

A Longitudinal Study on the Impact of Time Spent Student Teaching on the Decision to Enter the Field

William Doss & Dr. John Rayfield – Texas Tech University



Introduction and Purpose

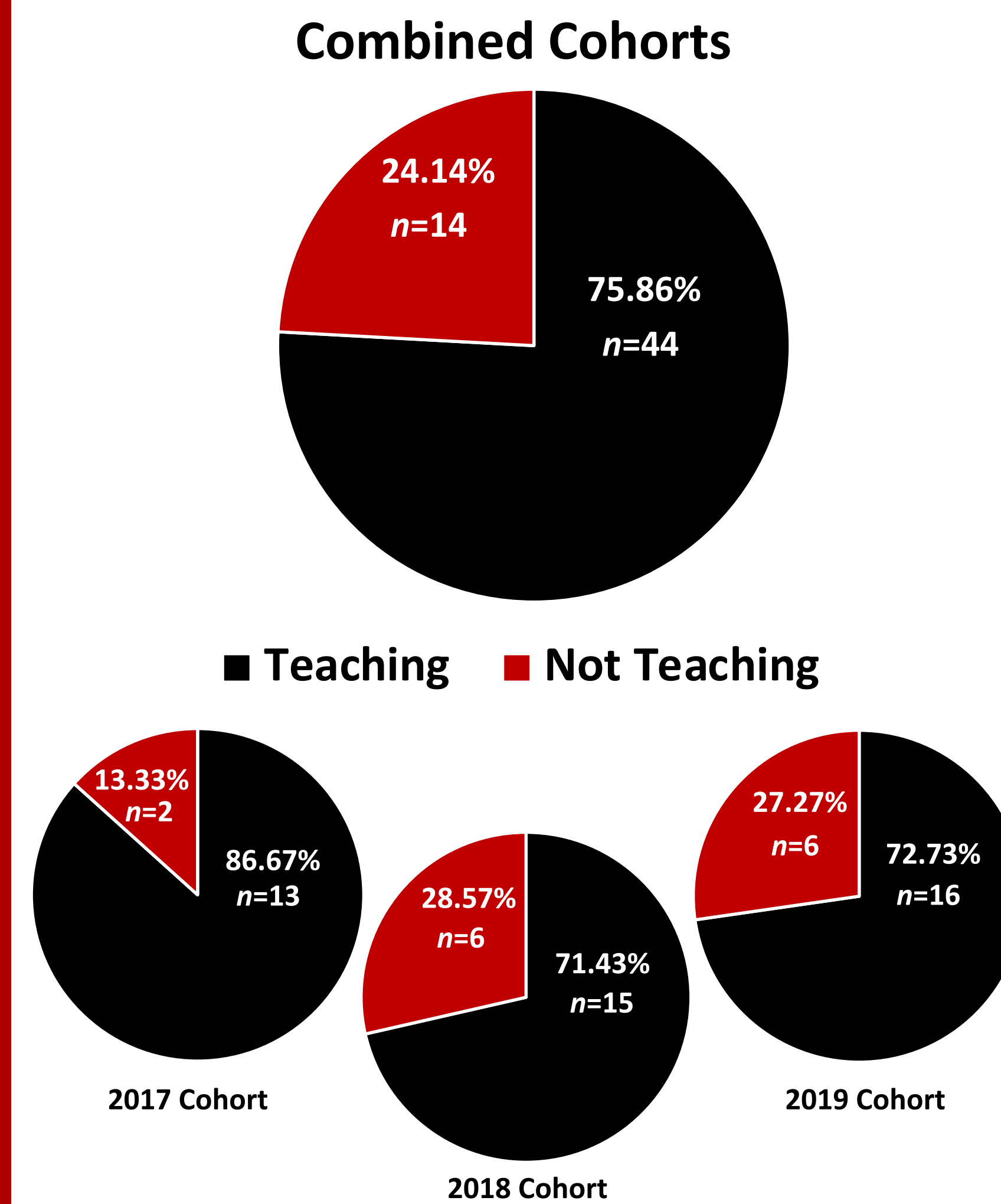
- The shortage of qualified teachers to fill secondary agricultural education vacancies is one of the most pressing issues in our field (Myers, Dyer, & Washburn, 2005).
- According to Parmley, Bowen, and Warmbrod (1979), teacher shortage was not caused by universities failing to graduate enough students, but rather by a low percentage of graduates who enter the field.
- The purpose of this study was to determine the relationship between time spent during student teaching and the decision to enter the field.

Theoretical Framework

- High workloads placed on student teachers may be impacting their decision to enter the profession by creating early burnout (Fives, Hamman, & Olivarez, 2007).
- Teachers with higher perceived self-efficacy levels have reduced intention to leave the classroom and higher commitment to the profession (Blackburn & Robinson, 2008; Walker, Garten, & Kitchel, 2004).
- Student teaching is a real-world, high impact experience where prospective teachers begin to develop self-efficacy in teaching (Smith & Rayfield, 2017).
- Using Bandura's theory of self-efficacy, the experiences student teachers have during student teaching influence their level of self-efficacy and lead to a behavior or the decision to enter the field (Bandura, 1986).

Findings

Decision to Teach



Relationships Between Time Spent Student Teaching and Decision to Teach (N = 58)

Student Teaching Time Category	Teaching Decision (r_{pb})
Grading/Scoring Students' Work	-.30
Overall Total Hours Spent Student Teaching	.20
Professional Activities (Meetings, In-Service)	.19
FFA Activities – Local Level	.19
Laboratory Preparation and/or Maintenance	.14
SAE Observations and Recording (Including Livestock Shows)	.11
CDE Preparation	.09
Adult Education	.09
Conference Time with Cooperating Teacher	.08
Administrative Duties – Program Management	.08
FFA Activities – District, Area, and/or State Level	.06
Classroom/Laboratory Teaching	.06
Preparation for Instruction	-.05
Observing Cooperating Teacher	-.01

Note. Decision to teach coding: Decision not to teach = 0, Decision to teach = 1.

Conclusions and Recommendations

- All categories except grading/scoring student work had a low to negligible correlation with the decision to enter the field.
- Time spent during the student teaching process did not relate to the student teachers' decision to enter the profession.
- This contradicts the work of Fives, Hamman, and Olivarez (2007) that suggested high hours experienced in the student teaching process is leading to early burnout of student teachers.
- If the quantity of hours spent student teaching does not relate to the decision to teach, would it not be best for student teachers to receive the most experience possible during their student teaching program?
- Teacher educators should encourage their students to engage in as many activities as possible during their student teaching experience so the students will have the opportunity to gain the most knowledge and experience.
- Further research should be conducted gathering self-efficacy information from student teachers during their student teaching experience to determine if there is a relationship with time spent in student teaching activities and levels of self-efficacy.
- A follow up study should be conducted 5-10 years later to see if there still is no correlation with time spent student teaching and decision to teach.

Methods

- A longitudinal study was conducted over three years of student teaching cohorts (N = 58) at Texas Tech University: 2017 (n = 15), 2018 (n = 21), 2019 (n = 22).
- Student teachers quantified how time was spent during student teaching with 15 weekly reports based on an instrument developed by Torres and Ulmer (2007).
- The following time categories were used for reporting: 1) Observing Cooperating Teacher, 2) Conferencing with Cooperating Teacher, 3) Preparation for Instruction, 4) Classroom/Laboratory Teaching, 5) Laboratory Preparation and/or Maintenance, 6) Grading/Scoring Students' Work, 7) Administrative Duties (Program Management), 8) Professional Activities (Meeting, In-service), 9) SAE Observations and Livestock Shows, 10) Local FFA Activities, 11) District, Area, and State FFA Activities, 12) CDE Preparation, and 13) Adult Education.
- Teaching decision status was determined by checking the state agricultural education teacher directory or through direct contact with the individual.
- IBM SPSS version 25.0 was used for all statistical calculations.

References

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Blackburn, J. J., & Robinson, J.S. (2008). Assessing teacher self-efficacy and job satisfaction of early career agriculture teachers in Kentucky. *Journal of Agricultural Education*, 49(3), 1-11. doi:10.5032/jae.2008.03001
- Fives, H., Hamman, D., & Olivarez, A. (2007). Does burnout begin with student teaching? Analyzing efficacy, burnout, and support during the student-teaching semester. *Teaching and Teacher Education*, 23, 916-934. doi:10.1016/j.tate.2006.03.013
- Myers, B.E., Dyer, J.E., & Washburn, S.G. (2005). Problems facing beginning agriculture teachers. *Journal of Agricultural Education*, 46(3), 47-55. doi:10.5032/jae.2005.03047
- Parmley, J. D., Bowen, B. E., & Warmbrod, J. R. (1979, August). *The supply and demand of teachers of agriculture: Can the situation be explained*. Paper presented at the annual meeting of the Central Region Conference in Agricultural Education, Manhattan, KS.
- Smith, K., & Rayfield, J. (2017). Student teaching changed me: A look at Kolb's learning style inventory scores before and after the student teaching experience. *Journal of Agricultural Education*, 58(1), 102-117. doi:10.5032/jae.2017.01102
- Torres, R. M., & Ulmer, J. D. (2007). An investigation of time distribution of pre-service teachers while interning. *Journal of Agricultural Education*, 48(2), 1-12. doi: 10.5032/jae.2007.02001
- Walker, W., Garten, B., & Kitchel, T. (2004). Job satisfaction and retention of secondary agriculture teachers. *Journal of Agricultural Education*, 45(2), 28-38. doi: 10.5032/jae.2004.02028