



# A Chi-Square Analysis of a Potential Relationship Between Hours Worked as a Student Teacher and Career Choice Decision to Teach



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## Introduction and Purpose

- 24.3% of graduates from agricultural education programs did not accept teaching positions in 2016 (Lawver, Foster, & Smith 2018).
- Research reflected contradicting stances on why recent graduates did not accept teaching positions.
- According to Sorensen, et al. (2018), students question whether or not they want to enter the profession because of the difficulty in balancing work and life.
- Roberts, et al. (2009) found that intentions to teach remain stable throughout the student teaching experience.
- This study investigated the potential impact of student teaching workload, in total hours, on the decision to teach agriculture at the secondary level.

## Theoretical Framework

- Expectancy Value Theory was used as the theoretical framework for the study.
- Expectancy Value Theory suggests that an individual's decision-making process is influenced by expectations for success and the value placed on a task (Wigfield & Eccles, 2000).
- For this study, expectancy was operationalized as self-efficacy and value was operationalized as the utility or usefulness coupled with the cost of the time spent student teaching.

## Findings

- Analysis indicated that there was no significant difference in the decision to teach between pre-service teachers who reported high workload hours and those who reported low workload hours.

$$(\chi^2_{(1, N=37)} = 3.776, p = .052)$$

|            | Not Teaching | Teaching |
|------------|--------------|----------|
| Low Hours  | 11           | 9        |
| High Hours | 4            | 13       |

- Students from the 2017 and 2018 cohort ( $N = 31$ ) reported an average workload of  $M = 746.7$  hours ( $SD = 180.6$ , Min = 385, Max = 1128.5).
- 22 (59.5%) students were employed as a full-time SBAE teacher whereas 15 (40.5%) were not.

## Methods

- Reports were submitted at the end of each week by the 2017 ( $n = 15$ ) and 2018 ( $n = 21$ ) for a total of 15 weeks.
- Data was entered into a Microsoft Excel Spreadsheet and each student teacher's individual hours were summed.
- Summated data was imported into IBM SPSS for further analysis following published assumptions and methods (Ary, Jacobs, & Sorenson, 2006).
- Significance level was set a priori at  $\alpha = .05$ .

## Conclusions and Recommendations

- The data showed students at Texas Tech University reported markedly different allocations of time during their student teaching experience.
- The Chi-square analysis showed no significant relationship between hours spent student teaching and the decision to teach among those in the population.
- Pre-service teachers should not be limited by their university supervisors on the number of workload hours during student teaching.
- This study should be replicated regionally and nationally to generate higher numbers to increase the statistical tools available for use and analysis.

## References

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