can be classified into *three* of Shulman's (1987) seven categories of professional knowledge: knowledge of learners and their characteristics, knowledge of educational ends, purposes, and values, and pedagogical content knowledge. The first and second categories of knowledge represent theoretical knowledge whereas the third category represents practical or pedagogical knowledge. Therefore, in a general sense, the student teachers' comments can be understood according to two, broad types of professional knowledge: theoretical knowledge and pedagogical knowledge.

Knowledge of Learners and their Characteristics. About 30% of the student teachers commented that a knowledge of learners and their characteristics had a significant impact on the roles of teachers. Thus, student teachers expected their courses to help them acquire a knowledge of learners and their characteristics. According to Shulman (1987), acquiring a knowledge of learners includes knowledge of learning theories, the social, psychological, and physical development of students, and the socio-economic, ethnic, and

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gender diversity among learners . Indeed, some student teachers commented on the

multicultural environment in which many teachers worked while other student teachers

addressed the growing number of physically and mentally challenged learners that

teachers encountered in their classrooms. Many student teachers believed that they needed

to be well-informed about the different backgrounds and varying abilities of learners in

order to use appropriate teaching methods and sound, classroom management strategies.

However, many student teachers said that their knowledge of learners was inadequate. As

a result, many student teachers were displeased about their courses and felt unprepared to

teach. The following comments are indicative of the dissatisfaction among many student

teachers:

> "I think this faculty could be more responsive to the trends in society. During the
> last ten years the number of immigrants attending Manitoba schools has increased
> dramatically. More courses should be implemented to train us in ESL."

> "Schools also require the teachers to act more and more like counsellors. Our
> courses should give us some training in this area as well."

> "It seems to me that there are some areas of the Faculty that are lacking. We live
> and will teach, in a multicultural society. It seems to me that we should then have
> mandatory courses in that area. Also, along the same lines, we are likely to have
> handicapped students in our classrooms, also with no mandatory preparation."

Clearly, the student teachers wanted more knowledge about learners and their

characteristics that was easily understandable and readily usable. In each of these

comments, the student teachers referred to aspects of teaching that require them to be

responsive to the personal needs of learners. The student teachers realized they must be

responsive in order to adequately help learners academically. Thus, the student teachers

did not want knowledge of learners that had to be decoded or that existed in any abstract

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form. They felt that practical knowledge and training could best address learners' academic, physical, and social needs.

Typically, knowledge about learners and their characteristics has been taught in a course previously called Educational Psychology and currently referred to as Psychology of Learning. However, many student teachers stated that they had little use for this required course since they believed that it was taught in an abstract rather than in a practical way. This reconfirms that the student teachers wanted knowledge that was relevant to, and useful in, classrooms. Some comments that illustrate how student teachers felt about this course are as follows:

> "...It is unfair to give an Ed Psych course which provides few skills but not the actual practice. I think that this type of course should have both writing and practical skills..."

> "My dissatisfaction with the Faculty on a few levels stems from the required courses. I don't feel like courses like...Ed Psych...prepared me for teaching in any way...More hands-on courses like 'Literature for the Adolescent' and 'Communication and The Teacher and the Writing Process' should be offered. Not only are they enjoyable, they also teach ideas that can be applied to teaching experiences."

Again, the student teachers wanted courses that provided practical approaches to teaching their pupils and thus, rejected the theoretical aspects of courses. Therefore, it is perhaps not surprising that other forms of theoretical knowledge were generally unappreciated, too by the student teachers.

Knowledge of Educational Ends, Purposes, and Values. About 40% of the student teachers commented that knowledge of the historical, philosophical, and sociological foundations of education was also irrelevant to them. According to Shulman (1987,

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p. 9), this knowledge base represents a theoretical understanding of education. This

knowledge base also emphasizes teachers' knowledge of educational goals, objectives, and

their own personal values, dispositions, and strengths (Shulman, 1987, p. 522). Based on

their responses, many student teachers said that knowledge of the foundations of

schooling was useless for their preparation as teachers. In fact, courses that focused on the

foundations of education such as Social Foundations of Education and Philosophy of

Education were criticized severely. For instance, some student teachers stated:

> "The Social Foundations course I found basically useless and it really didn't help
> or prepare me for anything."

> "Drop Social Foundations and offer a course about what to do in certain
> situations."

> "...please don't add another philosophy of education course to clarify my desire to
> be teacher. I have been waiting 8 years for this and I know why I want to be a
> teacher. Please make this faculty and real-life coincide, even a little..."

Again, the student teachers were not interested in knowledge that required any

kind of complex analysis. In contrast, they wanted knowledge that was readily usable for

their various classroom roles. In other words, they wanted their courses and professors to

provide them with ready-made approaches that worked effectively in the classrooms.

Interestingly, even though Social Foundations was a required course, like Educational

Psychology, the student teachers still did not understand and appreciate its value to their

professional education. The following comment is typical of many student teachers'

opinions about the Social Foundations of Education course :

"Although the atmosphere is generally friendly and a number of professors/courses are very helpful, most of the required course are a complete waste of time. Social Foundations was nothing more than four hours of pointless argument every week..."

Despite the criticisms about theoretical knowledge, knowledge of learners and knowledge of educational ends, purposes, and values, there were some student teachers who valued this aspect of their professional education. However, among these student teachers, there was still some skepticism about its utility in classrooms. Many of these student teachers said that if their professors had made a stronger connection between theory and practice, they may not have disregarded theoretical knowledge as strongly as they had. In other words, how student teachers applied and practiced theoretical knowledge in classrooms constructed meaning, whereas theoretical knowledge by itself was irrelevant to them. In fact, believing that theoretical knowledge was not made relevant to teaching, student teachers expressed difficulty in understanding, relating to, and implementing theoretical knowledge. For example, a 31 year-old student teacher noted:

"I found that the Social Foundations class a bit unuseful. There were so many topics to be covered that we didn't have the time to go into any in depth. It would have been good to take each topic and relate it to modern day education. We spent the whole course talking about the past and it was hard sometimes to apply what we learned to being teachers in the present."

Similarly, other student teachers who acknowledged theoretical knowledge in their programs expressed difficulty in relating to it. The student teachers suggested that they understood theoretical concepts and abstract reasoning in their courses, but had difficulty in relating that knowledge to classroom settings. Indeed, some student teachers believed that there was a weak connection between the theory taught in faculty courses and the

practical aspects of teaching. They wrote:

> "...I find it difficult to transfer theory learnt in the faculty into the practical within the classroom. I believe that the "connection" between the two should be emphasized more in the courses we take in this faculty."

> "I also feel that most education courses take a severely theoretical approach. I realize theory is important in learning, however the Faculty tends to ignore the realities of the school system. (examples: lack of student motivation, relevant issues to students, drugs, violence and abuse towards teachers) There should be a stronger connection and interaction between the theoretical and the realistic approaches to teaching."

The latter comment emphasizes how important relating theory to practice is as student teachers acquire useful, professional knowledge. The comment that theoretical knowledge must be integrated into the entire school system, not simply into the classroom, emphasizes this point. The specific mention of student issues, school social problems such as drugs, and the well-being of teachers suggests that theoretical knowledge must be factored into the realities of the classroom as well as the school. Considering these comments, theoretical knowledge can be useful for the student teachers as they did not all completely reject this form of professional knowledge. However, the student teachers wanted their professors to make knowledge relevant to their roles as teachers was seen as an integral aspect of their professional socialization.

Interestingly, similar to the previous comments by student teachers in the four-year program, After-Degree student teachers also questioned the relevance of theoretical knowledge to classroom teaching. One may assume that students entering the Bachelor of Education program after they completed a university degree would be better able to appreciate and implement theoretical knowledge than their counterparts in the four-year

program. However, the following comments from After-Degree student teachers

suggested that they also devalued theoretical knowledge and they insisted on more

practical knowledge to assist them in managing their classrooms. A few student teachers

wrote:

> "The compulsory courses offered in this Faculty were of minimal interest or use to me...most After-Degree students found them boring and a waste of time. Most useless was Social Foundations and the Psychology of Education. "

> "For the after degree program, more emphasis should be put on relevant information, for example contracts, discipline management, lesson planning instead of Psychology and Foundations which I find useless."

Another student teacher in the After-Degree program made a general comment

about knowledge learned in courses. This student teacher suggested that course

knowledge was not useful preparation for teaching and that practical experience was more

useful over course knowledge. The student teacher wrote:

> "I feel that the after-degree program should be changed to include less class time and more student teaching...I have learned more about teaching through practical experience than from going to classes and doing assignments which are often irrelevant to teaching in my subject areas or teaching in general."

Clearly, there was serious concern about the theoretical knowledge taught in courses as

after-degree student teachers reiterated the comments of other student teachers. This

means that the student teachers' comments must be taken seriously because the required

courses in their programs are strongly criticized by many of them. In addition, if

theoretical knowledge was generally devalued by many student teachers, then what

professional knowledge did the student teachers consider useful for their preparation as

prospective teachers?

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<u>Pedagogical Content Knowledge</u>. According to the anecdotal data, the student

teachers in this study argued that they found pedagogical content knowledge most

relevant for classroom teaching. This is the knowledge that enables teachers to present

their specific subjects in their most meaningful and effective ways (Shulman 1986; 1987).

Approximately 80% of the student teachers believed that their programs failed to connect

their majors and minors with their education courses. In other words, although the student

teachers believed that they had a strong knowledge base in their respective disciplines,

they expressed uncertainty about how to *teach* their disciplines. Shulman (1987, p. 4-5)

states that pedagogical content knowledge makes teachers aware of students'

understandings and misunderstandings of particular topics in subject areas. Thus, with

pedagogical content knowledge, they can communicate subject matter in the most

effective ways by incorporating appropriate curricular and instructional approaches.

Combs et al. (1974, p. 55) emphasize this point as they state that, "the student's grasp of

content will be determined in large measure by the success of the instructor in

communicating it...". The following comment illustrates the importance of communicating

knpwledge to pupils, not simply possessing knowledge:

> "...I think the B.Ed. should be more geared towards teaching and not the arts and
> science courses. Knowledge is important for a teacher to have , but communicating
> that knowledge is far more important..."

The student teachers expressed a need for their education courses to assist them in

teaching their major and minor subjects. In other words, they believed that a knowledge

base was essential, but teachers must also learn how to most effectively impart that

knowledge to their students. Thus, student teachers expected their courses to provide

them with useful teaching knowledge which, in turn, they expected to apply to their student teaching experiences. Another student teacher commented on how courses should assist them in teaching their majors and minors. These student teachers, similar to many others, felt that they lacked the knowledge to teach their required subjects:

> "I am in my third year and have as yet learned nothing of how to teach my major and minor. I would like to see...more courses that tell you how to teach..."

> "the biggest concern to many student teachers is that the courses will have no bearing on how good teachers we will be. These courses do not help us learn how to teach...We need much more practical study in order to know what we're doing by the time we graduate!!!..."

Furthermore, some student teachers appeared to have low self-esteem because they believed that they lacked the pedagogical content knowledge to become effective teachers. For instance, a few student teachers stated that for them to feel confident they needed to be able to effectively teach their subjects:

> "When I think of teaching in the future, I become very apprehensive because I do not feel that I am fully prepared to handle all aspects of my teachable subjects."

> "I don't feel there are enough courses on methods of teaching or "how to teach." I may learn a lot about my chosen major or minor but if I cannot convey or express that to my students then I will be an ineffective teacher. I feel the education students devote more time and are concerned more with their Arts/Science classes for their major/minor than their education classes."

Other student teachers argued that they required more practical courses in their program. However, these student teachers also believed that practical courses were preferred for reasons other than their relevance to the classroom. Acquiring relevant knowledge was important for many student teachers, yet, there were also personal reasons for wanting more practical courses. The student teachers stated that they enjoyed courses

that allowed them to use knowledge in the classroom. Not surprisingly, courses that had a strong, practical component such as Microteaching and Seminar and School Experience were often viewed more positively by the student teachers in this study. Many student teachers found many practical courses more meaningful and personally satisfying than theoretical courses. Thus, there was greater enjoyment associated with courses of a practical nature. The positive tone of the following comments expresses this view:

> "Although I really enjoy classes in this faculty, I think it would be more beneficial to me if classes had a much more practical basis than a theoretical basis. The classes that I have enjoyed mostly covered material that I will be able to use as a teacher in the classroom."

> "My beef is the lack of practical "hands on" type of education in this faculty. I am taking Microteaching right now and find it's the most meaningful and practical course I have taken thus far in the Faculty of Education..."

> "...Micro-Teaching was useful as were my Seminar and School Experience classes."

Moreover, the student teachers believed that they must not only learn the appropriate pedagogical content knowledge in their programs, but more importantly, they must be able to practice this knowledge in order to become competent teachers. In other words, student teachers who commented about the need for acquiring effective teaching skills strongly believed that student teaching experiences and courses, such as Microteaching, best allowed them to learn, understand, and implement these important skills. Moreover, practical experiences permitted the student teachers to experiment with their acquired skills which were perceived as useless if they were not practiced. These are experiences which the student teachers valued and wanted more of in order to truly master their teaching skills. These comments convey the importance that student teachers placed

on mastering the teaching of their subjects in their through student teaching practica:

"I strongly believe that what we are learning as of now is not going to help me when I am in a classroom teaching, I have yet to learn how to teach effectively. The only positive thing about this program is the student teaching."

" I really want to become a very good teacher, however I feel that the Faculty has not given me what I need to do this. Firstly, we don't spend enough time practice teaching and I feel that's where we learn the most about how to teach...."

"Generally, I find everything I have learned or can actually apply to teaching I have learned through my student teaching experiences...The 4 years which I paid for seem like a waste of time to me. The only thing I am impressed with are the chances we get to learn things through student teaching."

"I believe, overall, the Faculty of Education endorses a good program, however, I believe spending more time student teaching would be beneficial in our studies."

Overall, the student teachers were interested in more pedagogical content knowledge that was directly applicable to actual teaching. Consequently, almost all student teachers had little use for theoretical knowledge because it represented knowledge in an abstract form. Pedagogical content knowledge not only provided student teachers with teaching methodology, but also contributed to their enjoyment of teaching in general. Therefore, most student teachers expressed frustration and dissatisfaction about their professional socialization since they believed that they did not learn sufficient professional knowledge or teaching skills.

Teaching Skills

As professional knowledge is crucial to the socialization of student teachers, teaching skills are equally significant to their preparation as prospective teachers. Recalling the beliefs of Olsen (1973), skills are mastered through direct experience. In this respect,

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in order to acquire appropriate teaching skills, opportunities for practice are required. According to the open-ended responses, student teachers highly valued their opportunities to acquire teaching skills. In fact, over 80% of the student teachers suggested teaching skills were crucial for their preparation as teachers. Interestingly, many student teachers expected more opportunities in their program to master important teaching skills. They believed that they did not have enough opportunities to practice and master their teaching skills and therefore, they lacked confidence in their teaching abilities. As a result, many student teachers' comments conveyed apprehension and frustration as they feared they lacked two types of skills crucial for their preparedness to teach: lesson planning skills and classroom management skills.

Lesson Planning. Many student teachers wanted more opportunities to practice lesson planning skills. Specifically, many students thought that this was an important skill to learn from the outset of their education because they believed effective teaching began with appropriate planning. Also, student teachers suggested that lesson planning allowed them to grasp what was expected of them as teachers. For instance, two student teachers commented:

> "As a first year student I do not feel I am given enough education on lesson planning considering I am expected to construct and teach lessons in my first year while student teaching."

> "I am enjoying teaching but I think that at the first year level there should be more instruction on lesson planning...because we are doing these things even at the first year level."

These student teachers valued lesson planning skills, yet they believed that they did not possess enough of these skills. Also, some student teachers complained that their program

provided minimal opportunities to practice, experiment with, and master planning skills.

The following comments illustrate this point:

"Generally, I am happy being a student in the Faculty of Education. The only frustrating part, is that I rarely get a chance to plan lessons or activities to use in the classroom."

"Too many of the education courses require us to write term papers or critical reviews. There could be more of a focus on lesson and unit development...Not one of my education courses has treated this matter to any great degree."

"In regards to the Faculty of Education, I feel that there are not enough courses focusing on ...lesson plan making."

Evidently, the student teachers recognized that professional knowledge must be coupled with lesson planning skills. In other words, organizing knowledge in a meaningful way was integral to effective teaching. Similarly, managing their classrooms was equally important.

Classroom Management Skills. Similar to their opinions about lesson planning skills, the student teachers also held similar views about learning classroom management skills. They believed such skills were essential for establishing and maintaining their authority in classrooms and therefore, were essential for effective teaching. Thus, just as they felt that they were not taught enough about lesson planning or given adequate opportunity to practice these skills, the student teachers expressed the same belief about classroom management skills.

Learning effective classroom management skills is critical for teachers, especially those new to the profession. Carter (forthcoming) argues that "...experienced and effective teachers understand the problem of classroom order differently than do inexperienced teachers." Therefore, the management skills that student teachers are taught in their

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programs seriously affect their abilities as classroom managers. As beginning teachers, the

student teachers recognized that managing classrooms was just as important as teaching

their subjects. They may have also realized that managing their classrooms was an

important precursor for teaching any subject. However, the student teachers were critical

of this component of their programs because they believed that insufficient classroom

skills were taught to them. Some student teachers anticipated difficulty in this aspect of

their teaching positions while others suggested that classroom management must become

more integral to their program:

> "I suggest that there be a course titled "Classroom Management and Discipline."
> The reason for this is because a lot of students leave the faculty with very little or
> any classroom management skills. They get little practice on school experience and
> are devastated when they get a full-time teaching position...Perhaps there could be
> mock cases and people could act it out. It is difficult for students to relate to these
> skills unless they actually act it out."

> "I would suggest that there be a course (3 credit hours) in classroom management
> where students are exposed to discipline skills and are able to practice them. I
> would suggest perhaps that this course be mandatory."

These comments emphasized the importance of management skills for student teachers. In

fact, several student teachers mentioned that they wanted more courses to teach them the

appropriate management skills. This recognition of management skills meant that the

student teachers acknowledged that teaching was only one of their responsibilities. More

importantly, the student teachers realized that managing pupils' learning requires a

knowledge base of it own. Thus, the student teachers expected sufficient preparation in

this area. Some comments were:

"I feel that the Faculty of Education should spend more time in education of the students. They should include classes in Classroom Management for example. There should also be courses on how to discipline and understand children."

"...As of right now, I feel that I could be learning more about the actual teaching profession--how to teach, what to teach, how to teach problem children, discipline etc."

Overall, the student teachers identified lesson planning skills and classroom management skills as important teaching skills. They believed these teaching skills significantly contributed to their preparation as educators. However, the student teachers in this study were doubtful about their preparedness to teach because they felt that their program did not address these areas adequately.

Referring to their comments about teaching skills, the student teachers expressed a lack of confidence in their abilities. Among those who believed the Faculty had not taught them sufficient or appropriate teaching skills, there was also a lack of confidence in their Faculty and its programs. These negative attitudes cast serious doubt about the quality of their professional socialization, the quality of their teacher education programs, and their self-esteem as prospective teachers.

Attitudes

As teaching skills are important to their professional preparation, student teachers' attitudes about their professional socialization and the Faculty also contribute to their preparation as future teachers. Student teachers, similar to other professional students, develop attitudes about their professional schools based on their experiences. These attitudes are important because they reveal the student teachers' impressions of their professional socialization and their potential as prospective teachers. In other words, the

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attitudes that student teachers acquire within their faculties of education contribute significantly to their self-esteem as teachers.

Interestingly, the student teachers in this study did not directly comment on their professional values about teaching as I had expected earlier in this study. Instead, the student teachers discussed attitudes that they had developed about the Faculty rather than the values that were identified in the educational literature. Perhaps professional values such as the moral qualities of teaching, individualism, and altruism, mentioned in Chapter 2, are acquired only after student teachers become full-fledged members of the teaching profession and sometimes only after years of experience. Lortie (1975, p. 60), for example, states that teaching is a "learning-while-doing profession... learning-while-doing continues to be important; we shall see that teachers believe work experience is highly influential in shaping their performance." Considering this comment, it is possible that professional values cannot really be developed by student teachers until they have actually began teaching.

The student teachers' opinions of the Faculty and even teaching, were based on their experiences in the Faculty and classroom experiences instead of any broader objectives of teaching. A clear indication that many student teachers did not identify with the professional values of teaching was evident among several first-year students' comments. For instance, one particular student teacher wrote, "...most first years are not thinking of life in the professional sense, they are too young." In fact, whether the respondent of the surveys was a first-year student or not, the comments focused on student teachers' attitudes which were based on their impressions of the quality and nature

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of their professional programs and would probably affect their impressions of the profession and their feelings of self-worth as future teachers. In particular, the student teachers' attitudes seemed to be based on three aspects of the Faculty: others' general impressions of the Faculty, interactions with personnel in Student Services, and impressions of professors.

General Impressions of the Faculty. First, more than 30% of the student teachers reported that the impressions of people outside the Faculty of Education affected how they valued their own education and their future career in teaching. The student teachers sensed that individuals in other faculties had negative opinions of students in the Faculty of Education. Consequently, these negative perceptions affected the student teachers' own senses of self-worth. Also, the fact that the student teachers believed their faculty was not highly valued compared to others led to a lack of confidence and pride in themselves. It is quite likely that these attitudes could affect how student teachers perceive the profession as a whole. This lack of confidence in the Faculty is clearly evident in the following comments:

> "When I speak to many people about the Faculty of Education, they laugh and say that it is a big joke. They say that our courses cannot be compared to science courses. What can we do to change this? It is outrageous that we are looked down upon by other faculties. I try to "stand up" for the Faculty, but I know I'm fighting for a cause that I don't believe in. Now, if I, a Faculty of Education student, do not believe in the faculty, how is anyone else?"

> "I have noticed that several students from other faculties regard education as an "easy" faculty."

Similarly, several student teachers suggested a lack of self-worth and value in their chosen career as teachers. Evidently, the perception that the Faculty had low professional

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standards affected the value student teachers placed on the teaching profession. Some

student teachers clearly felt embarrassed to be a part of the Faculty of Education. It is

reasonable to suggest that if these student teachers felt this way during their professional

socialization, then this negativity and lack of worth may also affect their professional

outlook and values. The next two responses are typical of the lack of self-worth that some

student teachers clearly identified.

> "My views on this faculty are that it should be a more PROFESSIONAL faculty! I
> like to teach and I actually think that I will do a great job, however, I am
> embarrassed to say that I am going to be a "teacher." Why???"

> "Let 's raise our standards and maybe the Faculty of Education would get some
> respect so people wouldn't laugh when you said you're going to teach"

Evidently, some student teachers blamed the Faculty of Education for establishing low

standards, which resulted in their lack of self-worth as future teachers. According to the

student teachers' responses, their poor impressions of the Faculty of Education stemmed

from low professional standards that they believed must be improved upon in order to

change the Faculty's image. Similar to being bothered by others' impressions of the

Faculty, many student teachers were also negatively affected by their interactions with

Student Services personnel.

Interactions with Student Services Personnel. A second attitude identified in

student teachers' comments addressed their interactions with Student Services people in

the Faculty of Education. The student teachers' comments about Student Services

personnel suggested that these people were important factors in the professional

socialization process. More specifically, student teachers relied upon personnel in Student

Services for sound advice and information and they expected these people to help them select courses that would prepare them most effectively to become teachers. Unfortunately, many student teachers reported that this did not occur. Approximately 50% of the student teachers commented that people in Student Services were unhelpful to them, resulting in their lack of confidence in the Faculty and to a lesser extent, the profession at large. The general opinion was that the Student Services personnel were poorly informed about the Faculty's programs and they were not dedicated to the student teachers' concerns and overall progress. The following comments illustrate this belief :

> "I feel that many of the people on staff and in student advisory positions are there for the symbol of status and purpose. As a paying student I regret that these people are employed and do have or can be given such a large role in the evaluation of practicing students. The impact this has on our futures I feel is not taken seriously as students we know and understand this..."

> "I find the faculty advisors very hard to approach. they seem to belittle my academic inquiries and problems. A few are very helpful but other are not. I think the faculty should hire faculty advisors who really care about the students well-being for them, advising (or lack of advising) the students may just be a job or something they don't take seriously, but for us, the students it is our LIFE."

The latter comment suggested that the student teachers expected Student Service personnel to be knowledgeable about, and supportive of, student teachers. However, many student teachers felt discouraged as they believed the people working in Student Services did not treat them in a friendly or respectful manner. They expressed greater frustration since they felt that support, guidance, and motivation were inherent in teaching, yet such treatment was not provided by the Student Services personnel. The following comments express the discontent among student teachers:

"The people who work in the admissions office are extremely rude and difficult to work with. There's no place a student can go to find out what courses they really need to take, or even how they should plan their degrees. This is very confusing and frustrating in first year."

"People who are "real advisors" feel a general basic need to help others. They don't really care about the student as an individual. Our advisors need a lot of work in this area. I personally need to feel that I am getting help to obtain a high level of education that simply does not exist here."

"...one concern of mine is the student Services Office. when I have gone in for help, I do not find the staff to be friendly. many friends I have talked with say they don't go in unless they have to because of the way they are treated. I find this very unfortunate for an education department because it is a faculty where having good people skills is a must if students are to do well in the world."

The negative impressions about the Student Services personnel were especially discouraging for first-year student teachers. They expected a tremendous amount of support from the Student Services department since they were typically younger students and newcomers to the university. In Fact, some first-year student teachers believed that Student Services personnel did not provide adequate guidance:

"I have noticed that not all faculty advisors are helpful or even polite. Could something please be done? Please don't get me wrong -some are great but I feel all of them ought to be. For someone in first year this rudeness can be hurtful and discouraging."

"As a student in the Faculty of Education I feel first-year students should be cared for more than they are."

"...I really didn't feel welcome or comfortable here at first at all. It was very discouraging. The councillors were really busy when I asked for help with course selections, so I've basically relied on my own judgment, which I hope is right. I really hope some changes are made so that first year students feel more comfortable..."

Evidently, the support available to the student teachers and how they were treated external

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to their courses had a significant effect on their self-esteem and opinions of the programs. Similarly, how the student teachers were treated by professors was equally important to them.

Impressions of Professors. The final attitude that contributed to how student teachers valued their professional socialization pertained to their impressions of their professors in the Faculty. Over 40% of the student teachers commented on their professors. In these instances, the student teachers indicated that their professors' teaching approaches affected their perceptions of the Faculty. In fact, one might suggest that the attitudes that student teachers form about their professors may also affect how they value the teaching profession. For instance, if student teachers interact with professors who teach poorly, then they may feel ill-prepared to teach and thus may reconsider entering the profession. However, if the student teachers are taught by individuals who are positive role models, then the student teachers are more likely to feel committed to their profession.

First, several student teachers commented that the quality of teaching in the Faculty was relatively poor. This was an ironic and frustrating experience for many student teachers who expected to experience excellent teaching in order to become effective teachers themselves. For those who commented on this aspect, it seemed natural for their Faculty of Education professors to be exemplary teachers. Believing that this did not occur. student teachers commented:

> "If these professors want to help us with our teaching methods, why don't they practice what they preach!"

"Most of the professors I've had were very dull and boring. I suggest they take refresher courses on teaching styles..."

Second, the student teachers' dissatisfaction with their professors' teaching also stemmed from the belief that professors had conflicting interests. Several student teachers believed that professors placed more emphasis on their own research interests and neglected their teaching. Two student teachers' comments emphasized this point:

"Professors should be teachers first, researchers second."

"I also wish that more professors would make their priority here teaching instead of research."

Also, other student teachers complained about the priorities of professors. However, their comments identified another concern regarding professors' research. It is quite possible that student teachers did not understand how their professors' scholarly work was related to their teaching and therefore, they disregarded their professors' research activities. One student teacher commented:

"I think the administration of this Faculty needs to take a long hard look at its priorities. Does it want professors who are dedicated to quality education and helping students become good teachers or does it want professors to be dedicated to their own private research and writing articles that students never hear about or see. There needs to be some consistency in this Faculty, consistency that's teaching. There needs to be a clear definition of what is truly valued in the Faculty of Education."

Further dissatisfaction with professors arose from some student teachers' perceptions that professors were removed from the realities of the classroom. Many student teachers believed that their professional socialization was somewhat compromised because of their professors' lack of recent experience in the classroom. The tone of the following comment conveys this lack of confidence these students had in many professors:

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"I would like to see all profs have to student-teach or teach and realize the realities of a classroom...Granted some do but the majority are in a fishbowl and see only "perfect" classrooms and students. "

"Although I enjoy going to student teaching and being in the classroom, many of the profs we have are so removed from the classroom that they cannot relate and only give theory about what it is like."

"I feel that many of the professors in the faculty have been out of the classroom for too long and can no longer relate to actual experiences or at least not to a new teacher's experiences"

In contrast to the student teachers' negative perceptions of their experiences in the Faculty of Education, approximately 10% of the student teachers' comments were positive and encouraging. Student teachers who had positive interactions with and impressions of the faculty and professors felt reassured and encouraged in their education. It appeared as though student teachers developed positive attitudes about professors and the faculty overall, their professional socialization was enhanced and they valued their future career more positively. Clearly, positive attitudes about professors and the Faculty made a significant difference in how student teachers perceived their programs and thus, their self-worth as future educators. The following comments illustrate these points:

"I have had some wonderful, caring professors who stop to talk, say hello in the hall, and genuinely care."

"The profs I have had in the Faculty have been pretty trustworthy, honest, and helpful..."

"On the whole I've had good experiences in the Faculty of education. I transferred from Science and find the Faculty much more friendly. On the whole the teachers take time and want to help you and really interested in you"

These comments clearly convey that being treated with respect and having adequate support from the professors are integral aspects of the student teachers' professional

socialization. This respect and support provided by the professors obviously had a significant impact on the student teachers' academic and personal lives. The following comments express this view:

> "...Having started being quite shy I feel that I have grown not only in terms of intellect but maturity as well. This is a wonderful faculty and does much for the student attending."

> "By and large the Faculty of Education knows how to make a student feel comfortable, worthy, and important. The faculty seems to encourage the students to do their best."

> "I think the faculty is a really great place to be. I feel happy and purposeful in being here, knowing I'm working towards a great and meaningful career...Good profs, good program; I'm really lucky to be here!"

In spite of these positive attitudes, overall, the student teachers in this study expressed a lack of self-worth and self-confidence based on their attitudes developed from others' impressions of the Faculty, Student Services, and professors. Clearly, these negative attitudes demonstrated that many student teachers were dissatisfied with important aspects of their programs. Their complaints worsened as the student teachers' comments seemed to suggest that their dissatisfaction with their professional socialization may have affected their value of teaching. This suggestion is valid since when student teachers had positive attitudes about the Faculty and professors, they had a more positive and encouraging outlook about their futures as educators and the profession overall. Thus, the approach of the Faculty to professionally socialize their student teachers has a significant effect on their attitudes and how they value the profession. In other words, how the student teachers believed that they were thought of and treated by others was essential

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to their self-esteem as prospective teachers.

SUMMARY

In essence, based on their anecdotal responses from the 1992 Quality of Student Life study, many student teachers were critical of the Faculty of Education. In this study, the nature and quality of the student teachers' professional socialization was conceptualized by three main themes: professional knowledge, teaching skills, and attitudes. Collectively, these three areas highlight the most common themes found in the survey responses. Previously, it was mentioned that in order to prepare student teachers for the teaching profession, teacher education programs should be comprised of three dimensions: professional knowledge, skills, and values. Thus, it is not surprising that what student teachers reported on was related to these three dimensions.

First, in the student teachers' responses, the perceived need for more useful and relevant professional knowledge was clear. In this regard, the student teachers devalued theoretical knowledge such as knowledge of learners and their characteristics and knowledge of educational ends, purposes, and values. However, they welcomed and expected more practical or pedagogical knowledge since it was directly relevant and applicable to classrooms.

Second, the student teachers in this study expected to be taught more skills in lesson planning and classroom management that were directly relevant to the classroom and most importantly, they wanted opportunities to practice these skills. In fact, one of the harshest criticisms from many student teachers addressed the perceived lack of student

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teaching opportunities. Once again, the importance of a practical rather than a theoretical education was evident throughout the analysis of the data.

Lastly, the student teachers said that the Faculty was generally considered as an "easy" professional faculty by others. Also, a poor impression of the Faculty was evident by the student teachers perceptions that Student Services personnel and professors did not support them adequately or treat them respectfully. The student teachers in this study suggested that positive attitudes about various aspects of the Faculty had an effect on their perspectives of the profession. However, since many student teachers believed this did not occur, they felt discouraged and pessimistic about their professional socialization, the programs, and the profession at large.

For the most part, it appears as though the student teachers in this study expected the Faculty to induce them into the teaching profession. However, they also wanted a socialization process that was flexible and thus, provided "unconditional" support, care and respect for them. Based on the data presented, it appears that many student teachers did not feel prepared as prospective teachers and they felt they were not treated appropriately in the Faculty. Therefore, it is essential to examine the relationship between student teachers' comments and how they are socialized professionally. By doing so, hopefully, a socialization model can be clearly identified to address the concerns and needs of the student teachers.

CHAPTER 4

DISCUSSION

It is natural to question the professional socialization of the student teachers who provided written comments in the 1992 Quality of Student Life Survey. Indeed, the overwhelmingly critical responses of the student teachers warrants an examination of how they were socialized. Specifically, the fact that many student teachers felt unprepared to teach, devalued by people in other faculties, and disregarded by their own Student Services personnel and professors, strongly *demands* an assessment of how they were professionally socialized.

In Chapters 1 and 2, two approaches to professional socialization, the induction and reaction models, were described as ways in which students are socialized into their respective professions. In general terms, the induction model claims that students must comply with the strict demands of their school in order to acquire the expected knowledge, skills, and values of their profession. In this regard, there is a stronger emphasis on standards or the "demands" placed on students rather than on the support or "warmth" provided for them. In contrast, the reaction model claims that flexibility and the support of students' needs and interests are essential aspects of being socialized into a profession. In this capacity, there is a stronger emphasis on the "warmth" provided for students rather than on the "demands" placed on them. Even though these two models are ideal types or exaggerated versions of what professional schools *actually* do to socialize their students, they are applicable to the student teachers' comments in this study. Indeed, after careful analysis of the data, student teachers' comments cannot be categorized by

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either of these models exclusively. In fact, the comments provided by student teachers in this study reflect both the induction and reaction models. Therefore, the model of professional socialization that best reflects what the student teachers expected from their Faculty of Education is known as the synthetic model (Simpson, 1979).

As the name suggests, the synthetic model combines aspects of the induction and reaction models. This means that the well-defined, institutional expectations emphasized by the induction model are coupled with the flexible, responsive aspects of the reaction model and that both the professional school and the students themselves influence the professional socialization process. In other words, the demands of the institution adapt to the needs of the its students at the same time as students act responsively to their schools' demands and objectives (Simpson, 1979). This is why Simpson (1979, p. 225) claims that the synthetic model provides a holistic view of professional socialization which emerges within the professional school and among students. In this regard, both faculty and students make valuable contributions to the professional socialization process. Students alter their behaviour and attitudes to their school demands as their professional needs are met by their schools. In other words, with this model, expectations of the professions and the school constantly interact with the individual needs of students in an attempt to equally accommodate the concerns of both parties (Simpson, 1979, p. 226). In this sense, the synthetic model is a balance between the induction model and reaction model. Therefore, it is necessary to examine the aspects of each model that allow the synthetic model to be applied to the student teachers' comments.

It is essential to identify the inductive components of the synthetic model that

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apply to the student teachers' comments in the study. According to Goode (1957, p. 51), "a professional school socializes its students in common occupational perspectives." Simpson (1979, p. 226) agrees with this view by insisting that professional schools must impart the requisite knowledge and skills to students so they acquire the normative professional orientations. By doing so, professional schools ensure that students learn how to conduct themselves in their professional roles. Simpson (1979) recommends that professional schools place students in real-life working situations or practicums. She states that, "orientations are embedded in work organization's routines and procedure, and students habituate themselves to them by following the routines" (p. 232). Indeed, Simpson (1979) suggests inducing students so they learn professional orientations through knowledge and skills explicitly taught in their programs.

As outlined in Chapter 2, the basic tenet of the induction model is that professional schools have control over the knowledge, skills, and values taught to its students. In this regard, professional schools must be clear on their expectations of what students are expected to learn and master in their programs. Thus, as mentioned previously, this characteristic is referred to as "demandingness." In Chapter 2, several examples of how the induction model functions in teacher education were outlined. For instance, professors are assumed to be role models and mentors for student teachers based on their years of experience, expertise in the teaching field, and acquired knowledge base. Thus, professors use direct teaching and courses are faculty-driven in order to ensure that student teachers learn the knowledge and skills required of the profession such as lesson planning and classroom management.

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Indeed, the student teachers who provided written comments in the 1992 Quality of Student Life Survey expected their professors, courses, and programs to be more demanding in these areas. They believed that knowledge and skills in these areas would have adequately prepared them for the teaching profession. They were dissatisfied with their theoretical courses and placed a higher value on pedagogical content knowledge. Also, many student teachers were displeased with their professors. They felt that professors were far-removed from real-life teaching and more committed to scholarly interests. Therefore, many student teachers disregarded them as role models. This lack of direction likely contributed to their low self-self-esteem and poor impressions of the Faculty. In this sense, the student teachers likely felt that increased demands would have better prepared them for their profession and improved their self- esteem as prospective teachers. Essentially, the student teachers wanted to be told what to do and they wanted to learn what was necessary to function in their chosen profession.

In this study, the student teachers' comments are consistent with many of the assumptions of the induction model. To a large degree, the student teachers believed that their Faculty was a subsystem of the teaching profession and therefore, they looked to it to transfer to them the expected knowledge and skills of the profession. Moreover, the student teachers believed that the Faculty should have authority and control in terms of the knowledge and skills taught to them. In these capacities, the student teachers expected a certain amount of "demandingness" from their professors and from the program overall. Thus, it seems that the induction component of the synthetic model addresses some of the student teachers' concerns in this study. They had high expectations of what their

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professors, courses, and programs should have offered them. Specifically, they believe that they should have learned more useful knowledge for classrooms, acquired more skills to prepare them better, and developed more positive attitudes about their socialization and the profession. However, they were strongly critical of their undergraduate education programs since these expectations were not met. Ironically, the student teachers also had expectations of their Faculty which required a different socialization approach from the induction model.

The student teachers' comments are also consistent with many of the assumptions of the reaction model. It is essential to identify the reactive components of the synthetic model that can be applied to the student teachers' comments. Simpson (1979, p. 232) argues that "...a professional school is more than a gateway to occupational practice." In other words, Simpson (1979) claims that professional schools must do more than expect their students to learn to comply with the normative knowledge, skills, and values of the profession. Undoubtedly, the first step of the professional socialization process is aligning students with knowledge, skills, and values. However, for some professions, there may be *other* aspects that are essential for effective socialization. Simpson (1979, p. 233) argues that how students conceptualize knowledge and skills is also based on their own motivation and efforts in their education and more importantly, on how professional schools *support* their students' individual efforts. Simpson (1979, p. 233) states that student motivation is greatly affected by the options that their program offers them and suggests that students' needs and interests must be supported in order for them to value their professional socialization.

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In addition, Simpson (1979, p. 233) states that "if students are only lectured to, they are likely to forget what they learned, but if they apply their lessons in work situations, they develop orientations toward the occupation." In other words, students also acquire professional orientations by how they relate and make sense of the knowledge and skills taught in their programs. Moreover, Simpson (1979) also suggests that students' own initiatives should be rewarded and their program should have some flexibility in order for them to value their professional socialization.

As outlined in Chapter 2, the basic tenet of the reaction model is that students constantly respond to the demands placed on them in their programs. As a result, they must adapt to what is expected of them as students. In this capacity, professional schools must be flexible and supportive of their students' needs and interests. Thus, as mentioned previously, this characteristic associated with the reaction model is referred to as " warmth". In Chapter 2, several examples are outlined about how the reaction model functions in teacher education. For example, co-construction of knowledge between professors and student teachers and cooperative learning were mentioned as essential aspects of education courses. These are opportunities for student teachers to know that their opinions are valued by their professors. Furthermore, based on Lortie's (1975, p. 80) comment that "teachers are largely self-made...", it is expected that student teachers are given an opportunity to understand particular aspects of the profession through their own efforts.

Similarly, the process of reflection is integrated into many education courses. Student teachers are expected to be reflective of their educational practices since this is

where self-evaluation, renewal, and self-growth emerge. Student teachers require a supportive environment with respectful people who can help them move through these complex stages of professional socialization.

Indeed, the student teachers in this study generally expected more support and "warmth" from the Student Services personnel and from their professors than they actually received. They felt that more warmth would have given them more self-confidence and a more positive outlook on their profession. Many student teachers were highly critical of the lack of respect and care provided by Student Services personnel and professors. They relied on these people for guidance, understanding, and support on academic matters and career options. However, many student teachers felt these expectations were not met in the Faculty. In this sense, the student teachers felt that more "warmth" from Student Service personnel and professors would have improved their own self-esteem as prospective teachers.

Specifically, the student teachers' comments are consistent with some of the assumptions of the reaction model. The student teachers believed that their needs and concerns were important and that their professors should have acted more as facilitators and co-learners with them. An example of this is that they expected professors to be more familiar with actual classroom practices. The student teachers wanted professors to be direct about the knowledge and skills that they expected them to acquire. However, they also wanted more respect, care, and "warmth" in order to have a supportive relationship with faculty and in order to adapt to their demands. Thus, they did not consider themselves as professionals or identify with any long-term objectives of the profession.

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They were students who were constantly seeking ways to adjust to their programs' expectations. The clearest indication of this is that the student teachers developed attitudes about their socialization and the Faculty rather than constructed any professional values. In these capacities, the student teachers expected a certain amount of support and "warmth" from their Students Service personnel and professors in order to adapt to the demands and expectations placed on them.

It seems that the synthetic model best addresses the student teachers' need for an adequate support system. The belief that they were poorly supported in their programs was likely extremely hurtful to the student teachers since there is the assumption that a faculty of education should uphold the qualities intrinsic to the profession. As Roger and Webb (1991, p. 179) state, "to develop caring teachers, teacher educators must model caring relationship with preservice students...They must have the chance to observe real teachers, in both their university-based programs and in their practica, who model caring and who reflect upon, discuss and evaluate their practice in terms of the ethic of caring." The student teachers wanted to acquire particular knowledge, skills, and attitudes, but they also wanted people to be flexible and supportive in the process. Clearly, the student teachers in this study required opportunities where they felt supported and respected by professors and other staff, thus enhancing their professional socialization.

Interestingly, the student teachers' comments are similar to many criticisms and suggestions discussed in the educational literature. Similar to the recurring comment that student teachers expected more useful professional knowledge, Goodlad (1990), along with the Holmes' Group Executive Board (1986) emphasize the importance of a strong

knowledge base for teaching. In addition, Kramer (1992) and Nikiforuk (1993) argue that since schools are bombarded with various social responsibilities and their teachers are assuming multiple roles, there is a greater need for faculties of education to emphasize professional knowledge when working with student teachers. Thus, Kramer (1992) and Nikiforuk (1993) would encourage inducing student teachers into the teaching profession with demanding courses and high expectation that emphasize the appropriate, professional knowledge.

Similar to the student teachers' expectations of support and respect from Student Services personnel and professors, Lortie (1975) and Nias (1986) also discuss the necessity of student teachers to be able to adapt to teaching through their own initiatives and efforts. Lortie (1975, p. 50) argues, "...socialization into teaching is largely self-socialization; one's personal predisposition are not only relevant, but in fact stand at the core of becoming a teacher." Therefore, professors need to ensure that student teachers are supported so they can develop and pursue their own initiatives and express themselves as individualism. To sum up, if the concerns of student teachers in this study are to be taken seriously, then one needs to ask, what has been done and what still needs to be done to improve the professional socialization of student teachers. Moreover, one needs to ask about further research possibilities in this area.

IMPLICATIONS FOR PRACTICE

Following the analysis of the data, at least three important implications for practice can be identified: 1) the articulation of what is taught and how it is taught, 2) the integration of theory and practice, and 3) an awareness of student teachers' concerns and needs. First, in this study, the student teachers viewed their professors as mentors or role models and as such, they relied on them to adequately prepare them to teach and for the profession at large. The student teachers expected their professors to teach them knowledge and skills that were useful and help them to develop attitudes that were positive and encouraging. Thus, the Faculty and, more importantly, the profession at large must agree about what knowledge and skills are essential and what attitudes should emerge by the end of the program. Once the various stakeholders have agreed, professors must clearly articulate what student teachers need to know for their profession and the specific professional socialization model in order to be become competent and effective teachers. Hence, the student teachers will know what knowledge, skills, and attitudes that they must acquire. If the knowledge, skills, and values of the profession are unanimously decided on within the Faculty, there is a greater opportunity for student teachers to be well-prepared for their profession and confident about their abilities as prospective teachers. Also, the student teachers will be treated respectfully by being informed about their programs' objectives and expectations and the socialization process they will undergo in their programs. In this capacity, the synthetic model can be implemented to yield positive results for student teachers. They will emerge from their programs with the knowledge, skills, and attitudes of the profession, yet by being told what socialization

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model is being used, they will feel encouraged and supported by the Faculty.

Second, the Faculty must identify the use of theory in educational practices, knowing that many student teachers dismiss theoretical knowledge and prefer practical knowledge. The assumption that theory is useless can be addressed by a stronger connection between theory and the practice of actual teaching. In fact, there must be an awareness that theory and practice can positively influence each other. Faculties of education must attempt to demonstrate that theory can inform practice and practice can also help develop theory. In order for this to be successful, however, student teachers need to interact with collaborating teachers and professors who value both theory and practice. In addition, student teachers need to have professors who actively generate knowledge through their own scholarly activity. This approach encourages professors to integrate their research with their courses and their student teachers' school experiences.

The task of faculties of education, then, is the appropriate integration of both theory and practice Indeed, by placing practice alongside theory, faculties of education will demand that their student teachers develop their critical thinking abilities so that they can make classroom decisions based on some theoretical bases. Yet, as professors connect educational theory to classroom realities, student teachers will develop more meaningful understandings of their practica by engaging in self-evaluation and the renewal of educational practices. In this regard, faculties of education will have implemented a synthetic model that challenges student teachers with relevant, theoretical courses while enhancing their value of the practica by connecting theory to practice.

Lastly, Student Services personnel and professors must be made aware of the

student teachers' serious concerns about the Student Services personnel and professors. As the Faculty outlines its expectations for student teachers, it must also be flexible and responsive to their student teachers' needs. In this regard, a synthetic model can be established by a balance between program expectations and students' concerns. The Faculty must determine if the Student Services personnel have adequate knowledge of programs and adequate interpersonal skills to be receptive to their student teachers' needs. Similarly, professors must be made aware of the student teachers' concerns so they can address them in courses and be supportive and respectful of those concerns. However, there is an even greater expectation that professors will be supportive and helpful to student teachers. Student teachers often consider their professors to be role models as they often have experience in the field, and thus can guide them through their professional education. It is the motivation and support provided by the professors that allow student teachers to connect what they learn in their programs with how they should implement what they learned.

It may be that the professional socialization that student teachers undergo is not well-articulated at the onset of the programs. As a result, student teachers are often unclear about what is expected and subsequently, they feel devalued and mistreated when their expectations are ignored by their professors. Similarly, Student Services personnel and professors are unclear about what is expected of them, their own roles in the socialization process, and any consistency of practice in the Faculty. Therefore, if an awareness of the socialization process is established, the Student Services personnel and professors will be clear about their roles and student teachers will know what to expect.

SUGGESTIONS FOR FURTHER RESEARCH

There are at least three suggestions for further research that arise from this study: 1) administer another Quality of Student Life Survey, 2) to conduct focus groups with student teachers, and 3) to conduct and compare the Quality of Student Life Surveys in the Faculty of Education at the University of Manitoba with others in faculties of education across the country. First, it would be very interesting to re-administer the Quality of Student Life Survey to student teachers in the Faculty since almost ten years have passed and a new, undergraduate education program has now been fully implemented. A third Quality of Student Life study would be able to examine current student teachers' perceptions of their professional socialization to assess how these perceptions have changed since 1992 and even since 1987. If student teachers are more positive than the student teachers in the 1992 Quality of Student life Survey, then the Faculty may be able to identify specific aspects of student teachers' socialization which they perceive to have made a difference. If, however, the same concerns arise as they did in 1992, then the Faculty may have to reconsider making fundamental changes in the program. Thus, re-administering the Survey is one of the few ways in which the Faculty will know if the institutionalized changes made to the Bachelor of Education programs have made a difference in the socialization of student teachers.

Second, after another Quality of Student Life Survey was administered, a random sample of student teachers could be interviewed using a focus group approach (see Edmunds, 1999; Greenbaum, 2000; & Morgan, 1997). Group discussions would allow researchers to probe for more detail on the themes identified in the anecdotal data. This

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would an opportunity to acquire specific information about the student teachers' perceptions since such discussions were not conducted with student teachers in the 1992 study. Moreover, such discussions would probably be perceived rather favourably among student teachers because they would feel that the Faculty respected them and acknowledged their concerns.

Lastly, administering the Quality of Student Life Survey to other student teachers in *other* faculties of education may also be worthwhile. This cross-sectional study would require the organization and participation of a wide array of people across Canada. The purpose of this study would be to examine how student teachers' perceptions of their professional socialization compared across faculties. For instance, perhaps some concerns, such as the gap between theory and practice or the devaluing of theory are common regardless of the structure of programs. On the other hand, perhaps other concerns only apply to certain programs and thus, would reflect idiosyncratic aspects of these programs.

CONCLUSION

In conclusion, it was important to examine the student teachers' comments from the 1992 Quality of Student Life Survey because they not only revealed their opinions of their professional socialization, but they also suggest how the quality of professional socialization may indirectly affect the quality of public education. In general, a large percentage of student teachers, whether first-year, third year, or after-degree student teachers, felt that they were unprepared to teach and demonstrated a low self--esteem as prospective teachers. What impact might such opinions have on public schools and quality

of public education? Kramer (1992, p. 211) states, "the only way to have better schools is to get better teachers. We will never improve schooling...until we improve teacher education...If our children's schools are not meeting our expectations, let alone our hopes of them, much of the reason lies with the institutions that prepare men and women to teach in them" (p. 220). Thus, it is highly possible that if student teachers are not adequately socialized, then they may have difficulties with teaching their pupils, interacting with parents, maintaining acceptable standards, and carrying out other roles in an effective and caring manner.

Although the increasingly diverse roles of teachers are sometimes identified as being part of the problem with public education, it is also undeniable that schools will continue to be influenced by a variety of social, economic, and political factors. Given the multitude of factors involved, faculties of education must pay close attention to the ways in which they impart the knowledge, skills, and attitudes to educate and socialize their student teachers. With a rising number of popular schooling alternatives and the belief that the quality of public education is suffering, faculties of education must seriously consider the knowledge, skills, and values they must teach to student teachers and what model of socialization they are using to teach these things. The manner by which they socialize student teachers will directly affect their dispositions with their pupils. If student teachers emerge from their programs with insufficient knowledge, ineffective skills, and poor impressions of their Faculty, the profession, and they themselves, then this negativity can prevent their own pupils from learning the required knowledge, skills and attitudes. In other word, what is done in faculties of education directly affects the quality of education

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offered to pupils in schools. Therefore, the professional socialization of student teachers *is* a foundation for educating competent and effective teachers, producing a high quality of education, and maintaining a reputable profession.

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THE UNIVERSITY OF MANITOBA

QUALITY OF LIFE IN THE FACULTY OF EDUCATION

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This questionnaire is about your life in, and your attitudes toward, the Faculty of Education. There are no right or wrong answers — we are just trying to find out how students feel about their experience in the Faculty. We are interested in your honest opinions.

PART I

Each item below says that **The Faculty of Education is a place where** some particular thing happens to you or you feel a particular way. We would like you to respond to each statement by checking one of the response categories provided.

Please read each item carefully and check the answer which best describes how you feel. Keep in mind that the phrase "The Faculty of Education is a place where. . ." applies to each item. Check one box for each statement.

The Faculty of Education is a place where . . .	Strongly Agree	Agree	Disagree	Strongly Disagree
. . . the things I learn are important to me	☐	☐	☐	☐
. . . people look up to me.	☐	☐	☐	☐
. . . professors treat me fairly.	☐	☐	☐	☐
. . . I feel depressed	☐	☐	☐	☐
. . . I find it easy to get to know other people.	☐	☐	☐	☐
. . . I really get involved in my work.	☐	☐	☐	☐
. . . I like learning	☐	☐	☐	☐
. . . I enjoy being.	☐	☐	☐	☐
. . . I feel restless.	☐	☐	☐	☐
. . . professors give me the marks I deserve	☐	☐	☐	☐
. . . I have acquired skills that will be of use to me.	☐	☐	☐	☐
. . . I achieve a satisfactory standard in my work.	☐	☐	☐	☐
. . . people care about what I think	☐	☐	☐	☐
. . . professors take a personal interest in helping me with my work.	☐	☐	☐	☐
. . . I am treated with respect.	☐	☐	☐	☐
. . . mixing with other people helps me to understand myself	☐	☐	☐	☐
. . . the things I learn will help me in my life.	☐	☐	☐	☐
. . . people think a lot of me.	☐	☐	☐	☐
. . . professors help me to do my best	☐	☐	☐	☐
. . . I get upset.	☐	☐	☐	☐
. . . I am given the chance to do work that really interests me.	☐	☐	☐	☐
. . . the things I am taught are worthwhile learning	☐	☐	☐	☐
. . . professors are fair and just.	☐	☐	☐	☐
. . . I really like to go each day.	☐	☐	☐	☐
. . . I feel worried	☐	☐	☐	☐
. . . the work I do is good preparation for my future.	☐	☐	☐	☐
. . . other students accept me as I am.	☐	☐	☐	☐
. . . I have learned to work hard	☐	☐	☐	☐
. . . I get on well with the other students in my class.	☐	☐	☐	☐
. . . I find that learning is a lot of fun.	☐	☐	☐	☐
. . . professors listen to what I say	☐	☐	☐	☐

PART II

Different people have different ideas about the overall quality of education received in the Faculty of Education. Listed below are some things that students and professors have said are important.

Please assess each statement by checking the response which best describes your experience. Remember that the phrase "In the Faculty of Education, I have been challenged to . . ." applies to each item. Check one box for each statement.

In the Faculty of Education, I have been challenged to . . .	Strongly Agree	Agree	Disagree	Strongly Disagree
. . . remember an extensive number of new terms	☐	☐	☐	☐
. . . translate complicated ideas into everyday language.	☐	☐	☐	☐
. . . demonstrate how theories are useful in real life.	☐	☐	☐	☐
. . . identify organizing principles in my courses	☐	☐	☐	☐
. . . design my own plans in completing assignments.	☐	☐	☐	☐
. . . logically defend a course of action.	☐	☐	☐	☐
. . . recall a substantial number of new concepts.	☐	☐	☐	☐
. . . translate difficult concepts into my own words.	☐	☐	☐	☐
. . . use theories to address practical questions.	☐	☐	☐	☐
. . . analyze complex interrelationships between concepts	☐	☐	☐	☐
. . . organize ideas into themes.	☐	☐	☐	☐
. . . evaluate alternative solutions to problems.	☐	☐	☐	☐
. . . recall a lot of factual information	☐	☐	☐	☐
. . . interpret the meaning of new facts and terms.	☐	☐	☐	☐
. . . illustrate abstract ideas with concrete examples.	☐	☐	☐	☐
. . . identify assumptions underlying theories	☐	☐	☐	☐
. . . develop new ideas based on theories.	☐	☐	☐	☐
. . . detect missing parts in arguments.	☐	☐	☐	☐
. . . remember an extensive number of facts	☐	☐	☐	☐
. . . understand difficult ideas.	☐	☐	☐	☐
. . . use theoretical ideas to address practical problems.	☐	☐	☐	☐
. . . identify the reasoning underlying theories	☐	☐	☐	☐
. . . solve problems by integrating theories.	☐	☐	☐	☐
. . . judge the logic of written arguments.	☐	☐	☐	☐
. . . recall a significant number of facts	☐	☐	☐	☐
. . . translate a variety of technical terms into ordinary language.	☐	☐	☐	☐
. . . apply theories to new situations.	☐	☐	☐	☐
. . . identify the basic ideas in theories	☐	☐	☐	☐
. . . make original contributions to classroom discussions.	☐	☐	☐	☐
. . . identify the strengths and weakness of arguments.	☐	☐	☐	☐
. . . remember complex facts	☐	☐	☐	☐
. . . interpret the meaning of complicated charts and graphs.	☐	☐	☐	☐
. . . apply theoretical principles in solving problems.	☐	☐	☐	☐
. . . illustrate how the different aspects of my discipline are related	☐	☐	☐	☐
. . . organize ideas in new ways.	☐	☐	☐	☐
. . . identify bias in written material.	☐	☐	☐	☐

PART III

In the following four sections, we ask you to tell us how you feel about yourself, both as a propsective teacher and as a student in the Faculty of Education.

Section 1

The following statements concern your personal feelings and thoughts about becoming a teacher. Read each statement carefully since no two are exactly alike. If a statement is TRUE or MOSTLY TRUE as applied to you, circle the T in front of the statement. If a statement is FALSE or MOSTLY FALSE as applied to you, circle the F in front of the statement.

MOSTLY TRUE	MOSTLY FALSE	
T	F	1. When people are discussing the topic of teaching, I probably will listen and/or join the conversation.
T	F	2. If I come across an article related to teaching, I probably will read it with interest.
T	F	3. If problems develop in my life, I try to think them through as they will affect my teaching.
T	F	4. With respect to teaching, I don't care if I make mistakes.
T	F	5. During the past week, I have had no conversations about teaching.
T	F	6. During the past week, I have made 10 or more decisions in which my interest in teaching has influenced the decision process.
T	F	7. I rarely or never think about how I can become a better teacher.
T	F	8. Compared to other concerns, I worry little about how good a teacher I will be.
T	F	9. If I had to give up something, becoming a teacher is the last thing I would give up.
T	F	10. When I am involved in activities related to teaching, I usually feel indifferent.
T	F	11. If I become a better teacher than everyone else, it would make little difference to me.
T	F	12. When I can, I seek out situations in which I can express myself as a teacher.
T	F	13. Being a teacher is not important to me.
T	F	14. I feel bad when I think I am not going to be a good teacher.
T	F	15. I rarely devote much time to my teaching interests.
T	F	16. When I meet new people, it is important to me that they know I will be a teacher.
T	F	17. I typically organize my day so that I can work toward goals that are related to teaching.
T	F	18. Being a teacher is of little value to me.
T	F	19. Being a teacher will have virtually no effect on my life.
T	F	20. I enjoy it when people encourage me to become a teacher.
T	F	21. I would feel a great sense of loss if suddenly I were unable to be a teacher.
T	F	22. I am strongly committed to being a good teacher.
T	F	23. If people could know only one thing about me, I would want them to know I will be a teacher.

Section 2

Please think about the experiences students have in this faculty, and give your opinion about each of the following statements. Check one box for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is almost impossible for one student to really understand the feelings of another.	☐	☐	☐	☐
2. Too many people in this faculty are just out for themselves.	☐	☐	☐	☐
3. These days, students do not really know who to count on.	☐	☐	☐	☐
4. There is not much chance that students will do anything to make this faculty a better place to learn.	☐	☐	☐	☐
5. If classes were smaller, grades would better reflect true ability.	☐	☐	☐	☐
6. Success in this faculty is more dependent on luck than on real ability.	☐	☐	☐	☐
7. There is no one in this faculty that students can really trust.	☐	☐	☐	☐
8. In spite of what some people say, the lot of the student is getting worse.	☐	☐	☐	☐
9. There is little use in talking to professors because they are not interested in the problems of students.	☐	☐	☐	☐
10. Most students do not realize how much their lives are controlled by the decisions made by others.	☐	☐	☐	☐
11. Few students look forward to their course work.	☐	☐	☐	☐
12. Most students play an active role in class.	☐	☐	☐	☐
13. It is really best to tell professors what they want to hear.	☐	☐	☐	☐
14. Students will do almost anything to get good grades.	☐	☐	☐	☐
15. Most students do not enjoy their courses but do the work in order to get the things they want.	☐	☐	☐	☐
16. The grades students receive will be an accurate reflection of their true ability.	☐	☐	☐	☐
17. The final grades students receive will have an effect on their future status.	☐	☐	☐	☐
18. There are many students who do not know what to do with their lives.	☐	☐	☐	☐
19. Many students in this faculty are lonely.	☐	☐	☐	☐
20. Students are unhappy because they do not know what they want out of life.	☐	☐	☐	☐
21. Students expect to learn a lot in this faculty.	☐	☐	☐	☐

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Section 3

We are trying to learn more about how undergraduates feel about their own academic abilities. Please respond to the following items by checking the box that best answers each question.

1. Think of your university friends. Do you think you can do your university course work
   - ... better than all of them. ☐
   - ... better than most of them. ☐
   - ... about the same. ☐
   - ... poorer than most of them. ☐
   - ... poorer than all of them. ☐

2. Think of the students in your faculty. Do you think you can do your university course work
   - ... better than all of them. ☐
   - ... better than most of them. ☐
   - ... about the same. ☐
   - ... poorer than most of them. ☐
   - ... poorer than all of them. ☐

3. When you complete your undergraduate degree, do you think that you will be
   - ... better than all students. ☐
   - ... better than most students. ☐
   - ... about the same. ☐
   - ... poorer than most students. ☐
   - ... poorer than all students. ☐

4. Do you think you have the ability to complete a doctoral degree?
   - ... Yes, for sure. ☐
   - ... Yes, probably. ☐
   - ... Maybe. ☐
   - ... No, probably not. ☐
   - ... No, for sure. ☐

5. Forget how your professors grade your work. How good do you think your work is?
   - ... Excellent. ☐
   - ... Good. ☐
   - ... Same as most of the students. ☐
   - ... Below most of the students. ☐
   - ... Poor. ☐

6. How far do you believe you will go in university?
   - ... Less than a bachelor's degree. ☐
   - ... A bachelor's degree. ☐
   - ... A second bachelor's degree. ☐
   - ... A master's degree. ☐
   - ... A doctoral degree. ☐

7. How far do you think your parents believe you will go in university?
   - ... Less than a bachelor's degree. ☐
   - ... A bachelor's degree. ☐
   - ... A second bachelor's degree. ☐
   - ... A master's degree. ☐
   - ... A doctoral degree. ☐

8. How far do you think your peers believe you will go in university?
   - ... Less than a bachelor's degree. ☐
   - ... A bachelor's degree. ☐
   - ... A second bachelor's degree. ☐
   - ... A master's degree. ☐
   - ... A doctoral degree. ☐

9. How far do you think your most significant other believes you will go in university?
   - ... Less than a bachelor's degree. ☐
   - ... A bachelor's degree. ☐
   - ... A second bachelor's degree. ☐
   - ... A master's degree. ☐
   - ... A doctoral degree. ☐

10. Most people's ideas about their abilities are influenced by parents, peers, and significant others. How influential have each of these groups been to you? Using a scale from 1 to 10 (where 1 = low influence and 10 = high influence), rate the influence of each of these groups:

    Parents ____   Peers ____   Most Significant Other ____

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Section 4

The ways in which you spend your time as a student, employee, parent, or family member may affect the quality of your educational experience. Please answer each of the following questions about how you use your time.

1. In how many credit hours of course work are you enrolled this term? _____ credit hours

2. On average, for this term, how many hours per week do you spend in paid employment?
    _____ hours per week

3. Time you spend studying may involve preparing assignments, reading, reviewing notes, discussing content with professors, and other activities. On average, for this term, how many hours per week do you spend studying?
    _____ hours per week

4. Are you married or living with someone in a similar type of commited relationship?
    Yes ☐   No ☐

5. Are you responsible for one or more dependent family members?
    Yes ☐   No ☐

6. For how many dependents are you responsible? _____

The ways in which you manage your time may also affect the quality of your educational experience. Please answer each of the following questions about how you manage your time. Check one box for each question.

		Always	Frequently	Sometimes	Infrequently	Never
7.	Do you make a list of the things you have to do each day?	☐	☐	☐	☐	☐
8.	Do you continue unprofitable routines or activities?	☐	☐	☐	☐	☐
9.	Do you plan your day before you start it?	☐	☐	☐	☐	☐
10.	Do you make constructive use of your time?	☐	☐	☐	☐	☐
11.	Do you make a schedule of the activities you have to do on work days?	☐	☐	☐	☐	☐
12.	Do you believe that there is room for improvement in the way you manage your time?	☐	☐	☐	☐	☐
13.	Do you write a set of goals for yourself each day?	☐	☐	☐	☐	☐
14.	On an average class day, do you spend more time with personal grooming than doing school work?	☐	☐	☐	☐	☐
15.	Do you spend time each day planning?	☐	☐	☐	☐	☐
16.	Do you feel you are in charge of your own time, by and large?	☐	☐	☐	☐	☐
17.	Do you have a clear idea of what you want to accomplish during the next week?	☐	☐	☐	☐	☐
18.	Do you often find yourself doing things which interfere with your school work simply because you hate to say "NO" to people?	☐	☐	☐	☐	☐
19.	Do you set and honour priorities?	☐	☐	☐	☐	☐

PART IV

In this part of the questionnaire, we ask for some factual information about your social background. Your answers to all of the questions are confidential and the names of individual students will not be identified in our research reports. We need this information in order to make statistical comparisons between students with different backgrounds.

1. What gender are you?   Male ☐   Female ☐

2. How old are you? _____

3. What is your ethnic origin?

    ... English   ☐   ... Polish   ☐
    ... French   ☐   ... Scandanavian ☐
    ... German   ☐   ... Ukrainian   ☐
    ... Native Indian ☐   ... Other   ☐
                              If *Other*, please state your ethnic origin _____

4. What was the highest level of education that your parents received? Check one box for each parent.

	Mother	Father
... Elementary school	☐	☐
... Some high school	☐	☐
... Completed high school	☐	☐
... Some technical, vocational training	☐	☐
... Completed community college	☐	☐
... Some university	☐	☐
... Completed a Bachelor's degree (e.g., B.Ed., B.A.)	☐	☐
... Some education at the graduate level	☐	☐
... Completed graduate degree (e.g., M.Ed., Ph.D.)	☐	☐

5. What are your parents' occupations? (If they are retired or deceased, please indicate the occupations they held.) Check one box for each parent.

	Mother	Father
Self-employed professional (e.g., architect, dentist, engineer, M.D.)	☐	☐
Employed professional (e.g., accountant, school teacher, university teacher)	☐	☐
High level manager (e.g., president, vice-president, financial manager)	☐	☐
Semi-professional (e.g., cameraman, musician, photographer)	☐	☐
Technician (e.g., engineering technologist, life sciences technician)	☐	☐
Middle manager in business or government	☐	☐
Supervisor	☐	☐
Skilled clerical, sales, and service (e.g., insurance agent, salesperson)	☐	☐
Skilled crafts and trades (e.g., cabinet maker, painter, plumber)	☐	☐
Farmer	☐	☐
Semi-skilled clerical, sales, and service (e.g., office clerk, library file clerk)	☐	☐
Semi-skilled manual (e.g., bus driver, cook, taxi driver)	☐	☐
Unskilled clerical, sales, and service (e.g., mail carrier, nursing aide, orderly)	☐	☐
Unskilled manual (e.g., chambermaid, elevator operator, janitor)	☐	☐
Farm labourer	☐	☐
Other	☐	☐
Please describe _____		

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PART V

In this part of the questionnaire, we ask for some factual information about your university education. We need this information in order to make statistical comparisons between students in different programs.

1. Do you have an undergraduate university degree?   Yes ☐   No ☐

2. Are you a visiting student from the University of Winnipeg?   Yes ☐   No ☐

3. How many years of university education have you completed? (If you have been a part-time student, then estimate the number of equivalent full-time years.) _____ years

4. How many credit hours of university work are you taking this academic year (Sept. - April)? _____

5. From which undergraduate Faculty of Education program do you intend to graduate? Check one box.

    I have not made a decision yet   ☐
    An Elementary Program   ☐
    A Secondary Program   ☐
    None   ☐

6. What is your cumulative grade point average? Check one box.

    . . . 4.0 - 4.5 ☐   . . . 2.5 - 2.9 ☐   . . . 1.0 - 1.4 ☐
    . . . 3.5 - 3.9 ☐   . . . 2.0 - 2.4 ☐   . . . 0.0 - 0.9 ☐
    . . . 3.0 - 3.4 ☐   . . . 1.5 - 1.9 ☐

7. What are you most likely to be doing within six months of completing your B.Ed. degree? Check one or more boxes.

    . . . I don't expect to complete a B.Ed.   ☐   . . . Further education   ☐
    . . . Teach   ☐   . . . Stay at home   ☐
    . . . Work at another job   ☐   . . . Other   ☐
    . . . Travel   ☐

PART VI

If you would like to receive a short report of this study, please provide your name and permanent address. Please print.

Name: _____
          Last name   First name

Address:

_____
          Street & Number   City or Town

_____Postal Code _____
          Province

Phone number: (____)_____
          (Area Code)

We may wish to contact you in the future to see what you are doing. If you are willing to take part in future studies, please check the box.   Yes ☐

PART VII

Thank you very much. We really appreciate the time and effort you have given in answering our questions. If you have any comments or suggestions, please take a few minutes to jot them down.

_____

_____

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If you have more comments, please note them on the back of this page.