

R E P O R T R E S U M E S

ED 011 604

24

CONCERNS OF STUDENT TEACHERS, A REVIEW OF THE LITERATURE.

BY- GARRARD, JUDY

TEXAS UNIV., AUSTIN, RES. AND DEV. CTR. FOR ED.

REPORT NUMBER BR-5-0249-15

PUB DATE 13 APR 66

REPORT NUMBER M-3

CONTRACT OEC-6-10-108

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *TEACHER EDUCATION,
BIBLIOGRAPHIES, *LITERATURE REVIEW, *STUDENT TEACHERS,
*RESEARCH PROJECTS, AUSTIN

A REVIEW OF THE LITERATURE ON THE CONCERNS OF STUDENT
TEACHERS WAS MADE AND THE RESULTS SUMMARIZED. PARTS 1 AND 2
REPORTED ON EMPIRICAL AND SPECULATIVE STUDIES RESPECTIVELY.
THE STUDENT-TEACHER QUESTIONNAIRES LOCATED IN THE EMPIRICAL
STUDIES ARE APPENDED TO THE REPORT. PART 3 CONSISTS OF
STUDIES HAVING RELEVANCE TO RESEARCH AND DEVELOPMENT IN
TEACHER EDUCATION. A BIBLIOGRAPHY CONTAINING A LIST OF
JOURNALS AND SPECIFIC ARTICLES CHECKED IS ATTACHED TO THE
REPORT. (GD)

BR-5-0249-15
OEC-6-10-108
P.A. 24

Memorandum 3

November 12, 1965

Revised: April 13, 1966

Counseling and Assessment Division
Research and Development Center in Teacher Education
College of Education
The University of Texas

Concerns of Student Teachers
A Review of the Literature

Judy Garrard

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

AA000038

ED011604

Concerns of Student Teachers - A Review

Introduction.

Purpose.

The purpose of this paper is to summarize the findings of a review of the literature on the concerns of student teachers. The term 'concerns' covers a wide range and other concepts such as anxieties, difficulties, and problems of the student before and during her internship in teaching are also included.

Outline of paper.

Parts I and II consist of empirical and speculative studies respectively. Part III is made up of studies which have some relevance to research being carried on by R & D.

If available, the questionnaires used in the empirical studies (cited in Part I) will be found in Appendix A.

Appendix B is included in the event that a review of this same literature is needed at a later date. This appendix is a list of journals as well as specific articles checked and will therefore eliminate unnecessary duplications.

Empirical Studies.

A thorough review of the literature produced relatively few studies which could be considered empirical.

Study by Travers, etal.

Female elementary majors.

Instrument.

Travers, etal (1952) administered a sentence completion test to a group of female students (N=120) before and after their student teaching in the elementary grades. Although the test consisted of 21 items, only 3 sentences were analyzed for the purposes of this study¹. One wonders if this constitutes enough data for a sound study.

Results - discipline and teacher popularity.

From these three sentence completion questions, the pre-and post-data indicate that the student teachers were most concerned with discipline and with being liked by their pupils. The changes in these anxieties between pre-and post-testings were not significant.

1. These three sentences and the responses can be found in Appendix A.

Concerns of Student Teachers

Page -2-

Thompson study.

Instrument.

Subjects.

Concerns before student teaching.

Major concern of entire subject group - the cooperating teacher.

Co-major concern of female secondary students - subject matter competence.

Secondary anxieties of male secondary majors.

Concerns during student teaching.

Elementary majors - an honest opinion.

Thompson (1963) conducted a more extensive investigation of anxieties of student teachers. He administered a 35-item check list of anxieties to students who were about to complete their student-teaching experience. At this point in their training, the subjects were asked to indicate which anxieties they had experienced both prior to and during the student-teaching period. This method of data gathering eliminates the Thompson study from being considered one of purely pre-and post-concerns.

The subjects included females in secondary (N=25) and elementary (N=47) education and a group of males (N=53) in secondary education.

An examination of Table II (in Appendix A) of the frequencies of anxieties reveals some interesting results.

Prior to student teaching:

- 1) the problem of what the critic (cooperating) teacher expected of the student teacher was checked the greatest number of times by all three subject groups. Of the three groups, the elementary majors checked this item the greatest number of times.
- 2) the elementary subjects checked the following concerns in decreasing order: what the pupils would be like, the student teacher's competence in the subject matter, and the standards of the cooperating teacher.
- 3) the female secondary majors were equally concerned about their competence in the subject matter as the problem of what the critic teacher expected of them. This finding is consistent with the statement that secondary majors are more subject oriented than are elementary majors.
- 4) the male secondary students next checked anxieties about lesson plans and about acceptance by the faculty and staff.

These 125 subjects reported that somewhat different anxieties arose towards the end of their teaching internships;

- 1) The problem of obtaining an honest opinion about their teaching from the cooperating teacher and the college supervisor was

Secondary majors -
material vs. time.

checked most often by the elementary majors.

- 2) On the other hand, the secondary students both male and female - were most concerned with running out of material and having time left over.

Frequency of concerns -
Subject groups compared.

Thompson found that both female groups checked more anxieties than did the male group. The female elementary subjects reported the greatest number of anxieties.

Other general results.

Finally, two results that could be expected proved true:

- a) "...more anxieties originate in what has been heard or imagined than from any other source." (439)

- b) Much more anxiety occurs before the student teaching experience than during it.

Wey Study

Wey's unpublished dissertation, *A Study of the Difficulties of Student Teachers in the Secondary Schools As a Basis for the Improvement of Teachers Education with Particular Relevance to the Appalachian State Teachers College (1950)*, might have some relevance to this review; however, this study was not summarized in Dissertation Abstracts and Intralibrary Loan cannot guarantee that any publication can be borrowed.

Summary of Empirical Studies

Two, and perhaps three empirical studies on the concerns of student teachers were located. The study by Travers, et al (1952), was of female elementary majors. Although this did appear to be a classical pre-and post-study, the small number of test items (3) make me question the soundness of the results.

The Thompson study (1963) was broader in its use of subjects (females and males on both elementary and secondary levels) and instrument. My objection is that this is not a classical pre-post study since the data was gathered at only one point in the process and such factors as halo effects, forgetfulness,

etc. are bound to contaminate the "pre" data.

Wey's doctoral dissertation is unobtainable.

Speculative Articles.

These articles are not empirical studies and usually fall into the category of advice-giving; however, they are related in a non-experimental way to what we are doing in R&D. One should note that there are many speculative papers about this subject in the literature, and the articles in this section are cited as examples.

Ahlering Paper.

The paper by Ahlering (1963) is directed principally to the supervising teacher and deals with the problems of student teachers at the secondary level. Eight questions are listed with various responses by students. Although this paper does not have much relevance to R&D work per se, the responses to question VIII ("List problems you encountered in your student teaching") (339) may be of interest in a study of concerns during student teaching.

Article by Deiulio

Deiulio (1961) reports that on the basis of "...a review of the research and literature in the field (of student teaching) plus a close association with hundreds of student teachers over the last few years as a director of student field experiences..." (9) the student teachers' concerns fall into several problem areas. "These are problems of pre-student teaching experiences, communication, orientation, actual content of the student teaching experience, selection of personnel, evaluation, and the problem of limited experience." (9)

In the body of the paper, Deiulio relates specific examples of problems and concerns of student teachers. The article is comprehensive in scope and is the best of the three papers cited in this section.

Report by Schunk

Schunk's paper (1959) is written for the supervising teacher of the elementary student teacher and deals with some general needs that

the student teacher might have, e.g., the need for prestige and status, the need for self-analysis. The paper is written by the Coordinator of elementary student teaching at the University of Wyoming and does not appear to be written from a students' viewpoint.

Related Research.

The following articles are listed here because they appear to have some relevance to R&D work.

Chaltas' paper (1965) on the matching of student teachers with cooperating teachers is a theoretical paper. This might be useful if a study of student teacher assignment, per se, is made such as the procedures taken with the Metz sample. (Note B. Newlove's notes on Conference to Place Student Teachers with Cooperating Teachers, Fall, 1965).

Schueler and Gold have a recent report (1964) of the video recordings of student teachers at Hunter College. This is a continuation of the study reported in 1962 by Schueler, Gold, and Mitzel of Improvement of Student Teaching.

Finally, the article by Dropkin and Taylor, Perceived Problems of Beginning Teachers and Related Factors (1963), might be useful when our research reaches the point of follow-up of student teachers in their beginning year on the job.

November, 1965

Revised: April, 1966

Appendix A
Questionnaires

Table 1. Sentences and responses of Student Teachers in a study by Travers, et al (1952) pp. 371-373.

| | Number of Responses <u>Before</u> and <u>After</u> Student - Teaching. | |
|---|--|----|
| I) I hope my class never... | | |
| 1)disciplinary problems; abusive; unruly; rowdy. | 32 | 24 |
| 2)dislikes me; hates me; resents me; is antagonistic. | 29 | 42 |
| 3)bored; inattentive; restless; critical; disinterested. | 19 | 15 |
| 4)disrespectful; loss of respect for teacher. | 9 | 7 |
| 5)afraid; fears me; tense. | 6 | 11 |
| 6)is dull; dumb; CRMD* | 4 | 3 |
| 7)feels school is a waste of time; doesn't want to learn; hates school. | 1 | 6 |
| 8)Omit | 15 | 9 |
| 9)Miscellaneous | 6 | 4 |
| II) I shall expect the pupils in my class ... | | |
| 1)(me) to respect me; to like me; to work with me; to adjust to my presence; to cooperate with me. | 32 | 29 |
| 2)to be courteous; respect one another; to be friendly to one another; work cooperatively; to be friendly, helpful, kind. | 30 | 35 |

* CRMD - no explanation was given for this response.

Table I
Pg. -2-

| | <u>Before</u> | <u>After</u> |
|---|---------------|--------------|
| 3) to do the work...to the best of their ability; to work efficiently; to do the best work; to learn their lesson; to do what is expected of them; to do their best work; work to capacity; realize their responsibilities. | 30 | 28 |
| 4) to love coming to school; to enjoy school; like school; enjoy their work; be relaxed; happy; feel free to express their opinions. | 11 | 9 |
| 5) to be obedient; adhere to my routines; obey a few simple rules; to obey me; to follow directions; be attentive. | 10 | 3 |
| 6) to come to me with their problems; think of me as a friend; overcome their emotional difficulties with my help. | 2 | 9 |
| 7) Omit | 8 | 8 |
| 8) Miscellaneous | 6 | 6 |
| III) When I become a teacher I suppose my greatest problem will be.... | | |
| 1) discipline | 27 | 50 |
| 2) getting to know the children; understanding the children; meeting their needs; establishing rapport; gaining their confidence. | 18 | 12 |
| 3) curriculum; approach; interest; instruction; teaching methods; making them enjoy school; motivation; attention. | 16 | 9 |

Table I
Pg. -3-

| | <u>Before</u> | <u>After</u> |
|---|---------------|--------------|
| 4) self confidence; relaxation; inexperience; inhibitions; (self inadequacies). | 11 | 6 |
| 5) Organization; management; coordination; orderliness. | 8 | 7 |
| 6) over-crowdedness; large group of children; finding enough time; clerical work. | 6 | 4 |
| 7) showing favoritism; loving the children too much; fairness; giving each child individual attention. | 4 | 8 |
| 8) over-ambitiousness; over- zealousness; to do all I want for the children. | 2 | 2 |
| 9) omit | 22 | 19 |
| 10) miscellaneous | 7 | 3 |

Table 2: Frequencies of Anxieties from a Study by Thompson (1963).

TABLE 1

FREQUENCIES OF ANXIETIES EXPERIENCED BY ONE HUNDRED AND TWENTY-FIVE MALE AND FEMALE STUDENT TEACHERS

| Description of anxiety | Number of Times Each Anxiety Experienced | | | | | |
|--|--|--------|----------------|--------|--------------|--------|
| | 47 Female Elem. | | 25 Female Sec. | | 53 Male Sec. | |
| | Prior | During | Prior | During | Prior | During |
| 1. What will the critic teacher expect of me? | 41 | 2 | 10 | 2 | 29 | 6 |
| 2. Does the critic teacher want a student teacher to work with? | 7 | 5 | 3 | 0 | 11 | 7 |
| 3. What standards does the critic teacher maintain? | 27 | 11 | 9 | 4 | 13 | 13 |
| 4. Will the critic teacher allow me to use my own initiative? | 16 | 6 | 9 | 5 | 20 | 9 |
| 5. What are the critic teacher's special interests, personality characteristics, and likes and dislikes? | 21 | 9 | 6 | 6 | 8 | 10 |
| 6. Will the critic teacher criticize me harshly if I make a mistake? | 16 | 5 | 7 | 1 | 12 | 4 |
| 7. What should I do if my material has been covered and there is extra time? | 7 | 17 | 11 | 7 | 11 | 15 |
| 8. What should I do if I make a mistake in a statement or a suggestion? | 3 | 13 | 4 | 3 | 5 | 10 |
| 9. Can I deviate from the plan of work as outlined? | 3 | 12 | 6 | 5 | 7 | 8 |
| 10. How should I dress? | 19 | 0 | 5 | 1 | 13 | 1 |
| 11. Will I have authority to give grades and will they be accepted? | 6 | 12 | 5 | 3 | 13 | 10 |
| 12. Will I be required to turn in my lesson plans, and who will evaluate them? | 24 | 2 | 12 | 1 | 24 | 3 |
| 13. Do I really know my subject matter? | 27 | 8 | 16 | 2 | 17 | 12 |
| 14. Will the pupils like me and respond to my guidance? | 24 | 0 | 12 | 2 | 20 | 2 |
| 15. Will I be able to maintain desired standards of behavior? | 24 | 8 | 8 | 4 | 13 | 12 |
| 16. What will these pupils be like? | 28 | 0 | 11 | 1 | 20 | 1 |
| 17. What will the students be likely to do "to try me out"? | 10 | 12 | 12 | 4 | 14 | 5 |
| 18. What will the students do if I make a mistake? | 3 | 8 | 2 | 3 | 11 | 3 |
| 19. How should I behave if I'm unable to answer a student's question? | 5 | 8 | 4 | 2 | 11 | 2 |
| 20. Will I be allowed to discipline students as I see fit? | 12 | 12 | 7 | 3 | 12 | 6 |
| 21. How informal or formal should I be with students? | 9 | 10 | 7 | 6 | 12 | 12 |
| 22. What is the community like, and will I enjoy living there? | 11 | 0 | 4 | 0 | 2 | 0 |
| 23. Will I be able to do what is expected of me? | 14 | 0 | 4 | 0 | 11 | 3 |
| 24. Will anything drastic happen if I make a mistake in following school policy? | 2 | 4 | 1 | 0 | 4 | 4 |
| 25. Will my teaching assignment be too much for me to handle? | 14 | 4 | 5 | 2 | 13 | 2 |
| 26. Am I capable of handling the extracurricular activities assigned? | 2 | 1 | 1 | 1 | 1 | 0 |
| 27. What are the policies concerning classroom practices, the school, the faculty, and the curriculum? | 15 | 5 | 6 | 0 | 11 | 3 |
| 28. How will the faculty and staff accept me? | 14 | 6 | 8 | 0 | 23 | 2 |
| 29. Can I avail myself of the school's special services? | 3 | 1 | 0 | 0 | 2 | 3 |
| 30. Who is responsible for evaluating my teaching and giving me a grade? | 13 | 5 | 6 | 2 | 9 | 3 |
| 31. How often will my college supervisor visit and observe my teaching? | 20 | 8 | 7 | 2 | 13 | 8 |
| 32. What will my supervisor be like? | 17 | 2 | 8 | 0 | 15 | 2 |
| 33. Will I know beforehand of my college supervisor's visit? | 9 | 7 | 7 | 1 | 10 | 4 |
| 34. How will I be evaluated? | 13 | 16 | 8 | 5 | 12 | 4 |
| 35. Will the critic teacher and college supervisor give me an honest opinion of my teaching? | 7 | 21 | 6 | 3 | 7 | 6 |
| Totals | 486 | 240 | 243 | 81 | 429 | 199 |



Appendix B
Sources and References

Sources Checked

Education Index July 1959 to June 1961
 July 1961 to June 1963
 July 1963 to June 1964
 All current, singly
 bound issues from July
 1964 to March 1966.

Encyclopedia of Educational Research. (370.3, M757e, 1960).

Psychological Abstracts--not applicable.

Tables of Content Checked

Clearing House 38 1963/64

Education 78 1957/58
 81 1960/61
 82 1961/62
 84 1963/64
 85 1964/65

Educational Administration and
 Supervision 38 1952
 42 1956
 45 1959

Educational Research 8 June 1965
 8 Nov. 1965
 8 Feb. 1966

Graduate Research in Education
 and Related Disciplines 1 Nov. 1965

Journal of Educational Research 57 Sept-Aug 1963/64
 59 Sept-Feb 1965/66

Journal of Experimental Education 78 Sept-May 1957/58

Journal of Higher Education
 (Ohio State University) 36 Jan-Oct 1965

Journal of School Psychology 2 Winter 1963/64
 3 Autumn 1964
 3 Winter 1964
 3 Winter 1965
 3 Summer 1965

Journal of Secondary Education Jan-April 1965

Tables of Content
Page 2

Journal of Teacher Education 8-9 1957/58
 10-11 1958/59
 12-13 1959/62
 14 1963
 15 1964
 16 1965
 17 Sept 1966

Phi Delta Kappan 46 Sept-April 1964/65
 47 Sept-Oct 1965

Psychology in Schools I Jan 1964
 I April 1964

Review of Educational Research 22 1952
 23 1953
 24 1954
 25 1955
 26 1956
 27 1957
 28 1958
 29 1959
 30 1960
 31 1961
 32 1962
 33 1963

School Review, The
(University of Chicago) Spring 1965
 Summer 1965
 Autumn 1965

Teacher Education 5 May-Feb 1964/65
 6 May 1965

Specific Articles Checked

American Educational Research Association (Handbook on Research in Education). (370.7, G121h).

American Teaching Magazine. December, 1961, 46, 9-10+.

Association of Student Teachers Yearbook. 1959, 41-50.

Clearing House. Fall, 1960, 34, 344.

Tables of Content
Page 3

Clearing House. Fall, 1963, 37, 355.

Education. 1958, 78, 387-391.

Educational Administration and Supervision. 1952, 38, 368-75.

Educational Administration and Supervision. 1956, 42, 170-177.

Improving College University Teaching. Spring, 1963, 105-7, 110-111.

Journal of Educational Research. May 1962, 55, 380-82.

Journal of Teacher Education. June 1954, 5, 129-33.

Journal of Teacher Education. Dec. 1957, 8, 380-86.

Journal of Teacher Education. Mar. 1959, 10, 22-27.

Journal of Teacher Education. Dec. 1959, 10, 468-70.

Journal of Teacher Education. Dec. 1960, 11, 537-38.

Journal of Teacher Education. Mar. 1962, 13, 50-54.

Journal of Teacher Education. Dec. 1962, 13, 437-41.

Journal of Teacher Education. Mar. 1964, 15, 5-49.

Journal of Teacher Education. Dec. 1964, 15, 358-64.

Minnesota Journal of Education. March 1962, 42, 13+.

Peabody Journal of Education. November 1964, 42, 138-45.

Problem Situations in Student Teaching. Teachers College: 1959.
(370.733, G832p).

Research Quarterly. October 1942, 13, 333.

Teachers College Record. Fall 1963, 64, 374-80.

List of References

- Ahlering, Inez. Reactions by student teachers. Clearing House, Fall 1963, 37, 335-343.
- Chaltas, J. C. Student teaching: Assignment and misassignment. Journal of Teacher Education, 1965, 16 (3), 311-318.
- Deiulio, A. M. Problems of student teachers. American Teacher, December 1961, 46, 9-10+.
- Dropkin, S. and Taylor, M. Perceived problems of beginning teachers and related factors. Journal of Teacher Education, 1963, 14 (4), 384-390. (Reprint on file)
- Schueler, H. and Gold, M. J. Video recordings of student teachers-- A report of the Hunter College research project evaluating the use of kinescopes in preparing student teachers. Journal of Teacher Education, 1964, 15 (4), 358-364.
- Schueler, H., Gold, M. J., and Mitzel, H. E. The use of television for improving teacher training and for improving measures of student-teaching performance. Phase I. Improvement of Student Teaching. 1962.
- Schunk, B. Understanding the needs of student teachers. Assn. Student Teachers Yearbook, 1959, 41-50. (370.7606, Su 76a)
- Thompson, M. L. Identifying anxieties experienced by student teachers. Journal of Teacher Education, 1963, 14, 435-439. (Reprint on file)
- Travers, R. M., Rabinowitz, W., and Nemovicher, E. The anxieties of a group of student teachers. Educational Administration and Supervision, 1952, 38, 368-375.
- Wey, H. W. A study of the difficulties of student teachers in the secondary schools as a basis for the improvement of teacher education with particular reference to the Appalachian State Teachers College. Unpublished doctoral dissertation, Indiana University, 1950.

Revised, April, 1966.