PROFESSIONAL YEAR STUDENT TEACHERS' INITIAL PRACTICUM: CHANGES IN CONCERNS ABOUT SELF, TASK, AND IMPACT

by

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ABSTRACT

University of Victoria elementary education students were asked to complete two questionnaires, the Teacher Concerns Questionnaire (George, 1978) and the Teacher Concerns Sorting Instrument, before and after a six-week teaching practicum. The instruments (one being a modification of the other) each measured three items of concern: Self, Task, and Impact. The results were computed for both male (N=12) and female (N=57) subjects. The purpose of the study was to examine the amount of concern and the degree of change in concern before and after the teaching experience. It was found that Self and Impact concern scores were relatively high as compared to Task concern scores both before and after the practicum. Males rated Pre-practicum Self concerns significantly lower than females and increased slightly in this area during the teaching experience whereas females decreased significantly in Self concerns during the practicum.

The students were also asked to rate the student teaching practicum in terms of personal satisfaction, freedom of choice, involvement, and challenge. To test for possible association, this rating was correlated with the degree of change in concerns which occurred

for each student over the practicum. The practicum was rated favorably by both males and females but was not found to be associated with any shifts in concern over the teaching experience.

Results using the two instruments were compared to determine whether one measure was more sensitive to concerns than the other. In general, the original instrument (TCQ) seems appropriate and the modified instrument (TCSI) did not yield improvements in the measuring of teacher concerns.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure

LIST OF APPENDICES

Appendix

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Chapter 1

Statement of the Problem

The study of teacher concerns has been of particular interest to educators since the sixties. This interest was evidenced through reports by Fuller (1969), and Combs (1965, 1982) who commented that lack of attention to teacher concerns and concerns about the "self" was a major deficit in teacher education.

Fuller (1969) stated that "education courses may be answering quite well questions students are not asking" (p. 208). In a pilot study of teacher attitudes toward preparation, Fuller (1969) observed that of 100 undergraduate education students, 97 were dissatisfied with portions of their teacher preparation. It was found that this group was young and without teaching experience. The remaining three students were far more enthusiastic about their preparation. Interestingly enough, they were middle aged and each had considerable teaching or similar experience. These findings led to Fuller's (1969) further investigation of concerns of teachers at various stages in their careers, that is, from preservice to inservice. As a result, Fuller and her associates (1969, 1975) identified three areas of concern: concern about self, concern about the task of

teaching, and concern with the impact that teaching has on students' learning.

Theoretically, a developmental progression exists whereby the concerns of the inexperienced teacher are different from the concerns of the experienced teacher. Concerns of novices are considered to be primarily self concerns. In other words, inexperienced teachers are primarily concerned with such survival issues as fears of appearing incompetent, not being liked by their students, and not being accepted by other teachers. Once these Self concerns are resolved, the area of concern shifts to the task of teaching. This is a mastery stage when teachers are trying to perform well. Some of the concerns include feeling under pressure much of the time, having too many students and too few instructional materials, and general confusion about the priorities of the system. Once the concerns of Self and Task have been resolved, concerns of Impact on students' learning become predominant. Experienced and effective teachers are primarily concerned with the needs and feelings of the students, with challenging students, and with facilitating the students' learning processes. The latter stage of concern is the goal of every education training program.

It may be possible that Self, Task and Impact concerns could all exist at once, however, there may be

dominant concerns of individuals at various stages of experience. In this case, it would seem of value to examine the concerns relative to one another to determine which are more important at any given time.

Fuller (1975) proposed that experience was the factor that would resolve the earliest concerns, those of self. This experience must be positive and formative so that the concerns are reduced earlier rather than later. Combs' (1982) studies on effective and ineffective teachers have resulted in evidence that a positive self-concept distinguishes good teachers from poor ones. Combs (1965) stressed that for a teacher education program to produce more effective students, the students must be provided with experiences which encourage and facilitate the discovery of the "self" as being adequate. "The self is learned from the looking-glass held up for us by others" (Combs, 1965, p. 77). Fuller (1969) agreed, adding that preoccupation with self-concerns hampers one from attending to other facets of an experience or situation. Combs (1982) concurred that the most instrumental factor in shaping and changing the self-concept is through experience. While few of us have direct control over personal experiences, there are things we do which can make them more positive or negative.

It is generally accepted that the motivation of the learner influences his learning. Combs (1982) emphasized that the most powerful needs are those concerning the self. With more knowledge and a better understanding of what teachers' predominant concerns at various stages are, educators could then strive to provide more pertinent kinds of experiences that would move student teachers toward the intended goal. The purpose of this study was to examine the concerns of undergraduate education students before and after a six week teaching experience in order to test the hypothesis that initial concerns of student teachers are Self concerns which are replaced, through relevant experiences, by Task and then Impact concerns. Finally, this study investigated the possibility of an association between students' shifts in concern during the practicum and their perceptions of the teaching experience in terms of personal satisfaction.

This initial six-week practicum is the first extended and concentrated teaching experience in the students' training thus far. The student is expected to assume 60 - 80% of the responsibilities of the classroom teacher by the third week. During this time, the student should receive concrete performance feedback, assessment, direction, and support from university supervisors and faculty. The first six-week

student teaching practicum, as ascertained from the Education 797 Professional Year Manual (1987 - 88), is intended as a shaping process whereby students are urged and expected to exhibit motivating lesson plans, organization, self-evaluation, and classroom management, to name but a few. A major purpose of this teaching experience is that of guiding the student teacher toward being an effective teacher whose primary goal is meeting the individual needs of the students.

Chapter 2

Review of Related Literature

Fuller's (1969) studies of the concerns of education students revealed a developmental progression of concerns through three major stages. First, education students who have not taught at all are not concerned about teaching. These prospective teachers do not yet have the experience to know the specific tasks involved in teaching, so they are not able to anticipate many of the problems and frustrations they will have. They do, however, have concerns and these concerns center predominantly on themselves in terms of survival. These concerns are about one's personal adequacy and survival, about class control (will the pupils listen to me), about being liked by pupils, about supervisors' opinions, about being observed, evaluated, praised, and failed. This stage is called Self Concerns.

After some experience with teaching, education students are still concerned with themselves but the focus is now shifting to concern for themselves as teachers and their ability to manage the tasks involved in teaching: knowing the subject matter, having to work with too many students, having too many noninstructional duties, stringent time pressures, and

so on. Fuller & Bown (1975) found that student teachers in this stage are concerned with methods and materials which were the focus of education courses taken previously. For example, they report frantically searching through class notes for helpful suggestions made in education courses. The student teachers discover that they learned the course content well enough to pass the course but not always well enough to apply the concepts. Although these concerns are still about themselves, they have shifted to concerns about their teaching performance rather than their survival. These concerns seem to be evoked by the teaching situation. With all these concerns, they do not have the opportunity to spend much time thinking about student learning. This stage is called Task Concerns.

After concerns about themselves and the task have been resolved, they can concentrate on concerns about pupils, about their effect on student learning, students' social and emotional needs, and about relating to pupils as individuals. This stage is called Impact Concerns.

Fuller's (1969) first encounter with the notion of teacher concerns was when a student teaching supervisor agreed to do group counseling sessions rather than weekly student teaching seminars. The students, 14 in all, were guaranteed anonymity and were urged to

discuss anything they desired. All sessions were tape recorded and typescripts were made of the recordings. The statements in the typescripts were put into specific categories that were inductively derived from the typescripts. The two most frequently mentioned concerns were concern with the parameters of the new school situation and discipline. Concern with pupils and pupil learning was more frequent during later weeks. After further deliberation, the categories were broadened to: concern with <u>self</u> implying self-protection and self-adequacy and concern with <u>pupils</u>, that is, with their learning, their progress and with ways in which the teacher could implement this progress. From studying these two broad categories, it appeared that student teachers, during the first three weeks of the semester, were concerned mostly with themselves. Only toward the end of their student teaching, did they shift to more concern with pupils. Unfortunately, these results were not generalizable since the sample was too small and the entire group of students taught in the same school where they were similarly supervised. Consequently, the results may have been situationally related. It was also a very long and tedious analyzing process.

George (1978) reported that a free-response instrument called the Teacher Concerns Statement was

developed by Fuller and her associates. This instrument was developed to measure concerns by asking teachers a standard question: "When you think about your teaching, what are you concerned about?" The teachers wrote on both sides of an 8 1/2" by 11" sheet of paper for ten minutes. The responses were categorized into 6 clusters. Due to the time consuming scoring procedure, a quick-scoring pencil and paper questionnaire called The Teachers Concerns Checklist, Form B (as cited by George, 1978) was constructed. This device consisted of 56 Likert scaled items each of which is a statement of concern in one of five categories (role, adequacy, being liked, teaching, and pupil needs). This questionnaire provided a fast and reliable method for measuring these concerns (George, 1974). However, the five categories proved to be somewhat confusing to practitioners who were familiar with the Self-Task-Impact Concerns Theory so finally, the 15 item Teacher Concerns Questionnaire (TCQ) was developed to measure the Self, Task, and Impact concerns of teachers.

Early concerns

Early concerns are defined as the perceived problems of student teachers or beginning inservice

teachers who are both considered as being on the threshold of a new experience. Studies by Fuller (1969), Iannaccone (1963), Thompson (1963) and George (1978) reported initial concerns to be with Self. They all concluded that this was a period of relatively high anxiety. Since it could be argued that people are always concerned with themselves to a certain extent, the question arises: do these Self concerns persist? Since it has been noted by both Fuller (1969) and Combs (1982), that experience facilitates the discovery of the "self" as being adequate, we must then turn to more experienced teachers to answer this question.

Late concerns

George (1978) reported that experienced teachers were significantly less often concerned with Self and more concerned with the task of teaching or pupil progress. Combs (1982) agreed that a successful teacher is one whose Self possesses a satisfactory degree of adequacy. Only then can he or she attend to the task of teaching and pupil needs. George (1978), in analyzing the responses of 335 preservice and 345 inservice teachers on the Teacher Concerns Questionnaire, found that preservice teachers do have significantly higher Self concerns scores, and

inservice teachers have higher Task concerns scores which is what the Concerns Theory predicts. However, there was no significant difference between the Impact concerns scores between the two groups. Concerns Theory predicts that inservice teachers should score higher in both Task and Impact concerns than preservice teachers. There were several possible hypotheses for the lack of a significant difference in Impact scores. First, a social desirability factor, that is, the respondents may have wished to project a good image of themselves. Second, it is possible that all respondents are genuinely concerned about pupil needs. Third, it may be that preservice respondents who have had little or no experience with teaching, have more idealistic concerns about impact than experienced teachers. The TCQ was not designed to differentiate between idealistic and realistic impact concerns nor does it identify concerns relative to one another. Finally, it is possible that the shift in concerns predicted by Fuller's theory does not occur.

George (1978) stated that concerns have their origins in situations which cause them to be aroused. Once aroused, concerns must be resolved before other concerns can be dealt with adequately. Successive arousal, resolution, arousal and resolution are stages in a learning continuum. Fuller & Bown (1975) relate

this process to concerns about survival, concerns about teaching, and concerns about pupils. They point out that each person has some concerns that are shared with other people and some that are kept to oneself. Concerns that are shared with others most likely involve problems for which it is subjectively perceived as acceptable to ask for help. For example, teachers are not expected to treat a sick child, so they would not hesitate in asking for help. However, a teacher is expected to have class control, so might be reluctant to ask for help if discipline is a problem. Consequently, Fuller & Bown (1975) suggested that teachers need to be assessed, must be made aware of problems, must be directed toward desirable goals and supported in efforts to attain them.

Learning and Experience

Learning, according to Bell-Gredler (1986), is a process which brings about a change in behavior due to the acquisition of a vast variety of competencies, skills and attitudes. Combs (1965) defined learning as a function of the individual's personal exploration and discovery of meaning. A change in behavior is dependent upon how important the experience is perceived in relation to the self. Combs (1965)

related three conditions for an effective learning atmosphere. They are as follows:

1. The creation of student needs for understanding - the most powerful needs, according to perceptual psychology, are those which are perceived to bear directly upon the self. The experience must be stimulating, challenging, involving and encouraging. Teachers at various stages of their careers have different immediate needs. Artificial problems are hard to get excited about whereas the real ones have great motivating power.

2. The development of an atmosphere which makes the exploration of personal meaning possible - the experience must be personally satisfying and non-threatening. A turtle cannot get anywhere unless it sticks its neck out but it will only do that if it is in a safe environment! This does not imply pampering students. They must, however, be challenged which differs from threat in that the students feel able. The need for adequacy is the fundamental motivation of every human being. The learning atmosphere for effective self-exploration must be relatively free from restraint and must be encouraging of creativity and individuality.

3. Assistance and encouragement in the active exploration and discovery of personal meaning - the

emphasis in education has often been on facts, information, and assessment to the exclusion of the subjective experience of the individual in discovering personal meaning. Personal involvement is required for effective learning. The use of discussion groups, discovering and thinking about problems, and experimentation are all steps in the right direction.

Within the effective learning atmosphere, Combs (1982) emphasized the following four important factors affecting learning: (a) experiences must be related to student needs; (b) experiences must be conducive to positive self-concept; (c) experiences must be challenging but non-threatening; (d) experiences must provide students with feelings of belonging and identification. Under the above atmospheric conditions, which provide the individual with personal exploration and discovery of meaning, a change in behavior (learning) would be predicted.

George, Borich, & Fuller (1974) emphasized that the initial concern for Self gives way or shifts with <u>experience and education</u> to a more mature concern for the Task of teaching, which in turn is ultimately replaced by concern for pupils and their needs (Impact). George (1978) pointed out that even in the absence of a developmental sequence, the knowledge of the concerns of teachers may prove to be very useful to

teacher educators, researchers, and evaluators since these concerns likely reflect their needs or motives in learning.

In summary, it seems evident that our most powerful needs relate to ourselves and if we feel unsafe or inadequate, our perceptual field narrows and we cannot readily attend to other aspects of an experience or situation. Effective learning takes place in an atmosphere which is personally meaningful, involving, supportive, encouraging, challenging, non-threatening and non-restrictive. Under these conditions, the learner's basic need for adequacy can be fulfilled and a change will occur; learning will take place.

The researcher investigated the concerns that student teachers have before they begin a six week teaching experience in order to determine whether any changes would occur during the experience. Another curiosity was whether students who shift their concerns perceive their teaching experience differently from those who do not. The purpose of this study was to examine the concerns of undergraduate education students before and after a six week teaching experience. The research questions were as follows:

1. Are inexperienced student teachers more concerned with Self concerns than with Task and Impact concerns?
2. Does the relative importance of each of these areas of concern change during a 6 week student teaching experience?

   More Specifically:

   a. Do Self concern scores decrease in Pre to Post-practicum comparisons?
   b. Do Task concern scores increase in pre to post-practicum comparisons?

   Due to the brief duration of this teaching experience, it was predicteded that no pre-post changes in Impact scores would occur.
3. Does a measure which collects direct information about relative concerns show the changes referred to in question 2 more clearly than the standard measure of Teacher Concerns measured by the TCQ?
4. Is there an association between shifts in concerns and how the students rate their student teaching experience in terms of personal satisfaction (rewarding, relevant), freedom of choice (unrestrictive), involvement (giving a sense of belonging), and challenge?

Chapter 3

Method

Sample

The sample for this study was comprised of all available Ed-797 education students (primary and intermediate) who were registered in the professional year at the University of Victoria, B. C. at the time of data collection. Some of these students were in the 4th year of their program, some were in the 5th year, and a few, who had obtained degrees from areas other than education, were in the Post Degree Professional Program (P.D.P.P.) The common aspect among them, however, was a six-week student teaching experience in or within the immediate surroundings of Victoria.

Design

This study consists of Pre - Post comparisons of scores for one group on two measures for the purpose of examining the concerns of student teachers before and after a six-week teaching experience. With regard to internal validity, the researcher is aware that exposure to a pretest may in some way affect the subjects' student teaching experience or the subjects'

performance on a second test. However, the measure is constructed in such a way that the three categories of interest are not obvious to the respondent and the items are fairly general in nature.

Instrumentation

The three following instruments were used for the purpose of data collection: (a) the Teacher Concerns Questionnaire (TCQ); (b) the Teacher Concerns Sorting Instrument (TCSI); and (c) the Student Teacher Practicum Rating. Each measure will be described in detail beginning with:

Teacher Concerns Questionnaire (TCQ).

The Teacher Concerns Questionnaire (TCQ) was devised by Frances Fuller and Archie George (1978). The two page instrument begins with some demographic questions, a brief rationale for the design of the questionnarie, and a definition of the concept of "concern". The response section is headed by the direction: "Read each statement, then ask yourself: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?" The five points on the Likert scale range from 1 = Not concerned to 5 = Extremely concerned. The

15 concern items follow. A blank space is provided at the end to allow for any comments or additional concerns. The instructions and the format were modified slightly for the purposes of this study. For example, the TCQ was preceded by a cover sheet containing five demographic questions. The TCQ was reformatted from two pages onto one 8 1/2" by 14" page so that the entire instrument would appear on one page rather than two. To suit this particular sample, the directions were changed from WHEN I THINK ABOUT MY TEACHING to WHEN I THINK ABOUT MY TEACHING PRACTICUM. The complete instrument, as it was used in this study, is contained in Appendix A.

The TCQ has three scales: Self, Task, and Impact. Each of these scales contains 5 items. An individual's raw score on each scale is the sum of the responses to the 5 items on that scale. Appendix B contains the TCQ scoring key.

Scale means, standard deviations, alpha coefficients and test-retest reliablility correlation coefficients (George, 1978) are reported in Table 1 and were actually determined by using the 56-item Teacher Concerns Checklist, Form B of which the 15 items of the TCQ are a part. These results were based on a sample of 584 preservice teachers, 443 inservice teachers, and 82 principals (1109 in total). The Self and Impact

Table 1

Means, Standard Deviations, Alpha Coefficients, and Reliability Coefficients for TCQ Raw Scores

Statistic	Self	Task	Impact
Means	16.03	14.35	20.75
Sigmas	4.15	4.05	3.20
Alphas	0.80	0.67	0.83
One week test-retest correlation coefficient	0.79	0.71	0.77

Note. N = 1109 (584 preservice teachers, 443 inservice teachers, and 82 principals)

scales appear to have very good internal consistency. The Task scale is not as reliable. One week test-retest reliability correlation coefficients were computed based on a sample of 44 elementary teachers (Table 1). These coefficients indicate that the test-retest reliability is nearly as high as the internal consistency on the Self and Impact scales, and slightly higher on the Task scale.

The intercorrelations for the Self, Task, and Impact scale scores are .29 between Self and Task, .29 between Self and Impact, and .20 between Task and Impact. These correlations are based on the sample of 1109 described previously. It appears, from these results, that the scales are fairly independent though slightly positively intercorrelated.

George (1978) stated that the primary evidence for the validity of the scores on the TCQ is in the form of construct validity; that is, the extent to which the scores of various groups of teachers conform to the predictions of their concerns based on the concerns theory. For example, the theory predicts that preservice teachers should have higher Self concerns than inservice teachers, and that inservice teachers should have higher Task and Impact concerns than preservice teachers. Table 2 reports the means and standard deviations of Self, Task, and Impact scores

Table 2

Means, Standard Deviations, and Significance of Differences Between Preservice and Inservice Teachers on Self, Task, and Impact Scores

Area of Concern		Preservice N=335	Inservice N=345	F ratio	p
Self	Mean :	17.02	15.09	39.4	.01
	S.D. :	3.9	4.1		
Task	Mean :	13.72	15.67	39.1	.01
	S.D. :	3.7	4.4		
Impact	Mean :	20.87	20.59	1.2	.30
	S.D. :	3.3	3.3		

for preservice and inservice teachers. It appears that preservice teachers do have significantly higher Self concern scores, and inservice teachers have higher Task concern scores. However, there is no significant difference between the two groups with respect to Impact concern scores. These findings indicate that the Self and Task scales have some validity whereas the Impact scale scores are open to question. George (1978) proposed that more research was necessary to determine the validity of the Impact scale.

Table 3 reports the frequencies of preservice and inservice teachers who had their highest scores on Self, Task, or Impact. George (1978) suggested that overall, these two populations were significantly different (chi-square = 80.2, df = 2, p <.01).

Teacher Concerns Sorting Instrument (TCSI).

This instrument was designed by the researcher for the purpose of measuring the same items of concern as are contained in the TCQ but constructed so that the amount of concern can be reported relative to that of other concerns. That is, although the TCQ measures the degree of concern each respondent has about each item of concern, it fails to identify which concerns are of most or least concern in terms of priority. This may

Table 3

Frequencies of Preservice and Inservice Teachers Who Had Their Highest Concerns on Self, Task or Impact

	Self	Task	Impact	Total
Preservice	88	18	412	518
Inservice	24	78	283	385
	112	96	695	903*

be one reason that the Impact scale scores have not conformed to the Concerns Theory.

This instrument consists of the same 15 items of concern as on the TCQ. However, the items must be sorted in terms of "most concern" to "least concern" on a scale of 5 to 1 using a modified Q-sorting technique. The two items of "most concern" are to be placed at position 5, the two items of "least concern" at position 1, three items at position 4 and three items at position 2. The remaining five items are to be placed at position 3. No items are to be used more than once. The complete instrument is contained in Appendix C.

The instrument will yield 3 scores, one in each of the concern categories of Self, Task, and Impact depending on how the concerns are sorted. The highest possible score in any category is 22 and the lowest is 8.

Student Teacher Practicum Rating.

The third measure is intended to examine the students' perceptions of the student teaching experience in terms of personal satisfaction, freedom to make choices, involvement and challenge using a semantic differential scale. It consists of four

items rated on a scale of 1 to 5. The response sheet is headed by the question: HOW DO YOU FEEL ABOUT YOUR RECENT STUDENT TEACHING EXPERIENCE? (Circle one number in each of the 4 statements to indicate the degree of your feelings). The instrument is contained in Appendix D.

Each student may obtain a score from 1 to 5 on each of the statements. These scores were used to test the association between changes in concerns and perceptions of the teaching experience.

Each instrument has a space for the respondents' personal identity code in order to ensure anonymity.

Procedure for Data Collection

The questionnaires were administered to the entire sample at once, both Pre and Post-practicum, to ensure that instructions and other general conditions were the same for all subjects. The data were collected about three weeks before and about three weeks after the student teaching experience. Upon administration, oral instructions (see Appendix E) were given, after which a three page booklet consisting of a cover page (demographic information) and two questionnaires (TCQ and TCSI) were distributed. Each

page had a space for the subject's personal identity code. To counter-balance order effects, the instruments were presented in reverse order for half the group. The respondents were instructed to work through the booklet in order of presentation. The second administration (oral instructions appear in Appendix F) differed only slightly in that there was no demographic cover sheet. In addition, the third instrument, the Student Teacher Practicum Rating , followed the TCQ and the TCSI. Once again, it was asked that the booklet be done in order of presentation and that the same identity code be used as in the Pre practicum testing.

Chapter 4

Results and Discussion

From a total of 130 professional year students registered in ED-797 (practicum preparation seminar), 77 students were available to complete the Pre-testing questionnaires and 108 completed the Post-testing questionnaires. From these two groups, 69 subjects (53% of the total population) completed both Pre and Post practicum questionnaires and it is this group on whom results will be reported.

It was initially intended to report the results of this study in terms of one large group due to the disparity in the male and female group sizes. Research (Fuller & Bown, 1975) has indicated that the differences between men and women in the teaching profession found in earlier studies, have decreased immensely over the years as women have become better qualified and are more likely to stay in the profession. Nevertheless, to control for possible sex differences, data were computed separately for male and female student teachers.

Demographic information appears in Table 4. The majority of the subjects were between the ages of 21 and 25, female, and in the fourth year of the education

Table 4

Description of Subjects for Whom Pre-Practicum and Post-Practicum Scores Were Available

Variable	Group	Frequency
1. Sex	Male	12
	Female	57
2. Age	18 - 20	2
	21 - 25	47
	26 - 30	8
	31 plus	12
3. Year in Education Program	4th	48
	5th	13
	other	8

program. Females outnumbered males by a ratio of almost five to one.

Research Question #1

Are inexperienced student teachers more concerned with Self concerns than with Task and Impact concerns? The means and standard deviations for the Pre-practicum scores on both instruments (TCQ and TCSI) are located in Table 5. Self concern scores are greater than Task concern scores for males and females on both the TCQ and the TCSI instruments. Self concern scores were slightly greater than Impact concern scores for males and females on the TCSI and for females on the TCQ. However, for males on the TCQ, Impact concerns were rated higher than Self concerns.

To study possible differences between male and female students' ratings of Self, Task, and Impact concerns, a two-way analysis of variance of these Pre-practicum scores was conducted (See Tables 6 and 7). The "measures" variable (comparing Self, Task and Impact scores) was significant ($p<.001$) for both the TCQ and TCSI instruments. There was also a significant difference between Self, Task, and Impact concern

Table 5

Means and Standard Deviations for Pre-Practicum TCQ and TCSI Scores on Self, Task, and Impact for Males and Females

Measure	Variable	Male		Female	
		Mean	S.D.	Mean	S.D.
TCQ[a]	Self	14.92	2.75	17.63	4.08
	Task	10.92	2.02	11.93	3.40
	Impact	15.33	4.42	17.35	4.01
TCSI[b]	Self	16.33	2.15	16.91	2.95
	Task	12.58	2.23	11.30	2.24
	Impact	16.08	2.35	16.88	2.81

Note. N = 12 for Males, N = 57 for Females

[a] possible range of scores 5 - 25

[b] possible range of scores 8 - 22

Table 6

Analysis of Variance of Pre-Practicum TCQ Scores for Self, Task, and Impact

Source	df	SS	MS	F	p
Measure (self,task,impact)	2	1305.77	652.88	46.50	.001
Sex	1	109.08	109.08	7.77	.006
Measure x Sex	2	14.51	7.26	0.52	.597
Within Cells	201	2822.47	14.04		

Note. N = 12 for Males, N = 57 for Females

Table 7

Analysis of Variance of Pre-Practicum TCSI Scores for Self, Task, and Impact

Source	df	SS	MS	F	p
Measure (self,task,impact)	2	1269.81	634.90	92.80	.001
Sex	1	.03	.03	.004	.951
Measure x Sex	2	25.92	12.96	1.89	.153
Within Cells	201	1375.13	6.84		

Note. N = 12 for Males, N = 57 for Females

scores for males and females ($p<.006$) on the TCQ instrument.

To examine more specifically the differences between "measure" scores, comparisons of pairs of means were conducted using the F-comparison statistic (McCall, 1986) which is described in detail in Appendix G. On both the TCQ and the TCSI instruments, Self concern scores were significantly higher than Task concern scores for males and for females at $p<.01$ (See Table 8). This result was to be expected according to Fuller's (1969) Concerns Theory which proposed that inexperienced teachers' dominant concern was the Self and, therefore, this score should be higher than that of either Task or Impact.

Self concern scores were not, however, significantly different from Impact scores on either of the two instruments. This finding was similar to that of George (1978) who found that inexperienced teachers' Impact concern scores often equaled or surpassed their Self concern scores. However, Fuller (1969), in her Concerns Theory, proposes that Impact concerns should increase as Self and Task concerns decrease. One explanation for the lack of support for Fuller's theory could be that from the early stages and throughout the teachers' education program, student teachers are being

Table 8

F-Comparisons for Male and Female TCQ and TCSI Pre-Practicum Scores for Self vs. Task and Self vs. Impact Following a Two-Way Analysis of Variance

	TCQ			TCSI		
Variable	Male	Female	p	Male	Female	p
Pre Self > Task	6.87	65.90	.01	12.34	131.13	.01
Pre Self > Impact	.07	1.59	NS	.06	.004	NS

Note. N = 12 for Males, N = 57 for Females

taught about how to best meet the needs of their students and the importance of guiding their students to attainment of their individual potentials. After such a training experience, students may feel that demonstrating high levels of concern in the area of Self and not in Impact would quite probably not fit the image of a "worthy" education student.

An unexpected finding was the much lower rating in Pre-practicum Self concern by males as compared to females on the TCQ instrument (Table 5). The analysis of variance for the TCQ (Table 6) resulted in a significant difference for males and females ($p<.006$). To examine more closely the significant difference existing between males and females, comparisons of pairs of means for Self, Task, and Impact scores were conducted using the F-comparison statistic. It was found that, indeed, males rated Self concerns significantly lower than females on the TCQ instrument ($p<.05$). See Table 9. No data were specifically collected in this study to provide an explanation for this sex difference, however, one might speculate that males have typically had less experience with children than females and, therefore, do not anticipate the difficulties or problems that females do. As mentioned previously, this sex difference was not evident in the

Table 9

F-Comparisons Between Males and Females Following a Two-Way Analysis of Variance for Pre-Practicum Scores on the TCQ and TCSI Instruments

Instrument	Variable	F-Comp Male vs. Female	p
TCQ	Self	5.17	.05
	Task	0.72	NS
	Impact	2.87	NS
TCSI	Self	0.23	NS
	Task	1.15	NS
	Impact	0.45	NS

Note. N = 12 for Males, N = 57 for Females

TCSI scores which could be due to the fact that this instrument forced the students to priorize their concerns. Self and Impact concerns were clearly given priority over Task concerns as well as being rated almost equally in relative importance by both males and females on both instruments.

Research Question #2

Does the relative importance of each of these areas of concern change during a six-week student teaching experience? More specifically:

a. Do Self concern scores decrease in Pre-practicum to Post-practicum comparisons?

Means and standard deviations for Pre/Post TCQ and TCSI scores for males and females are reported in Table 10. The results indicate that Self concern scores decrease from Pre-practicum to Post-practicum for males and females on the TCSI and for females on the TCQ. However, males appear to increase in Self concern during the practicum.

A multifactor analysis of variance (MANOVA) was conducte comparing Measure (Self, Task, and Impact

Table 10

Means and Standard Deviations for Pre-Practicum and Post-Practicum TCQ and TCSI Scores for Males and Females on Self, Task, and Impact

Measure	Variable	Time of Testing	Male Mean	Male S.D	Female Mean	Female S.D.
TCQ[a]	Self	Pre	14.92	2.75	17.63	4.08
		Post	16.25	2.86	16.39	2.74
	Task	Pre	10.92	2.02	11.93	3.40
		Post	13.00	3.91	12.12	3.13
	Impact	Pre	15.33	4.42	17.35	4.01
		Post	18.75	3.02	18.12	4.23
TCSI[b]	Self	Pre	16.33	2.15	16.91	2.95
		Post	16.08	3.06	15.26	2.89
	Task	Pre	12.58	2.23	11.30	2.24
		Post	11.75	2.22	11.37	1.98
	Impact	Pre	16.08	2.36	16.88	2.81
		Post	17.17	3.22	18.37	2.67

Note. N = 12 for Males, N = 57 for Females

[a] possible range of scores 5 - 25

[b] possible range of scores 8 - 22

scores), Treatment (Pre/Post), and Sex on both the TCQ (Table 11) and the TCSI (Table 12) instruments.

There were significant differences ($p<.001$) in the "measure" variable on both instruments. Scores on the TCQ showed a significant Treatment effect ($p<.003$) while scores on the TCSI did not, indicating that the TCQ instrument, despite having greater variance within the group, may be more sensitive to shifts in concern.

There was a significant interaction effect between Measure and Treatment on the TCSI ($p<.001$) and this same interaction approached significance on the TCQ ($p<.067$). When the results on Table 10 are collapsed to disregard the sex variable, it becomes evident that the significance lies in the Pre/Post Impact concern scores area, whereas Self and Task scores do not change significantly from Pre-practicum to Post-practicum.

Another significant interaction resulted on the TCQ between the Sex and Treatment variables ($p<.001$). When the results on Table 10 are collapsed to disregard the Measures variable, the increase from Pre to Post is significant for males but not for females. No such interaction occurred on the TCSI. The interaction effects are portrayed more clearly in Figures 1 and 2.

To examine the differences indicated by the MANOVA

Table 11

Multifactor Analysis of Variance of Pre-Practicum and Post-Practicum TCQ Scores for Males and Females on Self, Task, and Impact

Source	df	SS	MS	F	p
Measure (self,task,impact)	2	1291.18	645.59	32.57	.001
Sex	1	31.66	31.66	1.60	.208
Measure x Sex	2	18.30	9.15	0.46	.631
Within Cells	201	3983.77	19.82		
Treatment (pre/post)	1	70.94	70.94	9.34	.003
Measure x Treatment	2	41.74	20.87	2.75	.067
Sex x Treatment	1	83.62	83.62	11.01	.001
Measure x Treatment x Sex	2	1.73	0.87	0.11	.892
Within Cells	**201**	**1526.99**	**7.60**		

Note. N = 12 for Males, N = 57 for Females

Table 12

Multifactor Analysis of Variance of Pre-Practicum and Post-Practicum TCSI Scores for Males and Females on Self, Task, and Impact

Source	df	SS	MS	F	p
Measure (self,task,impact)	2	1299.90	649.95	64.94	.001
Sex	1	0.01	0.01	.001	.972
Measure x Sex	2	33.78	16.89	1.69	.188
Within Cells	201	2011.65	10.01		
Treatment (pre/post)	1	0.01	0.01	.001	.953
Measure x Treatment	2	53.60	26.80	7.48	.001
Sex x Treatment	1	0.01	0.01	.001	.953
Measure x Treatment x Sex	2	14.56	7.28	2.03	.134
Within Cells	201	719.89	3.58		

Note. N = 12 for Males, N = 57 for Females

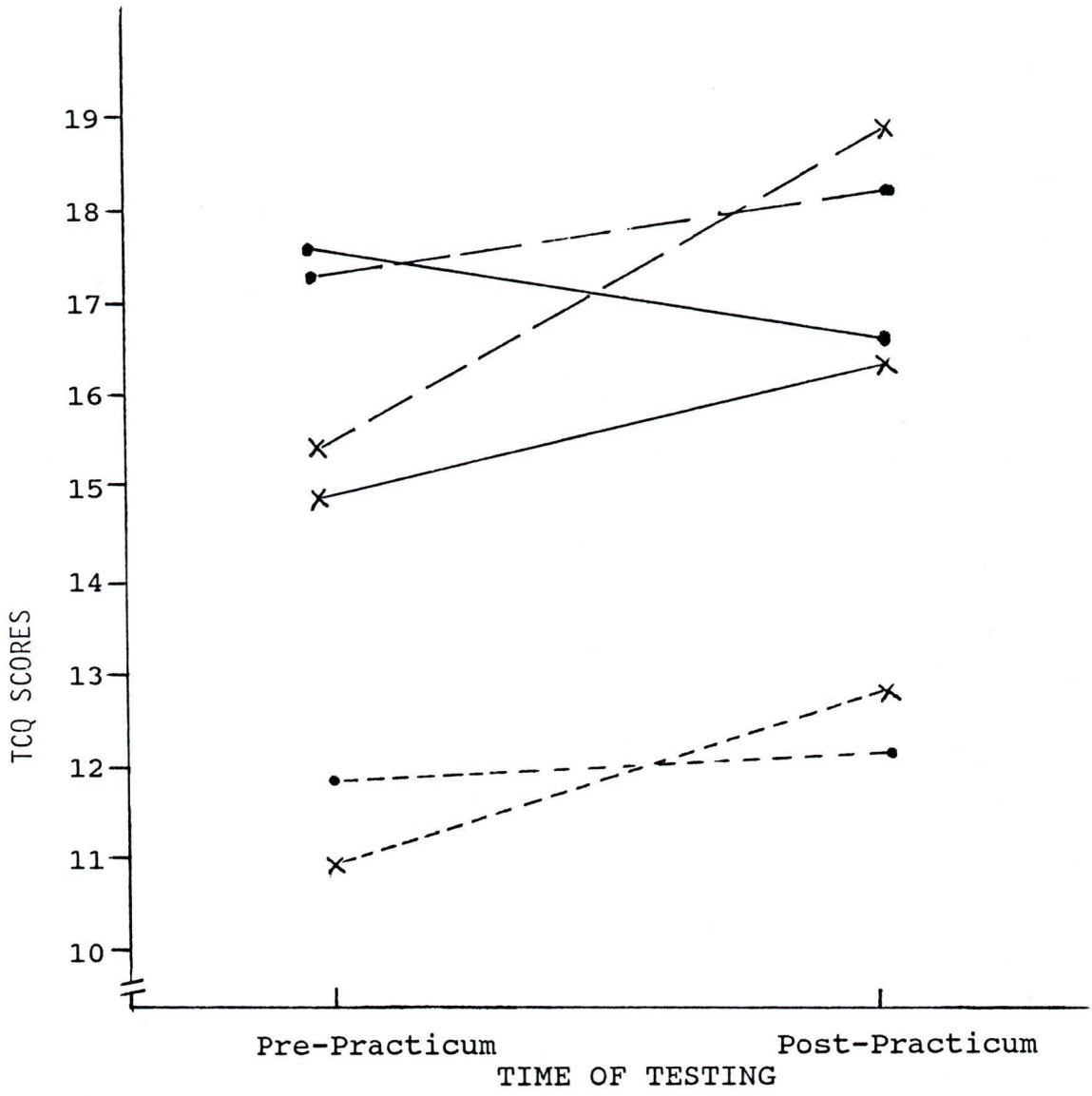

Figure 1. Pre/Post Changes in Self, Task, and Impact Concern Scores for Males and Females on the TCQ

Key: Self ———— Males X

Task - - - - - - - - - - Females •

Impact — — — — —

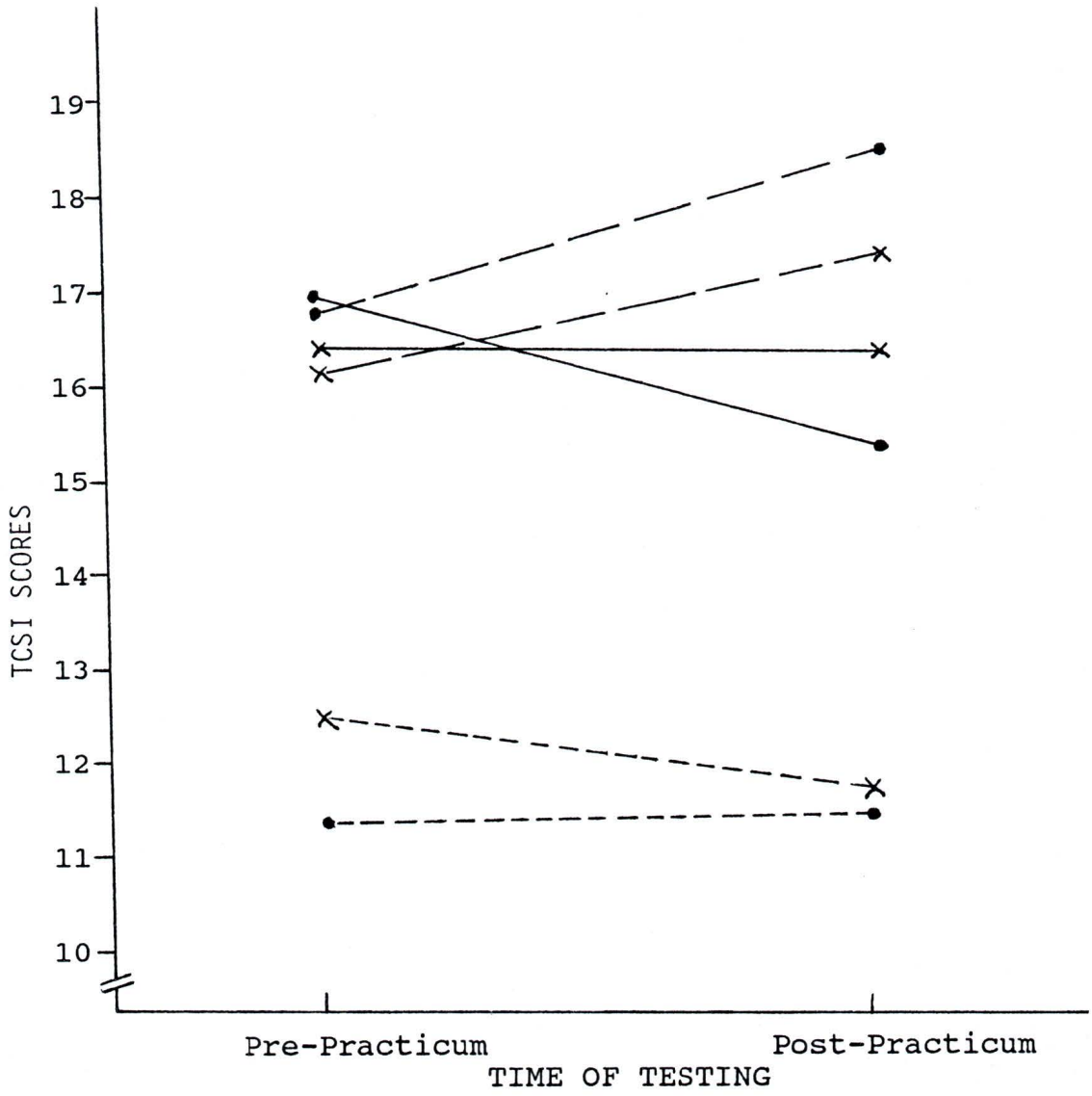

Figure 2. Pre/Post Changes in Self, Task, and Impact Concern Scores for Males and Females on the TCSI

Key: Self ———— Males X

Task - - - - - - - - - - Females •

Impact — — — —

more closely and to answer this research question, F-comparisons were conducted comparing Pre/Post means for males and females on both instruments (see Appendix H for Pre/Post F-comparison Table). On the TCQ instrument, Self concern scores decreased significantly for females ($p<.05$). Males, however, as indicated by the means in Table 10, appeared to increase rather than decrease in Self concern although this change was not significant (See Figures 1 and 2). This apparent increase for males in Self concern from Pre-practicum to Post-practicum would be worthy of further investigation particularly if it relates to prior experience with children.

b. Do Task concern scores increase in Pre-practicum to Post-practicum comparisons?

As reported in Table 10, Task concern scores appear to have increased for both males and females on the TCQ and for females on the TCSI but there was an apparent decrease in Task concern scores from Pre to Post for males on the TCSI. The differences were not statistically significant, however. According to F-comparisons conducted on Pre/Post Task concern means for males and females (Appendix H), no significant

changes occurred although the difference for males on the TCQ instrument approached significance (note critical values located in Appendix H), hence, a trend existed but was not reliable. Figures 1 and 2 depict these results more clearly.

Although changes in Impact scores were not under close scrutiny in this study, it was interesting and was deemed important to analyze the findings, nevertheless. The means reported in Table 10 indicate that Impact concern scores increased for males and females on both the TCQ and the TCSI instruments. According to F comparisons (Appendix H), Impact scores increased significantly for males ($p < .01$) on the TCQ and for females on the TCSI ($p < .01$). See Figures 1 and 2. This seems to imply that the student teachers' commitment to their pupils increased over the six-week practicum which is a very positive indicator as to the value of this teaching experience.

Research Question #3

Does a measure which collects direct information about relative concerns (TCSI) show the changes referred to in question two more clearly than the standard measure of Teacher Concerns measured by the TCQ?

An important evaluation criterion was to determine which of the two instruments was able to better differentiate among the three areas of concern. One difference in performance is that the variances of the scores on the TCQ appear to be larger than the variances on the TCSI indicating a narrower range in the ratings on the TCSI (Table 10). This should not be surprising since the TCSI instrument was designed to force choices in order of importance. That is, concerns had to be priorized in terms of relative importance and could not all be given the same "weighting" as was the case on the TCQ instrument. There was, therefore, less freedom of choice in responding to the TCSI.

A second important evaluation criteria was to determine which of the two instruments was more sensitive to changes in concerns from Pre-practicum to Post-practicum. Upon examining the MANOVAs on the TCQ scores (Table 11) and TCSI scores (Table 12), it appears that the TCQ instrument may be more sensitive to differences since scores in the TCQ were significantly different on the Treatment variable (Pre/Post scores) and in the interaction between the Sex variable and the Treatment variable, whereas the analysis of TCSI scores (Table 12) did not detect a difference in either of these areas.

A possible reason for the difference in sensitivity of the two measures may be due to the forced ranking procedure of the TCSI. This procedure required that any increase in one score needed to be compensated by a decrease in either one or both of the other areas of concern.

Through oberservation during testing and from first hand reports from the students, it became evident that the TCSI was the more difficult of the two instruments to respond to. It required much more time and effort. This conclusion has both positive and negative aspects. On the positive side, if students took the time to answer the TCSI honestly, it might yield more accurate results in terms of priorities of concerns than the TCQ. On the negative side, however, if students become frustrated or impatient with the length of time it takes to respond to a questionnaire, the probability of careless and hurried responses is increased.

Referring back to this research question, it appears that both instruments yielded fairly similar results. That is, neither instrument provided more striking results or more insight into the research questions than the other. The results of the F-comparisons between Self/Task and Self/Impact, reported in Table 8, were the same for the TCQ and the TCSI.

As reported in Table 9, the instruments yielded very similar results with one exception being on the Self concerns variable on the TCQ instrument where there was a significant difference for males as compared to females. Overall, the TCQ seemed to be more sensitive to differences in the three areas of concern and to changes from Pre to Post-practicum, as well as being less complicated to respond to than the TCSI. The answer to this research question concerning possible improvements by using a relative ranking measure such as the TCSI is, therefore, negative. That is, a measure which collects direct information about relative concerns (TCSI) does not necessarily show changes in Self concerns, Task concerns, or Impact concerns more clearly than the standard measure of Teacher Concerns (TCQ).

Research Question #4

Is there an association between shifts in concerns and how the students rate their student teaching experience in terms of personal Satisfaction, freedom of Choice, Involvement in the experience (sense of belonging) and Challenge? More specifically, was the degree of change in Self, Task, or Impact associated

with how students rated their overall satisfaction with the teaching experience?

The means and standard deviations for the scores on the Student Teacher Practicum Rating instrument are reported in Table 13. It appears that females rated each of the four items slightly higher than males. The lowest mean score was rated by males in Choice (3.08). The lowest mean score for females was also in Choice (3.65). The remaining mean scores were above 3.65, which seems to indicate a general grouping of scores in the upper half of the scoring range.

As indicated by the Pearson product-moment correlation coefficient, the associations between (a) the amount of change in Self, Task, and Impact from Pre to Post practicum and, (b) the students' ratings on each of the four variables mentioned above, ranged from -0.001 to +0.17, none of which was statistically greater than zero. A Chi Square analysis was also computed to test the association between the amount of change in Self, Task, and Impact and the ratings of Satisfaction, Choice, Involvement, and Challenge. However, the Chi Square was found to be inappropriate due to very uneven cell sizes.

In answer to this research question, referring to the results reported in Table 13, the student teachers rated the teaching practicum as a generally rewarding

Table 13

Means and Standard Deviations for Practicum Rating Instrument Scores

Variable	Male		Female	
	Mean	S.D.	Mean	S.D.
Satisfaction	3.75	1.25	4.44	0.89
Choice	3.08	1.38	3.65	1.19
Involvement	4.08	0.66	4.25	0.83
Challenge	3.92	0.79	4.11	0.94

Note. N = 12 for Males, N = 57 for Females

Possible range of scores 1 - 5

and valuable experience. This finding, however, does not appear to be associated with the amount of change that occurred in Self, Task, or Impact concerns over the duration of the practicum. From frequent personal contact with student teachers, it has been my experience to note that students find the practical experience of teaching far more relevant and valuable, in terms of learning about teaching, than they do the theoretical aspects of their education. It could, therefore, be expected that students would rate their practicum experience favorably in spite of other factors.

Chapter 5

Conclusions and Implications

Conclusions

There has been considerable interest over the years, in what concerns teachers at various stages in their careers. It is believed that knowledge of the concerns of student teachers at various stages in their education process may also prove to be beneficial, not only to the student teachers themselves, but also to researchers, evaluators and educators of student teachers. These concerns reflect the students' needs and, therefore, possible motives for learning.

Referring to the area of Self concerns, Combs (1982) stated that an effective teacher depends upon his or her personal perceptions. He added that the perceptions of student teachers must, therefore, be of utmost importance to teacher education programs in order that they produce effective teachers.

The results computed for the females in this study, who represented four-fifths of the sample, support Fuller's (1969) Concerns Theory which proposed that inexperienced teachers' Self concerns would be higher than either those of Task or Impact. This was the case as measured by both instruments (TCQ and

TCSI). Males, however, rated Pre practicum Impact concerns slightly higher (although not statistically significant) than Self concerns on one measure, the TCQ instrument.

Fuller's (1969) theory predicted that Self concerns should eventually diminish by way of relevant experiences. Once again, the theory is supported only by the females in this study whose Self concerns were reduced significantly from Pre to Post practicum as measured by both instruments. It follows that this might suggest an increase in self-confidence for females during the practicum. Males, however, increased in Self concerns on one measure (TCQ) and decreased slightly on the other (TCSI), although neither of these changes was significant. Males were also found to rate Pre-practicum Self concerns significantly lower than females. Males may realize these Self concerns only after the teaching experience since their Self concerns increased during the practicum.

Task concerns were rated lower than both Self and Impact concerns before and after the practicum by both males and females. The area of Task is related more to the mechanics of teaching, that is, putting theories and methods into practice ("Am I employing the correct method?" Have I critically chosen pertinent subject

matter?"). This finding is in agreement with Fuller's (1969) opinion that many education courses are not relevant to the needs of the students at various stages in their educational development. As Combs (1982) and Fuller (1969) have both mentioned, if Self concerns are very dominant, other matters may not be easily attended to. Task concerns did not change significantly over the duration of the practicum. It may be concluded, therefore, that either this area is not a high priority at this stage in the students' training or, to take another perspective, perhaps student teachers feel very confident in this area due to their teacher training and thus display little concern in the area of Task.

Impact concerns overall were rated almost equally with Self concerns by both males and females prior to the teaching practicum as measured by both instruments. This finding does not support Fuller's (1969) developmental model of concerns which proposed that Self concerns, once reduced, would be replaced by more prevalent Task, then Impact concerns. These results do concur with those of George (1978), however, who also found that inexperienced teachers rated Impact concerns high (in fact, higher than Self concerns). One could conclude, from these results, that students might feel compelled to rate Impact concerns high because it would seem unacceptable to do otherwise. On the other hand,

educators can take heart and consider the fact that student teachers are genuinely concerned with meeting the needs of the pupils. Impact concerns increased (statistically significant for males only on the TCQ and for females only on the TCSI) during the teaching experience which may imply that the practicum was a rewarding learning event which enhanced the student teachers' commitment to the pupils' education.

Research, including this study, has not supported the developmental aspect of Fuller's (1969) theory in that, there has been little evidence to suggest a hierarchy of concerns whereby one begins with high Self concerns and once these are reduced, moves on to Task, then Impact concerns. Concerns seem more likely to co-exist. One, or even more than one area of concern may be prevalent at the same time.

This study compared the performance of two instruments on the same concerns, namely Self, Task, and Impact. The first of these instruments was the 15 item Teacher Concerns Questionnaire (George, 1978) which was rated on a 5 - point Likert Scale and the other was the Teacher Concerns Sorting Instrument (devised by the researcher) which employed a modified Q-sorting technique of the 15 items of concern. It was found that there was little marked difference in the results obtained from both instruments and, therefore,

perhaps more research needs to be done in refining the already standardized Teacher Concerns Questionnaire (George, 1978).

This study investigated the possible association between shifts in concerns and the student teachers' rating of the practicum in terms of personal satisfaction, freedom to make choices, sense of involvement, and challenge. It was concluded that no such association existed which suggests that the students found the teaching experience rewarding in spite of changes in concern. Females rated the practicum more favorably overall. It would be interesting to know if females' significant decrease in Self concern from Pre to Post practicum is associated in any way with their subsequent higher rating of the teaching experience.

Implications for the Future

One of the most prevalent Self concerns for student teachers is, predictably, evaluation; not only of their course work, but also of the practicum. With the knowledge that Self concerns are prevalent at this stage in the student teachers' training program, it seems a natural conclusion that educators must give thought to incorporating development of the "self" into

the initial phase of the program. Educators, by acknowledgement and understanding of these Self concerns, could enhance student motivation, learning, self-concept and self-adequacy at this point by presenting more relevant information in a manner more suited to the students' needs. Perhaps then, Self concerns could be reduced gradually at an earlier stage in the students' training and students would be better able to attend to the mechanics of teaching and, of course, ultimately to the needs of the pupils.

It appears that changes in concern did occur during the six-week teaching experience, therefore, it stands to reason that earlier and more practical teaching experience with children would probably reduce student teachers' anxieties and Self concerns at an earlier stage in their training.

Some interesting differences between males and females were noted in this study. Unfortunately, the small sample size for males made it difficult to generalize the results with any degree of certainty. Consequently, futher research is needed in this area to determine whether such differences do exist in the general population and to what extent.

It would be valuable for researchers to develop a structured, scorable concerns test which eliminates the social desirability factor as influencing responses.

Due to the inability to assess the individual's personal interpretation of the concern items appearing on both instruments in this study, it would be interesting and beneficial to examine the concerns of a group of students, both male and female, more critically.

This study presents valuable implications to educators who should be knowledgeable and interested in how their students learn best, what motivates them, and what they need at various stages throughout the education program. After all, that is what we ultimately expect of them as professionals!

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APPENDIX A

TEACHER CONCERNS QUESTIONNAIRE (TCQ)

and

DEMOGRAPHIC INFORMATION

Code_____

TEACHER CONCERNS QUESTIONNAIRE

Directions: This questionnaire is designed to explore what teachers are concerned about at different points in their careers. We are interested in knowing what concerns you when you think about your teaching practicum and the degree to which you are concerned. There are, of course, no right or wrong answers; each person has his or her own concerns.

We consider you to be "concerned" about a thing if you think about it frequently and would like to do something about it personally. You are not concerned about a thing simply because you believe it is important -- if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about problems, but you may also be concerned about opportunities which could be realized. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. In short, you are concerned about it if you often think about it and would like to do something about it.

Read each item, then ask yourself: WHEN I THINK ABOUT MY TEACHING PRACTICUM, HOW MUCH AM I CONCERNED ABOUT THIS?

1. = Not concerned

2. = A little concerned

3. = Moderately concerned

4. = Very concerned

5. = Extremely concerned

1.	Lack of instructional materials.....	1	2	3	4	5
2.	Feeling under pressure too much of the time.....	1	2	3	4	5
3.	Doing well when a supervisor is present.....	1	2	3	4	5
4.	Meeting the needs of different kinds of students.....	1	2	3	4	5
5.	Too many noninstructional duties....	1	2	3	4	5
6.	Diagnosing student learning problems.....	1	2	3	4	5
7.	Feeling more adequate as a teacher..	1	2	3	4	5
8.	Challenging unmotivated students....	1	2	3	4	5
9.	Being accepted and respected by professional persons.....	1	2	3	4	5
10.	Working with too many students each day.....	1	2	3	4	5
11.	Guiding students toward intellectual and emotional growth...	1	2	3	4	5
12.	Whether each student is getting what he needs.....	1	2	3	4	5
13.	Getting a favorable evaluation of my teaching.....	1	2	3	4	5
14.	The routine and inflexibility of the teaching situation.....	1	2	3	4	5
15.	Maintaining the appropriate degree of class control.....	1	2	3	4	5

Please use this space for any comments or to express additional concerns.

DEMOGRAPHIC INFORMATION

1. Personal Code _____

2. Your age group is: (check one)

   18 - 20 ☐

   21 - 25 ☐

   26 - 30 ☐

   31 plus ☐

3. Year in the teacher education program: (check one)

   4th ☐

   5th ☐

   other: (please specify) _____

4. Are you : (check one)

   male ☐

   female ☐

5. Please indicate any previous experience you have had with children, if any. For example: camp counsellor, youth group leader etc.

_____

_____

_____

_____

Thank you for your participation
in this study!

APPENDIX B

TEACHER CONCERNS QUESTIONNAIRE SCORING KEY

Key for Use in Computing Raw Scale Scores on the TCQ

Self		Task		Impact	
item #	response	item#	response	item #	response
3	_____	1	_____	4	_____
7	_____	2	_____	6	_____
9	_____	5	_____	8	_____
13	_____	10	_____	11	_____
15	_____	14	_____	12	_____
Sum:	_____	Sum:	_____	Sum:	_____

APPENDIX C

TEACHER CONCERNS SORTING INSTRUMENT (TCSI)

Code_____

TEACHER CONCERNS SORTING INSTRUMENT

DIRECTIONS: In using this instrument, we are interested in the relative importance to you of some concerns that have been expressed about teaching. Please take a few minutes to read through the 15 items of concern marked A through O below.

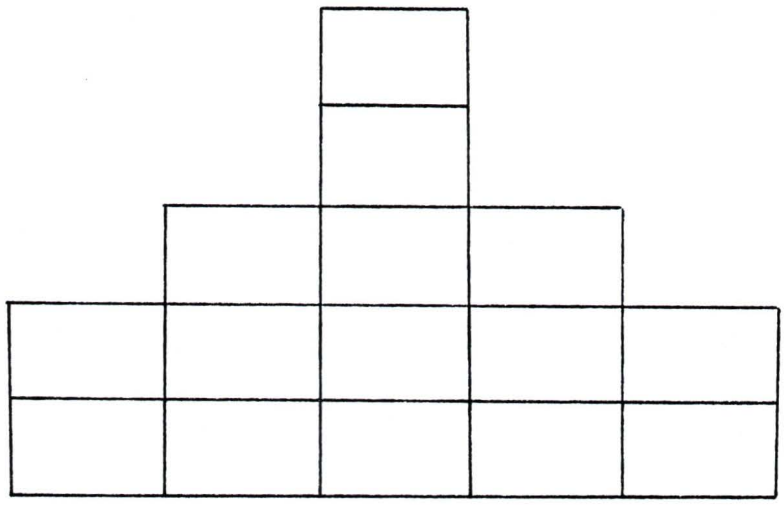
FIRST--choose the two items which are "of most concern" to you when you think about teaching during your practicum. Print the corresponding letters in the two boxes at position 5 indicating "of most concern". Only one letter per box please.

SECOND--from the remaining items, choose two which are "of least concern" to you and enter the letters in the two boxes at position 1 indicating "of least concern".

THIRD--from the remaining items, choose three items for placement at position 4.

FOURTH--from the remaining items, choose three items for placement at position 2.

FINALLY--place the letters for the remaining five items in the middle column at position 3.



1. 2. 3. 4. 5.
of least.....of most
concern concern

ITEMS OF CONCERN:

A. Lack of instructional materials

B. Feeling under pressure too much of the time

C. Doing well when a supervisor is present

D. Meeting the needs of different kinds of students

E. Too many noninstructional duties

F. Diagnosing student learning problems

G. Feeling more adequate as a teacher

H. Challenging unmotivated students

I. Being accepted and respected by professional persons

J. Working with too many students each day

K. Guiding students toward intellectual and emotional growth

L. Whether each student is getting what he needs

M. Getting a favorable evaluation of my teaching

N. The routine and inflexibility of the teaching situation

O. Maintaining the appropriate degree of class control

APPENDIX D

STUDENT TEACHER PRACTICUM RATING

Code_____

STUDENT TEACHER PRACTICUM RATING

Read the following statement in block letters. Then, circle one number in each of the 4 statements below indicating the intensity of your feelings.

HOW DO YOU FEEL ABOUT YOUR RECENT STUDENT TEACHING EXPERIENCE?

A. 1. 2. 3. 4. 5.

personally unsatisfying, disappointing.....personally satisfying, rewarding

B. 1. 2. 3. 4. 5.

free to make choices, able to use own ideas.....restricted to the choices of others

C. 1. 2. 3. 4. 5.

uninvolving.....involving, giving a sense of belonging

D. 1. 2. 3. 4. 5.

challenging, motivating, exciting.....unchallenging, "going through the paces"

APPENDIX E

ORAL INSTRUCTIONS FOR FIRST ADMINISTRATION OF THE TCQ AND TCSI

ORAL INSTRUCTIONS FOR FIRST ADMINISTRATION OF THE TCQ AND TCSI

Hi, my name is Claudia Petersmeyer. Dr. Knowles has kindly allowed me to use a few minutes of his time! I am a graduate student here at U. Vic. As part of my graduate program, I am working on a study about what concerns student teachers. That's where you come in. We all have certain concerns when we think about teaching. Some things concern us more than others.

Your cooperation in completing 2 short questionnaires would provide valuable information for this study and for the education department. You will all have a personal code so that you will remain completely anonymous. Not even I will know who belongs to which questionnaire. We are only interested in your honest responses. However, if for some reason, you feel you cannot participate in this study, please let me know.

Both questionnaires deal with what concerns you, as student teachers, most and least at the present time. We are not interested in what you think you should be concerned about or what you think you may be concerned about in the future.

All the items on the questionnaires may be of concern but some may be of more concern right now than

others. Let me give you an example: visiting my grandmother and passing my exam tomorrow. These may both be very important concerns. The question is, does one concern you more than the other at the present time or are they of equal concern? You may think, "if I choose passing my exam as a greater concern than visiting my grandmother , people will think badly of me." On the contrary, there are no right or wrong responses. How you really feel is the issue and your responses are confidential.

As I mentioned before, there are 2 questionnaires. They investigate the same concerns but measure them in a different way. I would ask that you complete these questionnaires independently of one another. That is, please DO NOT refer back to or even be concerned with your responses on the first questionnaire when you are doing the second one. Simply concentrate on how you really feel at the present time and begin each questionnaire freshly.

Before I distribute the questionnaires, I should mention that these measures are intended to be straight forward but if any issues are raised for you that you wish to discuss, I will be available at the end of this session. Helen Bandy, in the School Experience Office, is aware of my study and could also be of some assistance.

Now, the first page of your package requires your personal code and some general information about you. Your code is made up of the 1st letter of your mother's name and the date of your birth. For example: if your mother's first name is Carol and you were born on the 23rd, regardless of month or year, your code would be C23. Any questions about that? Please put your code in the upper right hand corner of both questionnaires as indicated.

Finally, read the instructions carefully and begin when you are ready. If you have any questions, raise your hand and I will come and help you. When you are finished, please raise your hand and I will collect your paper. Thank you all in advance for your participation!!

APPENDIX F

ORAL INSTRUCTIONS FOR SECOND ADMINISTRATION

OF THE TCQ AND TCSI

ORAL INSTRUCTIONS FOR SECOND ADMINISTRATION

OF THE TCQ AND TCSI

Hi! My name is Claudia Petersmeyer. Some of you may recall that I asked you to fill out some questionnaires on student teacher concerns last October. I have received feedback from some of the students on giving those questionnaires and most of it was positive, however, some of you were understandably unhappy that in doing the questionnaires for me, you were robbed of more time with Dr. Knowles. For that, I am truly sorry. Neither Dr. Knowles nor I anticipated that it would take as long as it did. I'm hoping you will bear with me this one more time since I'm going to ask you to do the 2 primary questionnaires again. I promise not to come back!

The last time you did these questionnaires was 3 weeks before your student teaching experience and you were asked to respond honestly to your concerns AT THAT TIME. I would ask that now, approximately 3 weeks after your student teaching experience, you do the same thing. That is, read over the items of concern and decide which are of the most and of the least concern to you NOW...AFTER your teaching experience. Your concerns may still be exactly the same or they may have changed. It does not matter. The important thing is

that you answer honestly. We are genuinely interested in what you really think, not what you think we think you SHOULD think!! Does that make sense?

There are 3 questionnaires in each of your packages. Two of the questionnaires appear almost identical in nature but are scored quite differently and will yield different results so it is important that you answer each one independently of the other. I would ask that you do them in the order in which they are presented. If you have any questions, raise your hand and I will come and help you. When you are finished, simply raise your hand with your paper in it (like this) and someone will be around to collect it.

Once again, to ensure your anonymity, I would like you to use the same personal identity code as last time which was comprised of the first initial of your mother's first name and the date of your birthday. For example, if your mother's first name is Helen and your birthday is on the 31st (regardless of month or year), your personal code would be H31. Please put your code in the space provided on each questionnaire and then begin by reading the instructions carefully.

These questionnaires are intended to be straightforward but if any issues are raised for you that you wish to discuss, I will be pleased to talk to you about them afterwards. If, for whatever reason,

you feel you cannot participate in this research study, please let me know.

Finally, I sincerely thank you for your time and effort. I realize this kind of thing can be tedious and you might be wondering, "what do I get out of this?" Well, I'm hoping that my research will help direct educators' attention to some of the concerns of people such as yourselves at various stages in your training and that some good will come of it, in which case, <u>you</u> will have played an important part in making that happen. Thank you.

APPENDIX G

A DESCRIPTION OF THE F COMPARISON STATISTIC

Comparisons Between Pairs of Means Following Significant F Test in Analysis of Variance

F COMPARISON

According to McCall (1986), following a significant F test in an analysis of variance, a comparison of pairs of means may be conducted in order to determine which pairs are significantly different. This procedure is more powerful than a simple *t* test because the denominator is composed of an estimate of within-group variability based on the subjects in all the groups of the analysis of variance. In a *t* test, this estimate would be based only on groups involved in the comparison.

When comparisons are made for the purpose of describing more specifically the nature of a significant analysis of variance result, the value of *F* for the comparison is evaluated against a critical value of *F* with degrees of freedom equal to 1 and the degrees of freedom associated with the mean square within. In symbols:

Test statistic: F_{comp}

Critical values: $F(df = 1, df_{within})$

Formula:

$$\frac{(\bar{X}_1 - \bar{X}_2)^2}{(1/n_1 + 1/n_2)\, MS_{within}}$$

APPENDIX H

F COMPARISON

Comparison Between Pairs of Means Following Significant F Test in a Multifactor Analysis of Variance

Results of F-Comparisons Following a Multifactor Analysis of Variance for Pre vs. Post-Practicum Scores for Males and Females on the TCQ and TCSI

Measure	Variable	F-Comparisons Male	p	Female	p
TCQ	Self	1.40	NS	5.78	.05
	Task	3.43	NS	0.14	NS
	Impact	9.28	.01	2.23	NS
TCSI	Self	0.10	NS	21.61	.01
	Task	1.15	NS	0.04	NS
	Impact	1.99	NS	17.62	.01

Note. N = 12 for Males, N = 57 for Females

Critical Value for F(1,201) = 3.89 for p=.05

F(1,201) = 6.78 for p=.01

VITA

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Title of Thesis:

PROFESSIONAL YEAR STUDENT TEACHERS' INITIAL PRACTICUM:

CHANGES IN CONCERNS ABOUT SELF, TASK, AND IMPACT

[redacted]

CLAUDIA PETERSMEYER
April, 1988