THE EFFECT OF EARLY EXPERIENCE ON THE SELF-CONFIDENCE
OF 2ND SEMESTER (PRACTICUM II/III) STUDENT TEACHERS: A
SELF-REFLECTION COMPARATIVE STUDY BETWEEN
THOSE WHO HAVE COMPLETED THE INSTITUTION’S
MINIMUM FIELD-BASED PREREQUISITE AND THOSE
WITH ADDITIONAL EXPERIENCE

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to the Faculty of
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in
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by
Kate Buckley
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ABSTRACT

THE EFFECT OF EARLY EXPERIENCE ON THE SELF-CONFIDENCE OF 2ND SEMESTER (PRACTICUM II/III) STUDENT TEACHERS: A SELF-REFLECTION COMPARATIVE STUDY BETWEEN THOSE WHO HAVE COMPLETED THE INSTITUTION’S MINIMUM FIELD-BASED PREREQUISITE AND THOSE WITH ADDITIONAL EXPERIENCE

by
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There is a seemingly endless assortment of constructive and positive ways college students can get involved, get connected, and perhaps as a result, develop higher levels of confidence. Who takes advantage of the experiences and opportunities available and do they make a difference in their long-term success not only during their college years, but ultimately in their professional careers? The purpose of this study was to consider not only the variety of opportunities and activities college students get involved in, and in the case of this study, student teachers, but the self-confidence, emotional
intelligence and self efficacy gained as a result. How all of this lends itself to their overall sense of confidence and effectiveness as student teachers was also explored and analyzed. A total of 183 students enrolled in one of the 6 credential programs at CSU, Chico spring semester 2009, and weeks away from completing their student teaching obligation, were surveyed.

Data collected from the survey results showed a wide and diverse array of involvement, both working with youth and not working with youth – many were involved in community and civic engagement projects, campus-based activities, leadership roles, internships, and in some cases, had jobs as supervisors and managers at businesses in the local community to pay for college and living expenses.

Which students take advantage of the experiences and opportunities available through campus and community connections? Do they make a difference in their confidence and long term success? Upon reflection, did they feel it would have been more beneficial to their overall sense of self-confidence if they had more experiences before entering the credential program? Interesting and significant results collected from the data and research conducted supports that higher levels of involvement, as a result of earlier experiences, tends to increase an overall sense of self-confidence.
CHAPTER I

INTRODUCTION

The Study

_The job of an educator is to teach students to see vitality in themselves._

~ Joseph Campbell

It seems a great deal has been written, studied, and discussed relative to the qualities and characteristics of an effective teacher. Is a higher level of self-confidence, and perhaps competence, obtained as a result of earlier experiences? Are the qualities and characteristics of a more effective teacher a result of earlier experiences working in the community, extracurricular and co-curricular activities, a more diverse body of work experience, some with children, some not? How much value is there in getting involved and getting connected? Who takes advantage of the experiences and opportunities available and do they make a difference in long term success, and in the purpose of this study, in their professional teaching career? Is a higher level of self-confidence, and perhaps competence, achieved or demonstrated in those student teachers who have met more than the minimum prerequisite of 45 hours of classroom observation as currently required to enter the credential program at California State University, Chico? This study attempts to address one particular aspect of this well analyzed topic.

Through a quantitative self-reflection comparative study of all spring 2009 CSU, Chico credential program student teachers, this author examined and compared the
levels of self-confidence between 2\textsuperscript{nd} phase student teachers who met only the minimum 45 hours of required classroom observation to those 2\textsuperscript{nd} phase student teachers with experiences beyond the minimum requirement. Questions were designed to assess and measure levels of self-confidence, self-efficacy, emotional intelligence, and key motivational factors.

In this study, this researcher will look not only at the variety and value of early field-experiences, pre-service learning programs, and other opportunities but their value and significance as determined by the student teachers surveyed. As a quantitative study and as an additional component or layer of this study, this writer will also consider the impact these pre-credential experiences and exposures have on the overall student teaching experience.

Background of the Study

Educators and professional university staff, including this author as an adviser in the Career Center at CSU, Chico, have long recognized the value of early experiences. It seems true to many of us that the more pre-service learning or participation in activities outside the classroom an undergraduate accumulates prior to entering the credential program the higher level of self-confidence and self-satisfaction they seem to demonstrate. Offered will be an overview of the variety of opportunities found to be readily available to college students. How these opportunities can prove to be useful as ways of preparing for a fuller and more enriching classroom experience as a student teacher will be considered as well. There is some evidence that even though student
teachers are mostly satisfied with their student teaching experience, as a whole, Miller (2009) contends,

Not only do pre-service teacher education programs need to specifically target, recruit, and train teachers for the nation’s neediest schools, at the end of their program, whether traditional or alternative, these candidates should be able to demonstrate the ability to teach within the specialized environments in which they will be working. (p. 7)

A recent article by Jill Tucker (2009), New Teachers Lack Skills Needed Today, points out that “those who do become teachers are well versed in their subject matter, but often lack other critical skills to succeed” (para. 2). In fact, Tucker further contends that

in many high schools, teachers are expected to know and be able to communicate the real-world and career applications of their subject matter, either through direct industry experience or through some understanding of the industry area being emphasized, in other words, it is about reaching the students. (para. 10)

This might suggest that more than a minimum number of pre-service experiences in the schools may prove to be quite desirable. In the case of the CSU, Chico, there is a forty-five hour classroom observation requirement prior to program entry. Should this mean requiring additional prerequisites, such as credits for a related internship, in the admission process? In this study, this writer will show that many students, during their undergraduate academic experience, participated in varied activities and learning situations which would meet the highest of standards as to validity and depth of training.

A review of skills and abilities, qualities and characteristics identified as necessary and/or critical to successful classroom experiences and the implications these experiences have on the confidence level, and ultimately, the competence level of student
teachers will also be considered. At CSU, Chico this co-curricular experience can be obtained through a variety of pre-service programs and opportunities such as campus-based programs like Community Action Volunteers in Education (CAVE), Community Legal Information Center (CLIC), internships, and involvement in the more than 250 clubs and organizations CSU, Chico currently offers. Off-site programs, regionally, nationally and internationally linked, such as Camp Adventure, Study Abroad, Hands-on-Science, and California Mini-Corps represent additional ways to increase exposure, experience and potentially increase the self-confidence, and therefore, efficacy of student teachers. Furthermore, typical community involvement in coaching, whether through community-based and parent-sponsored sports programs or Chico Area Recreation and Park District (CARD), to name but a few, can also lend themselves to the skills and abilities developed by the students through involvement in these programs and can easily transfer to many of the skills and abilities needed and desired in the teaching profession.

The attention and focus directed at developing competent and confident teachers is on-going and examines myriad issues concerning the amount, variety, and value of early pre-service experiences. Suzanne M. Wilson and Robert E. Floden (2003) addressed this in *Creating Effective Teachers: Concise Answers for Hard Questions*. Not only were they looking at issues and concerns at the state level in terms of policy making as it pertained to education, retention, and preparation, but they examined “to what extent does high-quality field-based experience prior to certification contribute significantly to a teacher’s effectiveness,” and “what are the characteristics of high-quality field-based experiences?” (p. 6).
The Alliance for Excellent Education (2005) issued a brief which stated,

Beginning teachers are particularly vulnerable because they are more likely than their more experienced colleagues to be assigned low-performing students. Despite the added challenges that come with teaching children and adolescents with higher needs, most new teachers are given little professional support, feedback, or demonstration of what it takes to help their students succeed.

Furthermore, when describing the alarming drop-out rate at the secondary school level,

“These students need the best teachers possible to raise their achievement and attainment levels—to graduate prepared for further training and education, and to become contributing members of society” (Alliance for Excellent Education, 2005).

Daniel Goleman (2010) believed emotional intelligence is one of many skills necessary to teach effectively. He feels teachers play a critical role in teaching emotional intelligence and

that the teachers teach it by their being, by how they handle it when two kids are having a fight, how they notice that one kid is being left out and make sure that he’s included, by how they tune into the social dynamics that between kids looms so large in kids’ lives. (“4. What Role”)

Research Purpose and Question

This study will attempt to validate and support the consensus of experience held by educators and professional university staff that, indeed, additional exposure and experiences beyond the required classroom observation of 45 hours develops a higher level of self-confidence and professional fluency for the student teaching experience. In the process of this study and through the use of individual reflection, this author will research the desire and the need for expanded requirements in the current credential program.
This study will analyze the effects of differing amounts of pre-service and early field experiences commonly and readily available; the levels of participation and commitment—e.g., those who met the minimum requirement of 45 hours of classroom experience to be considered for acceptance to the credential program at CSU, Chico; and those who exceeded the minimum up to, and beyond, 150 hours. On this expressed self-confidence and competence of student teacher candidates this is an attempt to provide some parameters and framework to this study. As well, consideration or attention will be made to how early in the program these experiences started and whether or not they involved working with the general population or were more youth-centered.

It has been this researcher’s experience, as a result of extensive interviews with principals and superintendents throughout the state of California, that it is not always the exact type of activity, whether paid or unpaid, that teacher candidates accumulate, but whether and how they get involved in volunteer and civic activities. In other words, these activities do not always have to be centered in a teaching or classroom environment. The results of this self-reflective comparative study between those who have met the institution’s minimum field-based prerequisite and those with additional experience might offer further insight and support the existence of a significant correlation between efficacy in the classroom and additional experiences that increased the self-confidence and competence of students completing their second phase of student teaching.

This study will also show it is not only the number of hours committed to early field experiences and pre-service teacher education, but the quality and variety, the depth and breadth which can, and will, provide a more solid and lasting foundation for
future teacher successes and satisfaction. At Western Illinois University’s College of Education and Human Services they are rethinking and redesigning their approach and commitment to how they prepare their undergraduates to enter into their credential program. At this time, their program “places volunteer freshmen in real classrooms for long-term observations and volunteer assistance, eventually leading up to a full range of teaching opportunities” (Godt Benelli, & Kline, 2000, p. 13).

Dr. Kristi Fowler (2002) in an article for “PBS Teachers” suggests the “more opportunities you have to talk to practitioners, the more ideas you will have about how the teaching profession works before you are actually expected to begin teaching” (“Before the Student,” para. 3). Multiple considerations were examined as to the efficacy of how early field experience and pre-service learning situations ultimately prepare our teachers for their first classroom teaching experience outside student teaching. To restate the intent of this study, and the position held by this researcher in the Career Center, is that those student teachers I have advised and presented to, and who have met and exceeded the institution’s minimum field based prerequisite to enter into the credential program at CSU, Chico, will have acquired the experiences that will result in a higher level of self-confidence and competence which will better prepare them for their first career teaching experience.

Limitations of the Study

As with all self-reflections, and one of the limitations of this study, respondents can only self-report their personal interpretation of the questions posed. An individual’s interpretation of variables such as value of program, number of hours
contributed, viability of learned skills and the direct connection to one’s discipline may not equally compare to another individual’s interpretation of the same experience. Nonetheless, the study should show that the experience itself builds levels of self-confidence, self-efficacy, and perhaps, emotional intelligence.

Definition of Terms

Community Service

For the purpose of this study, community service is a volunteer activity that was of benefit and value to a person or organization/employer.

Co curricular Activities

These activities tend to be outside the main curriculum but have elements or aspects that complement the curriculum.

Cooperating Teacher 1/2/3

According to the Department of Education handbook, cooperating teachers are dedicated professionals who work closely with university supervisors to help candidates become successful teachers. They provide supervision, guidance, instruction, and coaching for candidates, and they regard the program as a gradual introduction to teaching for the candidate. (Department of Education, CSU, Chico, 2006, p. 1-16)

Early Field Experience

As it pertains to the CSU, Chico, Credential/Teacher Preparation Program, early field experience is the 45 hours of classroom observation and associated coursework, EDTE 255, that is required prior to applying to the credential program. (D. Summers, Department of Education Chair, personal communication, October 27, 2009)
Emotional Intelligence

According to Daniel Goleman, emotional intelligence refers to how you handle your own feelings, how well you empathize and get along with other people – is just a key human skill. But it also turns out that kids who are better able to manage their emotions, for example, actually can pay attention better, take in information better, and remember better. In other words, it helps to learn better. (2010, “1 What Is Included”)

Extracurricular Activities

An activity not related or determined by the main curriculum.

Field-Based Programs

A program specifically designed to meet the requirements of a student enrolled in a teacher preparation/credential program.

Practicum II

This second course in teaching practica continues the sequence of carefully-planned substantive, supervised field experiences in the K-8 classroom. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating K-8 schools. This is the final phase of student teaching, with the exception of the Tri-Placement Credential program which consists of three placements, and “consists of 15 successful weeks in the . . . classroom” (Department of Education, CSU, Chico, 2006, p. 1-5).

Pre-Service Learning

As it pertains to this study service learning or pre-service learning is “a method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service, frequently youth service, throughout the community. As a teaching methodology, it falls under the philosophy of experiential education. More
specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good” (“Service-learning,” 2010).

Self-Confidence

For the purpose of this study self-confidence is defined as the recognition of one’s own value, abilities, skills and competence to achieve

Self-Efficacy

Albert Bandura defined self-efficacy as a person’s belief in what they are capable of and that these beliefs can determine how they behave and interact in the world. (1994).

Student Teacher

“A college student who is teaching under the supervision of a certified teacher in order to qualify for a degree [credential] in education” (“Student Teacher,” 2010).

Supervising Faculty

“As representatives of CSU, Chico in the schools, university supervisors promote close and continuing contact for instruction and guidance of credential candidates” (Department of Education, CSU, Chico, 2006, p. 1-17).
CHAPTER II

LITERATURE REVIEW

Conceptions and Applications of Self-Constructs: Self-Confidence, Self-Efficacy, Self-Esteem, and Emotional Intelligence

How self-confidence, self-efficacy, self-esteem, and emotional intelligence are developed has long been considered, studied and examined. Where do the feelings of self-confidence, self-efficacy, self-esteem and emotional intelligence originate? When, where and how do they develop? How important are these to overall success, for life in general? And, specifically for the purpose of this study, do Practicum II/III student teachers who met more than the institution’s minimum field-based prerequisite of 45 hours of classroom observation have higher levels of self-confidence, self-efficacy, and presumably, emotional intelligence?

The question of how these various self constructs and how the amount of early experiences influence and shape performance and might add to the student teacher’s overall success will be the focal point of this study. Additionally, this study will examine how self-confidence, self-efficacy, self-esteem, and emotional intelligence can play a major role in the undergraduate experience and subsequent self-perception of the student teaching experience.
Conley (2005) citing the 2003 National Survey of Student Engagement pointed out that “72% of college seniors had participated in an internship, 66% in community volunteer work” (pp. 118-119). These experiences can often times provide opportunity to interact with students from different backgrounds and perspectives. Conley (2005) quotes Richard Light from his book on freshman attending Harvard that “one of the experiences that students consistently cite as among the most positive aspects of their first year is the interaction they have with others who come from backgrounds different than their own” (Conley, 2005 p. 119).

Self-Efficacy

Frank Pajares (2000), an associate professor of educational studies at Emory University wrote “the beliefs students hold to be true about themselves are vital forces in their success or failure in school.” Furthermore, when discussing students’ self-beliefs, which he believes to be important in their academic experience, “these self-efficacy beliefs represent one’s perceptions of one’s own competence” and making the distinction between self-efficacy and self-esteem states,

The difference between self-efficacy and self-esteem beliefs is not cosmetic. Self-efficacy is the confidence that one has in one’s own abilities, whereas self-esteem is a judgment of one’s own personal and social values. Students’ judgments of their academic competence differ from their judgments of self-worth, just as the question “Can I do that task?” differs from “How do I feel about myself?” (Pajares, 2000)

Chickering’s (1969) applied theory of development introduces seven vectors in which he believed college students evolve. Chickering was one of the first to research, study and write about the importance of developing the whole college student. What happened outside the classroom, he felt, was often times as important as what happened
inside the classroom. Vector 1 focuses on the development of competence – intellectual, physical and manual, and finally social and interpersonal. During this process college students should gain the confidence to interact with people new to them – fellow students, faculty and others. Chickering’s (1969) premise was if maturation did not happen during/in this vector that it could compromise the ease of maturation in other areas. He believed that “competence is pursued from early childhood and its importance continues through college. The development and demonstration of intellectual competence influences the professional and vocational alternatives later available” (p. 10). To place into context the importance of Vector 1 the remaining vectors are as follows:

- Vector 2: Managing Emotions
- Vector 3: Developing Autonomy
- Vector 4: Establishing Identity
- Vector 5: Freeing Interpersonal Relationships
- Vector 6: Developing Purpose
- Vector 7: Developing Integrity

Bandura (1995), psychologist and well known for his work on the theory of social cognitive behavior described self-efficacy as the “Belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act” (p. 2).

Bandura brought to the forefront the importance of self-efficacy and the critical role it can play in students’ academic success and overall sense of well-being and psychological well-being. For success in general, but more specifically to the
development of a teacher’s own sense of self-efficacy and with that a stronger ability to teach, Bandura (1995) stated “evidence indicates that classroom atmospheres are partly determined by teachers’ beliefs in their instructional efficacy. Teachers who believe strongly in their instructional efficacy create mastery experiences for their students” (p. 19). He further surmised that teachers are not an island – they are part of an interactive social group and can in many ways not only affect a positive and constructive learning environment for their students, but the school as a whole. Bandura refers to this as “the collective sense of efficacy” (1995, p. 21).

How we are encouraged, emotionally supported, intellectually challenged and stimulated are all variables in the development of self-efficacy. The relationship between student and teacher plays a pivotal role in academic success for even the most challenging of situations. Hoy-Woolfolk (2005) points out that efficacy in teachers has “been correlated with student achievement, student sense of efficacy and student motivation” (para. 2) Hoy-Woolfolk (2005) also stated, “that mastery experiences during student teaching and the first years of teaching influence the development of teacher efficacy. Field experiences give student teachers opportunities to evaluate their capabilities” (Sources of Efficacy Beliefs, para. 1). Bandura (1995) offers “teacher’s beliefs in their personal efficacy affect their general orientation toward the educational process as well as their specific instructional activities” (p. 20).

In a 1996 study by Bolton which examined the affect on student teacher’s self-efficacy during performance evaluations after “micro-teaching” sessions found significant differences with those student teachers who had earlier field experiences. These experiences provided them with opportunities to develop skills and abilities, as
well as qualities and characteristics determined to be useful in working with people. “Their levels of self-efficacy in developing learning objectives, lesson plans, and task analysis as well as implementing the lessons” were measured (Bolton, 1996, p. 3). It appears a combination of prior early experiences and carrying out lesson plans or “micro-teaching episodes,” in this particular example, resulted in higher levels of self-confidence.

In examining the role self-efficacy had with undergraduate students, Professor Robert Redmon (2007) observed “...that the easier and more accessible I made success seem, the harder my students were willing to work to find that success, and that a prerequisite to this success was the personal belief they could succeed” (p. 3).

Self-Esteem

The origin of the term, self-esteem, is from the Greek meaning reverence for self.”

The “self” part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The “esteem” part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives. (“What is self esteem?,” n.d.)

From a historical perspective self-esteem has been defined, redefined and endlessly studied as to its affect on society. In 1890 American psychologist William James conducted studies on self-esteem as it pertained to introspection and the relationship with other self-constructs, levels of competence and even values, and as noted by Mruk (2006),

...some of James’ early findings based on this technique turn out to be central today in terms of defining self-esteem and its major dynamics. Thus, we must conclude that
although introspection is at the bottom of the traditional research hierarchy, it is not without value, at least as a source of insight. (pp. 42-43)

In 1965 Morris Rosenberg, a professor of sociology, considered self-esteem from a more socio-cultural perspective and defined it as “an attitude (either positive or negative) that we have about ourselves,” and overall feelings and beliefs about self-worth were at the core of his work (Rosenberg & Turner, 1990, p. 609).

In 1969, Nathaniel Branden took a more humanistic perspective and saw self-esteem as a basic component that was essential for emotional, social and intellectual growth. Noted American psychologist Seymour Epstein (1998) also viewed self-esteem as a basic human need and considered how it can propel us forward. Along with it being a basic human need he felt there were a variety of levels which included the development of self-esteem on a more broad level and a level of self-esteem that dealt more with the competence that comes with confidence. His theory also factored in the link self-esteem played in the development of personality (Epstein, 1998). Mruk (2006) looked at levels of self-esteem, whether low or high, and considered how people adjust psychologically and how it affects the quality of life. His observations and research pursued the link between low-self esteem and depression as well as other personality disorders.

Self-esteem as defined and differentiated by Bandura (1997) believes self-efficacy and self-esteem are two very separate things. Self-efficacy, according to Bandura, is “judgments of personal capability” and self esteem is “judgments of self-worth” (p. 11). Bandura conjectured that if someone does not excel at something it does not necessarily compromise their level of self-esteem. On the other hand, someone may be highly effective at a particular activity but not embrace its importance or value.
Bandura (1997) believes that it takes more than a high level of self-esteem to do well. To achieve and do well, it takes dedication and discipline and a sustained effort. Bandura quotes Mone, Baker, and Jeffries that “perceived personal efficacy predicts the goals people set for themselves and their performance attainments whereas self-esteem affects neither personal goals nor performance” (1997, p. 11). When self-efficacy and self-esteem are at their optimal level then self-confidence, according to Bandura, makes for a significant and positive relationship. Chickering (1969) felt the college environment could further develop interpersonal competence and intellectual competence and should be considered separately as well as a whole. He described intellectual competence as “development of intellectual skills and the acquisition of information” (p. 21). Measurements in place such as the GRE (Graduate Record Examination) and other tests were available to determine the level of knowledge gained. The development of intellectual competence can then promote or facilitate the development in the other areas of competencies.

Self-Confidence

Chickering (1969) surmised that physical and manual competence, e.g. sports and the arts, leads to “conceptualization, perception, and implementation” of these competencies (p. 31). He defined interpersonal competence as how we learn to interact, listen and talk and is “developed through effort,” modeling, practice and feedback. Sense of competencies a “genuine and sound sense of security” and “depends on the ability to solve, or otherwise cope with, life’s problems” (p. 33, 1969). He felt college students were engaged in an ongoing process of developing and testing these competencies and as
a result increased abilities to take responsibility, take risks, demonstrate independent and critical thinking skills which Chickering felt ultimately would increase their level of self-confidence.

Montiel (2006) examined self-confidence from an academic perspective and suggested we redefine how success academic success is measured. If students are allowed to develop the tools or the competencies as Chickering theorizes, what will occur is an increase in competence in setting and meeting goals which she feels will result in an increased level of self-confidence, and consequently academic success.

In a study (Richards, 1989) which examined the reflective ability of student teachers the results clearly pointed to “a significant refector characteristic of self-confidence – or the internal locus of control and belief that they are in control of themselves and their actions rather than external forces” (p. 1). Through a series of journal entries and interviews, their ability to question and scrutinize their teaching experience provided evidence of reflective thinking.

A study (Ring, 1993), that examined a group of student teachers at the beginning and at the end of their second phase of teaching noted the changes that took place and concluded “a powerful impact derives from the student teaching experience” (p. 1). Critical thinking skills, “the process in which students arrive with a particular answer” (p. 2), were measured in order to determine whether an increase in self-confidence was achieved. Bandura (1982) stated that “a teacher’s perception of their ability to perform selected classroom activities can actually modify subsequent classroom behaviors” (as cited in Ring, 1993, p. 3).
Enactive mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed (Bandura, 1995).

**Emotional and Social Intelligence: Principles and Applications**

Emotional intelligence, according to Goleman (1995) as a set of abilities “to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope” (p. 34). Social intelligence is the interpersonal part of emotional intelligence – how people interact with others socially. Thorndike (1920) first recognized and defined social intelligence as “the ability to understand and manage men and women, boys and girls and to act wisely in human relations” (p. 228).

Tanruther (1968) stated, “emotional maturity is essential for effective teaching. This is true because teaching, more than some other professions, involves continuous association with people” (p. 14). The educational implications these two bring to bear, social and emotional development, are key to a student’s ability to achieve academic success. Darling-Hammond and Bransford (2005) surmised these are learned through guidance and effective teaching. Therefore, the social and emotional development, or in this case, the levels of social and emotional intelligence in the teacher, becomes an even more critical and necessary component in which a rich and full learning experience can take place. According to Drew (2006) with the inception of No Child Left Behind in 2002 much attention has been focused not only on the quality of education but the teachers as well. Moreover, not only were the skills and abilities of teachers
considered, but their qualities and characteristics came under scrutiny. Research indicates that first year teacher attrition can be “as high as 14%, and a third of new teachers leave within their first three years, and the attrition rate in the first five years is 46%” (Ingersoll, 2003 as cited in Drew, 2006, p. 4). These statistics might imply that a number of things could be at play here – low or undeveloped levels of emotional and social intelligence, qualities and characteristics and disposition not well matched to the profession of teaching, and raises the need for assessment of these things prior to their admission to a teacher training program.

Darling-Hammond and Bransford (2005) stated,

Many children also need to be taught how to express their feelings and concerns, recognize others’ views and feelings, and handle frustrations productively. These abilities support their ability to persevere in the face of difficulties and solve problems as they arise without losing control or giving up. (p. 111)

Goleman, Boyatzis, and McKee (2002) identified the different aspects of emotional intelligence as: self-awareness, self-management, social awareness and relationship management. Goleman suggested that effective teachers not only recognize these aspects but include them into their teaching repertoire. Additionally, Goleman et al. (2002) believes that emotional intelligence can play a pivotal role in the development of competencies at work and that companies and the individual both profit.

More and more teacher preparation programs are recognizing the need to fully develop the social and emotional intelligence levels in their student teachers. According to Goleman (2007) this seems to be wise since teachers set the “emotional tone” of the classroom which allows teachers to then assist their students to “get and stay in better brain states for learning.”
The neural wiring between our thinking and emotional centers, neuroscience tells us, means our feelings can either enhance or inhibit the brain’s ability to learn. And now the new field of social neuroscience has shown that while two people interact, their emotional centers impact each other, for better or for worse (Goleman, 2007).

Goleman believed that when it comes to the quality of the teacher and their ability to manage their classroom emotional intelligence could play a pivotal role, “whenever a teacher responds to one student, twenty or thirty others learn a lesson” (1995, p. 279). In other words, the implications in the classroom are that emotional intelligence can play a key role in not only the student learning more effectively but for the teacher to teach, or lead, as the case may be.

A mixed methods study (Drew, 2006) explored whether or not emotional intelligence measured using a personality assessment instrument can project student teacher performance. The question was raised as to whether and at what levels emotional intelligence can be “developed” in college age students. However, Goleman has researched and written extensively about the development of emotional intelligence in the workplace with adults with which other research agrees and supports. The results of Drew’s research did indicate a strong relationship between emotional intelligence and overall teacher performance (Drew, 2006). According to Drew some of the research can be used in career counseling to “provide feedback to those with low emotional intelligence scores regarding challenges they would likely face in the teaching profession” (p. 1).

According to Heider and Carlson (2007), Using Leadership Traits and Emotional Intelligence to Develop Beginning Teacher Dispositions and Skills, students enrolled in a teacher preparation program do not necessarily feel comfortable, or
prepared, to assume a leadership position. Teachers need to be confident in a leadership role in order to facilitate accomplishing learning goals for students and the school. The importance of this, according to Goleman et al. (2002), is that leaders, and in this case teachers, can “ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas” (p. 3). Therefore a teacher who is both a confident and competent leader can better facilitate managing emotion within the group while maximizing their individual effectiveness as a teacher.

In the area of education much research and attention has been focused on the significance of emotional intelligence as it relates to education. The more attention focused on social and emotional skills can create an environment where students can grow socially and academically resulting in a well-adjusted student. It can also create a setting that will produce a well-adjusted student. Goleman (1995) also noted “at best, IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces” (p. 34). In other words, someone who is really smart in the subject matter may be lacking in the social and emotional skill area, or intelligence, and not make the necessary and critical connection with the students.

Value and Applications of Early Experience:
Co-Curricular, Extra-Curricular, Leadership Activities

Does getting involved and giving back have an affect on success in life, and for this particular study, success in the classroom as a teacher? Serow (1991) conjectured that even though students don’t always enter into a volunteer or community service
experience for purely altruistic reasons the end result is that the experience and exposure has positive effects on their development.

Serow further supported this argument by results of interviews conducted with college students. When asked about their reasons, motives, rationale for participating in community service experiences over 80% of the students indicated a “sense of satisfaction from helping others” (p. 549).

In Holland and Andre’s study (1987) involving high school students they found that participation in extracurricular activities at the secondary school level “enhanced the overall educational experiences of students by providing opportunities to work cooperatively and informally in student groups within the school setting. In general, a positive relationship was shown between participation in activities and academic achievement, socialization of attitudes and skills, improved race relations and attainment of goals” (p. 86).

This might suggest that exposure and participation in extracurricular activities at the secondary school level better prepares students for success and future involvement at the college level. In other words, it can be the precursor to jump-start extracurricular and co-curricular activities at the college level. Experiences outside the classroom can complement what they are learning inside the classroom. As well, as some research and literature points out, experiences outside the classroom can lead to positive development in the whole person. In a study of undergraduates Astin and Sax (1998) looked at whether or not community service activities enhanced the development of a college student and in doing so also discovered that many of the students who were more apt to be civically
engaged at the college level had completed hours of community service during high school.

Part of the mission of many colleges and universities throughout the United States is developing the whole student. As a college student looks toward graduation from college they are told that the accumulation of skills and abilities will make them more marketable and desirable to employers. Extracurricular activities play an important part as Tenhouse (2003) contends, “students become involved in extracurricular activities not only for entertainment, social, and enjoyment purposes, but most important, to gain and improve skills” (para. 1).

The relationship between student, institution, and community is further developed and is established in much of the research conducted to date. However, the interaction with their peers is an enormous benefit as it continues to develop strong “emotional, intellectual, social, and interpersonal” skills (Tenhouse, 2003, Impact on Students, para 3). In working with others “students also learn to negotiate, communicate, manage conflict, and lead others” (Impact on Students, para 3).

Tenhouse (2003) concluded college students who become engaged in extracurricular activities not only develop highly desirable skills, abilities, qualities and characteristics but these activities “provide a place for students to come together, discuss pertinent ideas and issues, and accomplish common goals” (2003, Impact on Students, para 6).

CSU, Chico has over 250 clubs and organizations which provide ample opportunity for networking, getting connected, and developing interpersonal skills. Many of these organizations are highly service-oriented and create a rich environment in which
students can continue to hone their critical thinking skills as well as relationship building. In addition to myriad of clubs and organizations, students can get involved in student government and the Associated Students. With over 250 positions on committees and councils, opportunities to gain leadership experience, decision making and communication skills, budget experience are readily available.

Athletics which include intramural, sports clubs and recreational sports are yet another way to build confidence, relationships and teamwork experiences. Volunteer and service-related endeavors including CAVE (Community Action Volunteers in Education); leadership seminars and the Cross-Cultural Leadership Center also create more opportunities for depth and variety of experience.

Data collected on a large group of college students examined the affect of participation in community service on their development as undergraduates (Astin & Sax, 1998). Results showed that community service work “substantially enhances the student’s academic development, life skills development, and sense of civic responsibility” (p. 251). Three key areas were identified which included, “civic responsibility, educational attainment, and life skills” (p. 253). Another “remarkable” discovery during this study was that all factors considered were “favorably influenced” due to participation in community service activities. Again, emphasizing that when engaged in activity outside the classroom college students are developing “the whole person.”

Intentionally designed leadership activities, programs and education offer yet another resource and foundation where college students can become engaged and further develop important life skills.
In a study (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001) where over 875 students were queried as to what they had gained from involvement in activities to build and strengthen their leadership skills, they overwhelmingly agreed that as a result of involvement in leadership activities and training they felt they had experienced a significant increase in their leadership skills. The results reflected they had “increased specific leadership skills such as ability to set goals, to make decisions, and to use conflict resolution skills, but they also increased their commitment to developing leadership in others, becoming involved with community action programs, and promoting understanding across racial and ethnic groups” (p. 25). The value of these experiences for someone considering teaching as a career is supported by Bandura’s (1995) theory of social cognitive behavior as he describes the relevance and importance of self-efficacy as “belief in one’s capabilities to organize and execute the course of action required to manage prospective situations” (p. 2). CSU, Chico students and alumni have a history of commitment to service in the community and working with youth. Opportunities and activities in extracurricular, co-curricular and leadership have, as Bandura points out, provided the opportunity to gain skills that, in the case of this study, can be passed on to their future students.

Since 1967 CSU, Chico students have been involved in the California Mini-Corps Indoor Migrant Teacher Assistant Program. Modeled after the Peace Corps, it enlists college students with a “rural migrant background” to promote and provide services to the children of migrant workers. Some of these services include the development and facilitation of extracurricular activities at area schools and migrant camp centers (www.bcoe.butte.k12.ca.us/minicorps). This becomes a vehicle for college
students considering teaching as a profession to gain exposure in a more instructional-oriented endeavor but as well a way for them to gain life skills and develop the “whole student.”

Field-Based Experience

CSU, Chico requires 45 hours of classroom observation as the only prerequisite for their credential program. This experience is to facilitate the exploration of teaching as a career. As stated in the course syllabus during the 45 hours of “structured” observation and “through experience aiding and observing in an actual and needed role in school,” there will also be “opportunities to reflect on and to discuss the complexity and many facets of teaching.” How does this experience influence their sense of preparedness, their sense of commitment? How do early field-based experiences affect teaching efficacy, the significance of early field-based experiences, and sense of preparedness?

Field-based experiences such as the one at CSU, Chico are typically an integral part of any teacher education program. Extensive research and study indicate that a combination of theory (coursework) and practice (on-site implementation) showed that the development of effective teachers occurs. It can also place the prospective teacher in an environment where they have the opportunity to interact with other professional staff, including principals and teachers.

The rationale for field experience, as Huling (1998) points out, is “grounded in the work of John Dewey who spearheaded the progressive movement in the 1930s and emphasized learner-centered instruction” (p. 2). Huling further notes that students who
participate in more hours or early field-based experiences are better prepared. Huling quotes Fleener (1998) who conducted a study examining the number of hours, which vary from institution to institution, claimed that students “who received increased amounts of field experience” in the earlier stages “remain in the profession at significantly higher rates than those prepared through tradition campus-based programs” (p. 5). Both Huling (1998) and Fleener (1998) emphasize the importance of field-based experiences. New York State requires 100 hours of field-based experience before beginning a credential/teacher preparation program.

Pre-Service Learning/Student Teaching

Teachers must lead a life of the mind. They must be reflective and thoughtful: persons who seek to understand so they may clarify for others, persons who can go to the heart of the matter.

Judith Lanier, 1986, p. 52

Albert Bandura (1995), a major advocate on the theory that all learning happens within a social framework—in other words, people learn from each other through observing one another. He believed the teacher who can create and sustain an environment in which all students can learn – academically, socially, emotionally, and even morally. In order for this to occur the teacher must have not just the pedagogical skills but a belief in their own abilities to create this environment. In other words, a more evolved level of self-efficacy.

In contrast, Bandura (1995) believes a teacher with a low sense of self-efficacy will undoubtedly foster an environment that is more “custodial in nature” – utilizing “extrinsic inducements and negative sanctions” to facilitate learning. (p. 20).
Evidence indicates that those teachers with a low sense of efficacy are also susceptible to burnout.

Teachers, as well as student teachers, are not an island. They are part of an interactive social group and can in many ways not only affect a positive and constructive learning environment for their students but the school as a whole. Bandura (1995) refers to this as “the school’s collective sense of efficacy” (p. 21). When teachers, and student teachers, with a high level of self-efficacy populate a school and believe not only in their own belief of their capabilities but “organize and execute the courses of action required to manage prospective situations” it creates a rich learning environment for all (Bandura, 1995, p. 2).

Utilizing a self-confidence scale at the time of entrance and exit of a teacher preparation program Kalaian and Freeman (1987) attempted to determine whether there were certain characteristics and qualities present in student teachers view of their confidence in teaching and if it changed over the course of training. The results indicated that all student teachers participating in the study had gained various levels of self-confidence. Strong implications of the importance of high levels of self-confidence and its correlation with more effective teaching styles were pronounced.

Furthermore, “some evidence” indicated the importance to improve student teachers self-confidence which would result in their ability to better integrate classroom skills and the way they perceived their efficacy and role as a teacher. Additional findings support the significant role higher levels of self-confidence effects teaching style as it “increases one’s receptivity to feedback from others and enhances one’s willingness to hold teachers accountable for academic learning and encourages more optimistic views
about students’ potential for learning” (Kalaian & Freeman, 1987, p. 11). Students with lower levels of self-confidence resisted feedback and in fact described it as “inadequate” (p. 8).

In Wyatt’s (2006) research study, the confidence of efficacy of a student teacher’s ability to deal with at-risk students and “manage child and adolescent risk behaviors in the diverse classroom and school settings” was examined (p. 166). Part of those findings showed that those with experiences prior to their student teaching “expressed greater overall levels of confidence in dealing with student behaviors” over those with little or no related experiences (p. 170).

Interviews Wyatt (2006) conducted with the focus group considered some of the affinities “perceived to influence pre-service educators’ confidence, comfort and efficacy levels” (p. 165) when confronted with certain at-risk behaviors. The influences identified were “administrative and legal issues, educational training, the student’s family, initial reactions, personal experiences, professional advice, and student support services” (p. 169). In addition, many of the student teachers felt they were not always apprised of their level of responsibility in dealing at-risk situations and therefore, competency, confidence and efficacy was diminished.

As well, some of the student teachers indicated experience prior to student teaching gave them a greater sense of confidence when they were dealing with student behaviors over those with little or no related experiences (Wyatt, 2006).

Darling-Hammond and Bransford (2005) emphasized that what effective teachers “need to know and be able to do is not a simple task” (p. 5). Many effective teachers have characteristics and qualities that are quite varied from their fellow teachers
but have strategies for effective teaching that are similar in nature. A recent study of ninety-two “highly effective” teachers considered what these strategies were and what makes them work and concluded that the central aspect was “a commitment to help all students succeed” and all agreed that, as well, they “needed to have knowledge and skills and access to other professionals to be able to follow through with their commitments” to teach (Darling-Hammond, 2005, p. 6).

As stated previously, the purpose of this study is to determine if CSU, Chico spring 2009 Practicum II students who met more than the minimum prerequisite of 45 hours of classroom observation exhibit higher levels of self-confidence than those with less. An exhaustive review of the literature would seem to support that hypothesis.
CHAPTER III

METHODOLOGY

This study asked a specific group of student teachers to reflect on their experiences inside and outside the classroom. This study asked how they felt those experiences prepared them and supported their overall sense of confidence and efficacy.

Target Population

The target population was 183 student teachers enrolled in the CSU, Chico credential/teacher preparation program and completing their teaching credential spring semester 2009. Out of the 183 student teachers identified and surveyed, 154 provided responses. This response rate resulted in an 85% rate of usable data.

Participants

The student teachers included in the study were all actively enrolled in and completing their second practicum teaching assignment in one of the following credential programs offered at CSU, Chico – Bilingual, Single Subject, Multiple Subject, Concurrent and Integrated Teacher Core. In the case of the Tri-Placement program, participants included were completing their third student teacher placement by the end of spring semester 2009.

Out of those responding to the survey 38 were males (24.84%) and 115 were females (75.16%). Out of those responding 20 were enrolled in the Bilingual program.
(12.82%), 63 were enrolled in the Single Subject program (40.38%), 27 were enrolled in the Multiple Subject program (17.31%), 17 were enrolled in the Concurrent program (10.90%), 7 were enrolled in the Integrated Teacher Core program (4.49%), and 22 were enrolled in the Tri-Placement program (14.10%). A more detailed description of the credential programs surveyed can be found in Appendix D.

Instruments

The data collection package used consisted of the informed consent letter which accompanied the on-line survey (see Appendix A), the oral informed consent letter for in-class, face-to-face recruitment of participants (see Appendix B), and the Survey on Student Teacher Self-Confidence (Appendix C). The consent letters introduced the researcher and the purpose of the survey, which was to provide insight as to whether early experiences and/or pre-credential/pre-service experience played a significant role in the overall sense of effectiveness and self-confidence during the student teaching phase of the credential program. Assurances were made that all responses would be confidential, that participation was voluntary and there would be no penalty for not participating.

Survey Tool

After submitting the application for Human Subjects in Research and a copy of the survey to the CSU, Chico Graduate School approval to proceed with Survey on Student Teacher Self-Confidence was granted. The survey was designed, formatted, and administered utilizing StudentVoice, an interconnected software platform. The 42 close-
ended and multiple-choice survey questions were designed to examine skills, attitudes, levels of self-confidence, self-efficacy, and emotional intelligence of the student teachers.

In a study which examined the reflective ability of student teachers, the results clearly pointed to “a significant reflector characteristic of self-confidence – or the internal locus of control and belief that they are in control of themselves and their actions rather than external forces” (Richards, 1989, “Abstract”). Two examples of survey questions designed to assess the level of self-confidence as a result of prior experience either working with youth or in the community follows:

- **Question**: As a result of my experiences working with youth prior to entering the credential program, I am a more confident student teacher.

- **Question**: As a result of my service experience contributing to the community (but not working with youth), I am a more confident student teacher than I was prior to entering the credential program.

Utilizing a five-level Likert format, response options were strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

For success in general, but more specifically to the development of a teacher’s own sense of self-efficacy and with that a stronger ability to teach, Bandura (1995) believed “evidence indicates that classroom atmospheres are partly determined by teachers’ beliefs in their instructional efficacy. Teachers who believe strongly in their instructional efficacy create mastery experiences for their students” (p. 19). An example of a survey question designed to determine the level of self-efficacy follows:

- **Question**: Please indicate how confident you feel in your ability in the following area: Your ability to maintain strong classroom management
Utilizing a five-level Likert format, response options were extremely confident, very confident, moderately confident, slightly confident or not at all confident.

Emotional intelligence “lies in the abilities which include self-control, zeal and persistence, and the ability to motivate oneself” (Goleman, 1995, xii). An example of a survey question designed to determine or measure the level of emotional intelligence considered transferable skills:

- **Question:** Transferable skills are those gained in one setting and utilized in another. Which of the following qualities and characteristics were you able to transfer from another experience and utilize in your student teaching (check all that apply):
critical thinking and logic skills, writing and communication skills, computer skills and knowledge of technology, decision making skills, etc.

**Data Collection Procedures**

Student teachers who were completing their credential program as of spring 2009 were identified. A list of all such students and their email addresses were obtained from the Department of Education, CSU, Chico. Program coordinators from each of the six credential programs, Integrated Teacher Core, Bilingual, Single Subject, Concurrent, Multiple Subject and Tri-Placement were also contacted to explain the purpose of the survey and to ask for cooperation for in-class presentations.

In order to maximize the response rate, surveys were first sent electronically using StudentVoice. During this same period, arrangements were made to conduct in-class presentations to the following groups of student teachers: Concurrent, Bilingual, and Single Subject. A total of 105 surveys were distributed during in-class presentations.
Due to time constraints, arrangements were made with the coordinator of the Tri-Placement credential program and 24 copies of the survey along with the Informed Consent form were sent and returned via campus mail. During these in-class presentations the oral consent protocol was first read and then surveys distributed. In order to maintain unbiased results this researcher did not respond to specific questions and instead told the students to simply answer the best way they could.

The final data set included 68.2% gathered from in-class solicitation and 31.8% gathered from email/online solicitation.

Data Reduction and Analysis Procedures

All surveys completed and meeting the June 6, 2009, deadline established by this researcher was then analyzed utilizing SPSS, PASW Statistics, a computer program used for statistical analysis. Chapter IV, Results and Discussion of the Findings, will more fully explore and explain the data reductions and analysis.
CHAPTER IV

RESULTS AND DISCUSSION

The statistical results obtained from, *Survey on Student Teacher Self-Confidence*, and how those results relate to the hypothesis will be weighed and measured. This chapter will include a brief, but concise, overview of the methodology as stated in detail in Chapter III, a description of both the subject group surveyed, and the survey instrument. Specific analyses, both supportive and contrary, will be presented and considered.

Research Questions and Hypotheses

The research questions that guided the design and analyses of the current study was whether experiences and number of hours accumulated in earlier experiences prior to entering the credential program at CSU, Chico affected the level of self-confidence, self-efficacy, emotional intelligence and overall success student teachers experienced while completing their credential at CSU, Chico. As well, the following hypothesis was tested: Experiences and number of hours accumulated in earlier experiences prior to entering the credential program at CSU, Chico are a strong indicator and major variable as to the level of self-confidence, self-efficacy, emotional intelligence and overall success demonstrated in the student teachers completing their credential at CSU, Chico in May of 2009. It is hypothesized that as prior experience increases so will
self-reported levels of self-confidence, self-efficacy, emotional intelligence and sense of overall success.

Results

At the time of this study those wanting to enter a credential/teacher preparation program at CSU, Chico could choose from one of the following: Integrated Teacher Core, Bilingual, Single Subject, Concurrent, Multiple Subject, and Tri-Placement. In an attempt to gain insight and to further explore the relationship between confidence and hours of experience cross-tab analyses were conducted to determine how each of the 6 credential groups reported on experiences working with youth and working in the community prior to entering the credential program.

When each of the credential groups were asked Question 2, “How many hours of experience did you have working with youth prior to entering the credential program,” the results showed, as can be seen in Figure 1, that 89.5% of the student teachers in the Bilingual program had completed 135 or more hours prior to entering the credential program, followed by the Concurrent at 81.3%, Multiple Subject at 77.8%, Tri-Placement at 68.2%, ITC at 66.7% and Single Subject at 65.1%. This seems significant and might warrant further research in terms of what features attract them to a particular program. It appears that only a very small percentage of this group of student teachers completed less than 49 or fewer hours working with youth prior to entering. One possibility as to why most of the groups were able to report that they had completed 49 hours or more is that they included their 45 hours of classroom observation.
### Q2

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<th>135 + hours</th>
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<td>% within Q2.</td>
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Figure 1. Responses from each of the six credential programs on the number of hours prior to entering the credential program they had working with youth.

When each of the credential groups were asked Question 3, “How many hours of service experience did you have contributing to the community, but not working with youth, prior to entering the credential program?” the results showed, as can be seen in Figure 2, that all groups had donated significant service hours in the community but not
Figure 2. Responses from each of the six credential program participants on Question 3, “How many hours of service experience did you have contributing to the community, but not working with youth, prior to entering the credential program?” as many as they had working with youth. This might suggest that many of the student teachers were influenced to go into teaching because of their work with children or knew early on they wanted to be teachers and pursued opportunities to work with children.

The next cross-tab analysis assessed the relationship between Question 1, “Please indicate your credential program” and Question 4, “Did you hold any leadership roles prior to entering the credential program?” The analysis revealed that 39.62% of those in the Single Subject credential program were in leadership roles prior to
entering the credential program, followed by Tri-Placement at 16.98%, Multiple Subject with 16.04%, Bilingual at 14.15% and Integrated Teacher Core at 4.72%.

Perhaps what is more interesting about these results is the variety of leadership roles reported. What follows is only a partial list: after-school director; summer camp coordinator; summer camp director; Treasurer for Amigos Unidos Club; KDP (Kappa Delta Pi) officer; Special Olympics volunteer; Hall Council for Whitney Hall; Lead Art instructor; Master Puppeteer (working with migrant families); and music teacher/coach. Many were coaches for a variety of youth sports, including track, soccer, and Little League baseball. Many have at one time participated in the Associated Students CAVE (Community Action Volunteers in Education) program and several have served as officers in their sorority or fraternity. A number of the respondents indicated they were in leadership roles in their workplace – e.g., Department Supervisor (Home Depot).

However, when asked Question 5, “Have you held any leadership roles since entering the credential program” it was found that 57.38% of those in the Single Subject program were still in some type of leadership role even after entering the credential program. The next highest group reporting was the Multiple Subject group with 16.39%, followed by Tri-Placement at 11.48%, Bilingual at 8.20%, and Integrated Teacher Core and Concurrent with 3.28%.

With the exception of the Single Subject credential program respondents, what the above results might be an indicator of, are the rigors of the credential/teacher preparation program at CSU, Chico. For example, in the Single Subject credential program practicum I students are expected to be at their schools four hours a day, five
days a week, for a total of 10 weeks. Beyond that there is a minimum of two days a week (no specific hour requirement at this point) until the end of the public school semester. In practicum II, student teachers are expected to be there 4 to 5 hours a day every day of the public school semester. In the Multiple Subject credential program practicum I students are in the classroom 3 days per week, 8 hours per day. They attend university classes on Thursday and Friday. During Practicum II, they are at their student teaching site and attend classes evening and weekends.

The variety of activities, whether community-based, extracurricular or co-curricular are again worth noting and show how this group of student teachers continued to add experiences, get involved and get connected. What follows is only a partial list: FFA advisor; After-school program teacher; youth sport coach (basketball, soccer, Little League); club leader; academic group project leader; committee chair; Volunteer Mentor (Pleasant Valley High School); youth leader; and leadership roles in their fraternity or sorority. A number of the respondents indicated that they were in a leadership role, e.g. club advisor, where they were doing their student teaching, and one person responded, “student teaching!!!!” Any assumption that might be taken from these results is, without further research or discussion, of interest in a purely anecdotal comparison.

When each of the credential groups were asked Question 6, “As a result of my experience working with youth prior to entering the credential program, I am a more confident student teacher,” the results showed 81.8% of the student teachers in the Tri-Placement program strongly agreed, followed by the Bilingual group at 78.9%, ITC at 66.6%, Concurrent at 68.8%, Multiple Subject at 63% and Single Subject at 58.7%. What this might suggest is that those students either knew they wanted to enter into teaching as
a career and sought out those experiences or, in fact, could have been influenced by these experiences.

When the credential groups were asked Question 30, “Please indicate how confident you are in your ability to interact with students,” the results showed that 77.3% of the student teachers in the Tri-Placement program were extremely confident, followed by the Multiple Subject at 70.4%, ITC at 66.7%, Single Subject at 60.3%, Bilingual at 52.6% and Concurrent at 43.8%. These data indicate that the majority of students in each program felt confident with their ability to interact with students.

When asked Question 7, “As a result of my service experience contributing to the community, but not working with youth, I am a more confident student teacher than I was prior to entering the credential program,” the results were that 47.4% of the student teachers in the Bilingual group strongly agreed, followed by the Concurrent at 37.5%, Tri-Placement at 31.8%, Single Subject at 31.7%, ITC at 16.7% and Multiple Subject at 14.8%.

However, when asked Question 8, “Upon reflection, it would have been beneficial to my overall sense of self-confidence if I had more experiences working with youth,” the results showed, as seen in Figure 3, that 50% of the student teachers in the ITC program strongly agreed, followed by Bilingual at 42.1%, Single Subject at 39.7%, Concurrent at 31.3%, Tri-Placement at 27.3% and Multiple Subject at 22.2%. Responses to Question 7 seems to indicate that non-youth related experiences are not as important to confidence as actually working with youth prior to entering the credential program. Responses to Question 8 suggests that student teachers tended to feel that they had
Figure 3. Responses from each of the six credential program participants on Question 8, “Upon reflection, it would have been beneficial to my overall sense of self-confidence if I had more experiences working with youth.”

sufficient prior experiences with youth such that more experiences was not seen as crucial to their current sense of self-confidence.

Chi-Square Analyses

A series of two-way chi-square analyses were conducted to explore possible relationships between prior experience and self-confidence. Each analysis evaluates the degree to which a measure of prior experience relates to competence or confidence subsequent to entering the credential program.
The first chi-square analysis assessed the relationship between Question 2, “How many hours of experience did you have working with youth PRIOR to entering the credential program” and Question 6, “Please indicate your level of agreement with the following statement: As a result of my experience working with youth prior to entering the credential program, I am a more confident student teacher.” The analysis revealed a significant effect ($X^2 = 61.42, df = 6, p< .001$). As shown in Figure 4 the participants who reported more hours working with youth prior to entering the credential program tended to report the highest confidence as a student teacher. Prior research, as demonstrated in Chapter II, and this study, seems to support the hypothesis that as a result of earlier experiences, significant skills and abilities, as well as competencies, are developed and can add to an overall sense of efficacy. It is interesting to note that those student teachers who reported the most hours of experience prior to entering the credential program also overwhelmingly and strongly agreed they were more confident as student teachers.

The next chi-square analysis assessed the relationship between Question 3, “How many hours of service experience did you have contributing to the community, but not working with youth, prior to entering the credential program” and Question 7, “Please indicate your level of agreement with the following statement: As a result of my service experience contributing to the community – but not working with youth – I am a more confident student teacher than I was prior to entering the credential program.” The analysis revealed a significant effect ($X^2 = 35.37, df = 8, p< .001$) Figure 5 shows that as participants reported, increasing hours working in the community prior to entering the credential program, also report more confidence in their role as a student teacher. This seems to support that whether the experience is a result of working with children/youth or
Figure 4. The relationship Question 2, “How many hours of experience did you have working with youth PRIOR to entering the credential program” and Question 6, “Please indicate your level of agreement with the following statement: As a result of my experience working with youth prior to entering the credential program, I am a more confident student teacher.”

in the community in general, student teachers with more experiences also reveal higher levels of confidence.

This study and prior research shows when students in general, and specific to this research student teachers, are involved in a variety of social and civic activities, there is a level of interaction that supports and strengthens their overall development. This appears to be a key variable in those with a higher level of confidence. Some evidence in the results further supports that a sense of competence occurs when students are engaged
Figure 5. The relationship between Question 3, “How many hours of service experience did you have contributing to the community, but not working with youth, prior to entering the credential program” and Question 7, “Please indicate your level of agreement with the following statement: As a result of my service experience contributing to the community – but not working with youth – I am a more confident student teacher than I was prior to entering the credential program.”

in an ongoing process of developing these competencies. Perhaps this helps to support and explain the findings in Figure 6.

A chi-square analysis was conducted on Question 2, “How many hours of experience did you have working with youth prior to entering the credential program,” and Question 25, “Please indicate how confident you feel in instructing a lesson for a full class.” The analysis revealed a significant effect ($X^2=7.6$, df=6, $p<0.2$) and seems to
Figure 6. The relationship between Question 2, “How many hours of experience did you have working with youth prior to entering the credential program,” and Question 25, “Please indicate how confident you feel in instructing a lesson for a full class.” support the overall hypothesis that more experience, in this case working with youth, results in a higher level of confidence. As can be seen in Figure 6 the majority of the participants from each of the credential programs were either extremely confident or very confident in their ability to teach in front of a full class.

A chi-square analysis was computed on Question 2, “How many hours of experience did you have working with youth prior to entering the credential program,” and Question 8, “Upon reflection, it would have been beneficial to my overall sense of self-confidence if I had more experiences working with youth” revealed a significant effect ($X^2=14.04, df=8, p<.05$). As seen in Figure 7 even those participants reporting 135
Figure 7. The relationship between Question 2, “How many hours of experience did you have working with youth prior to entering the credential program,” and Question 8, “Upon reflection, it would have been beneficial to my overall sense of self-confidence if I had more experiences working with youth.”

or more hours still strongly agreed that additional hours working with youth would have been more beneficial. This might warrant further research and discussion.

A chi-square analysis conducted on Question 3, “How many hours of service experience did you have contributing to the community, but not working with youth, prior to entering the credential program?” and Question 16, “Please indicate how confident you are in your passion for teaching,” resulted in a significant effect ($X^2=16.66$, $df=8$, $p<.05$) As can be seen in Figure 8, the highest level of confidence was expressed by those
Figure 8. The relationship between Question 3, “How many hours of service experience did you have contributing to the community, but not working with youth, prior to entering the credential program?” and Question 16, “Please indicate how confident you are in your passion for teaching.”

with 49 or fewer hours, followed by those with 50 to 134 hours. Those with the most hours, however, reported the least amount of extreme confidence. What this might suggest is that they either did not recognize, or undervalued, experiences working in the community, but not with youth.

The chi-square analysis, as seen in Figure 9, comparing Question 6, “As a result of my experiences working with youth prior to entering the credential program, I am a more confident student teacher,” and Question 8, “Upon reflection, it would have
Figure 9. The relationship between Question 6, “As a result of my experiences working with youth prior to entering the credential program, I am a more confident student teacher,” and Question 8, “Upon reflection, it would have been more beneficial to my overall sense of self-confidence if I had more experiences working with youth.”

been more beneficial to my overall sense of self-confidence if I had more experiences working with youth,” revealed a significant effect ($X^2=24.41, df=12, p<.02$. As can be seen in Figure 9, all those reporting were in agreement that more experience working with youth would have been beneficial to their overall sense of self-confidence.
Correlation Analyses

A series of separate correlations were computed in order to further explore the relationships between experiences prior to entering the student’s credential program and subsequent self-evaluations of their sense of confidence, efficacy, and emotional intelligence. Three separate correlation matrixes were computed assessing the relationship between Question 2 (hours of experience working with youth prior to entering the credential program), Question 3 (hours of community service experience not involving youth) and survey questions relating to self-confidence, self-efficacy, and emotional intelligence. See Appendix C for a full listing of the survey questions. Figure 10 shows the relationship between responses to Question 2 and 3 and the remaining self-confidence questions.

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*Figure 10.* Shows the relationship between responses to Question 2 and 3 and the remaining self-confidence questions.

As can be seen in Figure 10, hours working with youth prior to entering a credential program (Q2) was positively related to self-assessed confidence as a student
teacher (Q6; r=.49, \( p<.001 \)) and the degree to which the student reported that their supervising faculty contributed to their sense of confidence (Q12; r=.22, \( p<.007 \)). With respect to hours of community service experience prior to entering their credential program (Q3), self-assessed confidence of the effect of that prior experience in terms of confidence as a student teacher (Q7) was the only variable to show a statistical relationship (r=.43, \( p<.001 \)). In sum, these analyses point to the role that prior experience working with youth had on students’ sense of self-confidence in their role as a student teacher subsequent to entering their credential program.

The next set of correlations was computed to determine the relationship between Questions 2 and 3 and questions designed to address self-efficacy (Q18 – Q25). Figure 11 shows the relationship among these variables.

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Figure 11. Relationship between Questions 2 and 3 and questions designed to address self-efficacy (Q18 – Q25).

As can be seen in Figure 11, number of hours working with youth prior to entering a credential program (Q2) was positively related to confidence in classroom
management (Q18; r=.20, p<.01). None of the self-efficacy related questions were found to be statistically associated with reported hours of community service experience prior to entering their credential program (Q3). These data suggest that hours working in a community setting that was not related to working with youth had no impact on self-assessed self-efficacy with regard to working with youth in their credential program. As might be expected, self-efficacy with respect to classroom management was positively related to hours working with youth prior to entering the credential program.

The final correlation analyses investigated the relationship between Questions 2 and 3 and questions designed to address components of self-assessed emotional intelligence. Figure 12 shows the relationship among these variables.

As can be seen in Figure 12, the only significant effect was a positive relationship between Q2 (hours working with youth prior to entering a credential program) and Q31 (self-assessed confidence interacting with parents). This suggests that
working with youth prior to entering a credential program not only increases confidence in working as a student teacher subsequent in a credential program, but is also related to confidence in working with the parents of students. It is not clear the extent to which reported hours working with youth prior to entering a credential program also included working with or interacting with the parents of said youth, but this analysis suggests that student teacher confidence includes both working with students and interacting with their parents.

Further study and discussion might be warranted as to the degree working with youth is related to confidence or some other set of variables related to interest working with youth and or entering a credential program. However, this should not necessarily suggest that service in the community not related to youth is not a predictor as to how good someone will be as a student teacher, and ultimately, in teaching as a career.

Frequency Analyses

Question 35, “What or who most influenced your decision to choose teaching as a career” asked what variable effected their decision to go into teaching. Possible responses were parent; parent who teaches; former teacher of yours; desire to help society; pay, benefits, work schedule; love of children/youth; other (please specify). It appears that the three most important variables were a desire to help society, former teacher of yours, and love of children/youth. The highest percentage, 63.3% of respondents indicated love of children/youth. The two next important variables were a former teacher of theirs (45.6%) and a desire to help society (41.1%).
Question 36 asked, “What are your expectations upon completion of the credential program?” Possible responses were a full-time teaching position, substitute teaching, teaching overseas, graduate school, or other. Responses indicated that 84.2% of the student teachers were optimistic about finding a full-time teaching position with 37.3% able to secure substitute teaching assignments. Teaching overseas was considered an option with 11.4% and 26.6% would consider graduate school.

To further explore if there were any differences between how and if males responded differently on certain questions than females a series of cross-tabs were conducted on questions designed to determine/assess self-efficacy. When asked Question 16, “Please indicate how confident you feel in your passion for teaching,” 68.4% of the male student teachers responded they felt extremely confident and 60.9% of female student reporting extremely confident.

When asked Question 17, “Please indicate how confident you are in your love of children/youth,” 57.9% of the males reported they were extremely confident, 71.3% of females were same. These results might suggest that females are more comfortable with the phrase, “love of children,” then the male respondents. This might warrant further discussion and research.

Question 18 asked, “Please indicate how confident you are in your ability to maintain strong classroom management.” The results showed that 57.9% of the male student teachers were extremely confident followed by 71.3% of the female student teachers indicating an extreme level of confidence. As shown in Figure 13 when asked Question 18 about their confidence in their ability to motivate students only 18.4% of the
males and 13.9% of the female participants felt extremely confident. However, 53% of the females, and 52.6% of the male participants indicated they were very confident.

| **Q37. * Q18. Crosstabulation** |
|----------------------|----------------|----------------|----------------|----------------|
|                      | Slightly       | Moderately     | Very           | Extremely       |
|                      | Confident      | Confident      | Confident      | Confident      |
| **Q18.**             | **Total**      | **Total**      | **Total**      | **Total**      |
| **Male**             | **Count**      | **Count**      | **Count**      | **Count**      |
|                      | 1              | 10             | 20             | 7              | 38             |
| % within Q37.        | 2.6%           | 26.3%          | 52.6%          | 18.4%          | 100.0%         |
| % within Q18.        | 12.5%          | 24.4%          | 24.7%          | 30.4%          | 24.8%          |
| **Female**           | **Count**      | **Count**      | **Count**      | **Count**      |
|                      | 7              | 31             | 61             | 16             | 115            |
| % within Q37.        | 6.1%           | 27.0%          | 53.0%          | 13.9%          | 100.0%         |
| % within Q18.        | 87.5%          | 75.6%          | 75.3%          | 69.6%          | 75.2%          |
| **Total**            | **Count**      | **Count**      | **Count**      | **Count**      |
|                      | 8              | 41             | 81             | 23             | 153            |
| % within Q37.        | 5.2%           | 26.8%          | 52.9%          | 15.0%          | 100.0%         |
| % within Q18.        | 100.0%         | 100.0%         | 100.0%         | 100.0%         | 100.0%         |

_Figure 13._ How male and females reported their level of confidence to motivate students.

Question 24 asked how confident they were in instructing a lesson for a small group. The results showed that 44.7% of the male student teachers were extremely confident and 62.6% of the female student teachers were. However, when both male and females were asked Question 25, “How confident are you in instructing a lesson for a full
class” they were very much in agreement. Male student teachers were 44.7% extremely confident, female student teachers were 46.1% extremely confident.

How male and female student teachers answered a series of questions designed to assess emotional intelligence were explored using a series of cross tabulations. When asked Question 29, “Please indicate how confident you are in your ability to interact with teachers,” a cross-tab analysis showed that 57.9% of the male student teachers were extremely confident; females were 33.0% extremely confident. As can be seen in Figure 14 females reported higher numbers at very confident with 56.5% of them indicting they were very confident in their interaction with teachers.

![Figure 14](chart.png)

*Figure 14. How males and females reported on their level of confidence to interact with teachers.*
Question 30 asked student teachers about their level of confidence interacting with students. Both male and female student teachers were very much in agreement with males at 60.5% and females at 62.6% extremely confident with their ability to effectively interact with their students. A cross-tab analysis between Question 2 which asked for number of hours working with youth prior to entering the program and Question 37, their gender, and shown in Figure 15 indicates that 65.8% of male student teachers and 75.7% of the female student teachers had accumulated 135 or more hours.

Figure 15. How males and females reported on their level of confidence interacting with students.
When asked about level of confidence interacting with parents, Question 31, 18.4% of males and 19.1% of females were extremely confident. However, 42.1% of males and 44.3% of females were very confident in their ability to interact with parents.

On their ability to effectively interact with administrators, Question 32 revealed that 18.4% of males and 19.1% of females were extremely confident. As can be seen in Figure 16, 42.1% of male student teachers and 48.7% of females were very confident.

Question 38 asked respondents to indicate age and as can be seen in Figure 17 that 65.4% were 25 or younger; 20.3% were 26-30 years of age; 3.9% were 31-35; and 10.5% were older than 35.

Question 40 asked, “How many years did it take you to earn your undergraduate degree” and as can be seen in Figure 18 shows that the most commonly reported amount of time taken to complete was 4 years followed by 5 years, then 6 or more years.

Question 41 asked, “What was your undergraduate GPA” with the most commonly reported undergraduate GPA as 3.0-3.49 at 45.8%, followed by 40.5% of the respondents indicating their undergraduate GPA was 3.5 or higher. The results can be seen below in Figure 19.

At least in the credential program assessed do only low-achieving students enter the credential program? Apparently not, this particular group represents only high achieving academic students entered the credential program which might suggest that academic achievement prior to entering was one screening variable.
Q37. * Q32. Please indicate how confident you are in your ability to interact with the following individuals: - Administrators Crosstabulation

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<th>Extremely Confident</th>
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</tr>
<tr>
<td>% within Q32. Please indicate how confident you are in your ability to interact with the following individuals: - Administrators</td>
<td>16.7%</td>
<td>19.6%</td>
<td>22.2%</td>
<td>41.4%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>37</td>
<td>56</td>
<td>17</td>
<td>115</td>
</tr>
<tr>
<td>% within Q37.</td>
<td>4.3%</td>
<td>32.2%</td>
<td>48.7%</td>
<td>14.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>% within Q32. Please indicate how confident you are in your ability to interact with the following individuals: - Administrators</td>
<td>83.3%</td>
<td>80.4%</td>
<td>77.8%</td>
<td>58.6%</td>
<td>75.2%</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>46</td>
<td>72</td>
<td>29</td>
<td>153</td>
</tr>
<tr>
<td>% within Q37.</td>
<td>3.9%</td>
<td>30.1%</td>
<td>47.1%</td>
<td>19.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>% within Q32. Please indicate how confident you are in your ability to interact with the following individuals: - Administrators</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 16. How males and females reported on their level of confidence interacting with administrators.
<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or younger</td>
<td>100</td>
<td>63.3</td>
<td>65.4</td>
<td>65.4</td>
</tr>
<tr>
<td>26 - 30</td>
<td>31</td>
<td>19.6</td>
<td>20.3</td>
<td>85.6</td>
</tr>
<tr>
<td>31 - 35</td>
<td>6</td>
<td>3.8</td>
<td>3.9</td>
<td>89.5</td>
</tr>
<tr>
<td>Older than 35</td>
<td>16</td>
<td>10.1</td>
<td>10.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>96.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>5</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 17. Age demographics.

Figure 18. Number of years to earn undergraduate degree (Q40).
Figure 19. Undergraduate GPA (Q41).

Question 42 asked, “Which major best describes your undergraduate degree?” Descriptive statistics show the data collected indicated overwhelmingly Liberal Studies as the major chosen most often as shown below in Figure 20. A question for further consideration and research might be to shed some light on the value of a Liberal Studies degree – show how well it prepares students to enter not only teaching as a profession but so many other fields and industries. An opportunity for further research might be in terms of how well those student teachers with an undergraduate degree in Liberal Studies felt it prepared them for their student teaching experience.

The results of this study and the statistical analyses seem to support the research question that motivated this study; there is a significant effect of prior
Figure 20. Major that best described their undergraduate degree (Q42).

experiences, both working with youth and service in the community on the experiences of student teachers once they enter a credential program.
CHAPTER V

SUMMARY

The summary, limitations of the study, and recommendations will be addressed in this chapter. The research questions and hypothesis at the center of this study is whether or not earlier experiences and the number of hours prior to entering the CSU, Chico credential/teacher preparation program resulted in a higher level of self-confidence, self-efficacy, and emotional intelligence. The responses from the student teachers surveyed were analyzed and considered.

The results of this study provide significant evidence that earlier experiences did result in a higher level of confidence and efficacy. When asked how confident they were in their passion for teaching 63% were extremely confident and 28.6% were very confident. Teachers can play a critical and significant role in the development and success of their students. Does it then follow that exposure, rigorous training and expectations even prior to starting a credential/teacher preparation program will produce a more confident, effective, and successful teacher? Many of the student teachers in this study had a number of things in common – significant hours of work in the community, significant hours working with youth; many had been influenced by a former teacher of theirs and consequently chose teaching as a profession. Most indicated a strong desire to change the lives of their students and the majority indicated a passion for teaching.
Questions were designed to assess key self-constructs and quantify the student teacher’s self-perceived levels of self-confidence, self-efficacy, and emotional intelligence.

Limitations of the Study

When considering the limitations of the study the following key components were addressed:

- **Sample Size**: At the time of this study there were 186 students enrolled in the various credential/teacher preparation programs at CSU, Chico. A challenge to the validity and reliability of the data gathered might be inherent due to this small sample size.

- **Depth and Breadth of Survey**: In an attempt to keep the survey instrument to a manageable length for the survey respondents only 42 open-ended questions were developed. Follow-up questions, if time allowed, might have been critical in further defining or expressing a particular respondent’s answer.

- **Self-Reporting**: The risk with self-reporting is that there is always a possibility that responses might be more of what one feels they should report, or, how they think they should feel about their confidence, success, and efficacy. As in most cases of self-reflection and self-reporting, there is always the possibility of providing responses one thinks the researcher might want to hear. As well, there is potential for some to either over-value or under-value their experiences and a full recognition as to what level of confidence, efficacy, and emotional intelligence they possess.

- **Time Constraints**: Even though an 85% usable data response rate was achieved, it might have been better if this researcher could have met with all groups face
to face. By the time the survey was approved and distributed many of the student groups were no longer collectively meeting. As already stated the greatest number of responses was obtained from face to face in class presentations.

- **Quantitative vs. Qualitative Approach:** In an effort to keep the survey instrument to a manageable length this researcher, in the absence of time constraints, would have asked additional questions dealing with such issues as confidence working with diverse populations, cultural competence, coursework, etc. In other words, there is a lack of a rich description that might have brought more depth of explanation to some of the key questions on self-confidence, efficacy, and emotional intelligence.

Finally, with the survey being distributed and administered late in the semester, as previously mentioned, a few of the groups had already disbanded and were no longer actively meeting. This researcher decided, from a lack of online response activity, obtaining the best results would be achieved as a result of in-class and face-to-face presentations.

**Recommendations**

The objective of this study was to get a sense of how student teachers in the final stage of their student teaching/Practicum II/III experience perceived their confidence, efficacy and emotional intelligence. How they perceived prior experiences, and the skills and abilities gained from these experiences. The results of the survey offer a strong indication that prior experiences can, and do, make a difference.

The results from this study could be useful for practitioners in the field. Perhaps data collected and analyzed could be considered and useful for future curriculum
development for student teachers. Redmon (2007) believed that “candidates who develop strong feelings of teacher efficacy early in their pre-service professional education are better prepared to retain those feelings and the advantages they bring through the inevitable set-backs and failures that beset most all beginning teachers” (p. 12). Or a call for additional prerequisites beyond the current 45 hours of classroom observation required for admission to the CSU, Chico credential program might be warranted. Future research and discussion might explore and include an exit interview with student teachers to ask if they felt two semesters (practicums of on-site student teaching was sufficient.

It is also suggested that recommended future research and discussion involve key figures in the student teaching experience – supervising faculty, department heads, cooperating teachers, and perhaps on-site administrators. Results from this study could be useful for future research and discussion for university staff involved in teacher preparation, career advising, internship opportunities, and other programs and services on the CSU, Chico campus in positions of interacting and influence with students. The results could offer insight into qualities and characteristics well suited to the teaching profession. The results from this study could be useful for students/people considering teaching as a career. Results from this study could offer insight and indicators as to certain aspects and elements of the overall student teacher experience.

The educational implications of the above and its effect on pre-service learning are enormous. In a study on the concerns of a shortage of qualified and effective teachers (Ingersoll, 2003) it was noted that new teachers are more vulnerable to the demands of the profession and have a higher burnout rate than their more seasoned colleagues. Continued research, recommendations, and attention have been focused for
sometime on how student teacher preparations programs can better prepare teachers. There is continued concern over teachers leaving after their first four years in the profession. Does a priority exist on developing the whole teacher? Does a priority exist on preparing the teacher for their first year experience? Is emotional and social intelligence addressed in teacher preparations programs, and in the case of this study, the teacher preparation program at Chico State? The findings of this study certainly purport those questions should be examined.
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REFERENCES

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http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000171781b0.pdf


INFORMED CONSENT (ONLINE)

Dear Student Teacher,

As part of my Master’s program in Social Science with an emphasis in Career Planning at California State University, Chico, I am conducting a 15 minute survey of all spring 2009 Student Teachers (Practicum II/III) of California State University, Chico. The purpose of this survey and your participation is to provide insight as to whether early experiences, pre-credential, played a significant role in your overall sense of effectiveness and self-confidence during your student teaching experiences. Your response will be confidential, even though collected via email, and I assure you that your survey responses will be separated from your email address. The results of my survey will be included in my Master’s thesis, to be completed May 2010.

Your participation is voluntary and there is no penalty for not participating. There is no anticipated risk or benefit to you if you choose to participate. I am going to have a drawing for a $50.00 cash prize for those of you who choose to participate and if you would like your name added to the drawing, please, in a separate email, send me your contact information and the easiest way to reach you. I want to thank you in advance for taking the time to complete my survey!

Sincerely,

Kate Buckley (Adams)
INFORMED CONSENT (ORAL SCRIPT)

Dear Student Teacher,

As part of my Master’s program in Social Science with an emphasis in Career Planning at California State University, Chico, I am conducting a 20 minute survey of all spring 2009 Student Teachers (Practicum II/III) of California State University, Chico. The purpose of this survey and your participation is to provide insight as to whether early experiences, pre-credential, played a significant role in your overall sense of effectiveness and self-confidence during your student teaching experiences. Your response will be confidential and I assure you that your names will not be attached in any way to the survey responses. The results of my survey will be included in my Master’s thesis, to be completed May 2010.

Your participation is voluntary and there is no penalty for not participating. There is no anticipated risk or benefit to you if you choose to participate. I am going to have a drawing for a $50.00 cash prize for those of you who choose to participate and if you would like your name added to the drawing, please, in a separate email, send me your contact information and the easiest way to reach you. I want to thank you in advance for taking the time to complete my survey!

Sincerely,

Kate Buckley (Adams)
APPENDIX C
Survey on Student Teacher Self-Confidence

1. Please indicate your credential program:
   - Integrated Teacher Core
   - Bilingual
   - Single Subject
   - Concurrent
   - Multiple Subject
   - Tri-Placement

2. How many hours of experience did you have working with youth prior to entering the credential program:
   - 49 or fewer hours
   - 50-134 hours
   - 135 or more hours

3. How many hours of service experience did you have contributing to the community, but not working with youth, prior to entering the credential program:
   - 49 or fewer hours
   - 50-134 hours
   - 135 or more hours

4. Did you hold any leadership roles prior to entering the credential program?
   - Yes (please list)
   - No

5. Have you held any leadership roles since entering the credential program?
   - Yes (please list)
   - No

Please indicate your level of agreement with the following statements:

6. As a result of my experiences working with youth prior to entering the credential program,
   I am a more confident student teacher:
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

7. As a result of my service experience contributing to the community (but not working with youth), I am a more confident student teacher than I was prior to entering the credential program:
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree
8. Upon reflection, it would have been beneficial to my overall sense of self-confidence if I had more experiences working with youth:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neither
   - [ ] Disagree
   - [ ] Strongly Disagree

9. Please indicate to what extent your Cooperating Teacher #1 contributed to your overall sense of success and confidence:
   - [ ] A great deal
   - [ ] Moderately
   - [ ] Considerably
   - [ ] Slightly
   - [ ] Not at all

10. Please indicate to what extent your Cooperating Teacher #2 contributed to your overall sense of success and confidence:
   - [ ] A great deal
   - [ ] Considerably
   - [ ] Moderately
   - [ ] Slightly
   - [ ] Not at all

11. Please indicate to what extent your Cooperating Teacher #3 contributed to your overall sense of success and confidence?
   - [ ] A great deal
   - [ ] Considerably
   - [ ] Moderately
   - [ ] Slightly
   - [ ] Not at all
   - [ ] Not applicable

12. Please indicate to what extent your supervising faculty contributed to your overall sense of success and confidence?
   - [ ] A great deal
   - [ ] Considerably
   - [ ] Moderately
   - [ ] Slightly
   - [ ] Not at all
Please indicate how confident you feel in the following areas:

13. Knowledge of subject area
   - [ ] Extremely confident
   - [ ] Very confident
   - [ ] Moderately confident
   - [ ] Slightly confident
   - [ ] Not at all confident

14. Teaching skills
   - [ ] Extremely confident
   - [ ] Very confident
   - [ ] Moderately confident
   - [ ] Slightly confident
   - [ ] Not at all confident

15. Communication Skills
   - [ ] Extremely confident
   - [ ] Very confident
   - [ ] Moderately confident
   - [ ] Slightly confident
   - [ ] Not at all confident

16. Passion for teaching
   - [ ] Extremely confident
   - [ ] Very confident
   - [ ] Moderately confident
   - [ ] Slightly confident
   - [ ] Not at all confident

17. A love of children/youth
   - [ ] Extremely confident
   - [ ] Very confident
   - [ ] Slightly confident
   - [ ] Moderately confident
   - [ ] Not at all confident

Please indicate how confident you feel in your ability in the following areas

18. Ability to maintain strong classroom management
   - [ ] Extremely confident
   - [ ] Very confident
   - [ ] Moderately confident
   - [ ] Slightly confident
   - [ ] Not at all confident
19. **Ability to motivate students**
- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

20. **Ability to create/develop good questions for students**
- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

21. **Ability to provide alternative examples or explanations when needed**
- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

22. **Ability to implement learning strategies**
- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

Please indicate how confident you feel in doing the following:

23. **Writing learning objectives/lesson plans**
- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

24. **Instructing a lesson for a small group**
- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident
25. **Instructing a lesson for a full class**
   - Extremely confident
   - Very confident
   - Moderately confident
   - Slightly confident
   - Not at all confident

26. **One-on-one testing**
   - Extremely confident
   - Very confident
   - Moderately confident
   - Slightly confident
   - Not at all confident

27. **Clerical (filing, grading, record keeping)**
   - Extremely confident
   - Very confident
   - Moderately confident
   - Slightly confident
   - Not at all confident

28. **Classroom organization**
   - Extremely confident
   - Very confident
   - Moderately confident
   - Slightly confident
   - Not at all confident

Please indicate how confident you are in your ability to interact with the following individuals:

29. **Teachers**
   - Extremely confident
   - Very confident
   - Moderately confident
   - Slightly confident
   - Not at all confident

30. **Students**
   - Extremely confident
   - Very confident
   - Moderately confident
   - Slightly confident
   - Not at all confident
31. Parents

- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

32. Administrators

- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

33. Transferable skills are those gained in one setting and utilized in another. Which of the following qualities and characteristics were you able to transfer from another experience and utilize in your student teaching? (Check all that apply):

- Critical thinking and logic skills
- Writing and communication skills
- Computer skills and knowledge of technology
- Decision making skills
- Time management skills
- Emotional coping skills
- Self-motivating, achievement, work habits
- Meeting people and talking to strangers
- Empathetic listening skills
- Conflict resolution skills
- Persuasion skills
- Ability to manage/supervise others
- Helping and teaching skills
- Public speaking skills
- Other (please specify)

34. How long have you known you wanted to pursue a career in teaching?

- Before high school
- Since high school
- Since college
- After completing my undergraduate degree

35. What (or who) most influenced your decision to choose teaching as a career? (Check all that apply):

- Parent
- Parent who teaches
- Former teacher of yours
- Desire to help society
- Pay, benefits, work schedule
- Love of children/youth
- Other (please specify):
36. What are your expectations upon completion of the credential program (Check all that apply)?
   - Full-time teaching position
   - Substitute teaching
   - Teaching overseas
   - Graduate school
   - Other (please explain):

37. What is your gender:
   - Male
   - Female

38. Age:
   - 25 or younger
   - 26-30
   - 31-35
   - Older than 35

39. What was your graduation date for your undergraduate degree (e.g. 2006):

40. How many years did it take you to earn your undergraduate degree?
   - Less than 4 years
   - 4 years
   - 4.5 years
   - 5 years
   - 5.5 years
   - 6 or more years

41. What was your undergraduate GPA:
   - 3.5 or higher
   - 3.0-3.49
   - 2.5-2.99
   - 2.49 & below
42. Which major best describes your undergraduate degree?

- Agricultural Business
- Agriculture
- American Language & Cultural Institute
- American Studies
- Anthropology
- Applied Computer Graphics
- Art
- Asian Studies
- Biological Sciences
- Business Administration
- Business Information Systems
- Chemistry
- Child Development
- Communication Design
- Communication Sciences and Disorders
- Communication Studies
- Computer Information Systems
- Computer Science
- Concrete Industry Management
- Construction Management
- Criminal Justice
- Economics
- Education
- Engineering
- English
- Environmental Science
- Exercise Physiology
- French
- Geography and Planning
- Geology
- Geosciences
- German
- Health Science
- History
- Humanities
- Instructional Design and Technology
- Interdisciplinary Programs and Special Major
- International Relations
- Journalism
- Kinesiology
- Latin American Studies
- Liberal Studies
- Linguistics
- Manufacturing Technology
- Mathematics
- Microbiology
- Modern Jewish Studies
- Multicultural and Gender Studies
- Music
- Music Industry and Technology
- Musical Theater
- Nursing
- Nutrition and Food Sciences
- Philosophy
- Physics
- Political Sciences
- Psychology
- Public Administration
- Recreation Administration
- Religious Studies
- Social Science
- Social Work
- Sociology
- Spanish
- Special Major
- Teaching International Languages
- Theatre Arts
- Undeclared
- Other:
43. Additional Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
CSU, CHICO CREDENTIAL PROGRAM
DESCRIPTIONS

**Bilingual**

Multiple Subject Professional Preparation Program with BCLAD Emphasis or Single Subject Professional Preparation Program with BCLAD Emphasis

This two-semester, post-baccalaureate professional preparation program prepares candidates to teach in bilingual/cross-cultural classrooms and in a variety of educational settings with students from culturally and linguistically diverse backgrounds.

Multiple subject (grades K–6) and single subject (grades 7–12) candidates come from a variety of academic majors, providing a range of experience and perspectives for all program participants. Prior to completion of the program leading to a teaching credential, candidates must demonstrate proficiency in the target language and knowledge of the target culture.

The program promotes strategies to foster language development, enhances cross-cultural understanding, and addresses the educational needs of all students. University-based seminars provide candidates with exposure to program models, legal mandates, instructional practices, and other issues vital in establishing the foundation for later professional leadership.

Candidates participate in bilingual/multicultural classrooms and in classrooms promoting academic language development and conceptual understanding for linguistically diverse students. Opportunities for both observation and instruction prepare candidates for the realities of effective service delivery for English Learners.

**Concurrent**

The Concurrent Education Specialist Level I/Preliminary Multiple Subject Program combines special education and elementary education preparation in order to prepare future teachers to meet the diverse needs of students, kindergarten through grade 12. Recognized as one of the University's Centers for Excellence, the Special Education Program is located within the Department of Professional Studies in Education (PSED). PSED's mission is to foster continuous learning communities dedicated to excellence and equity in education.
Integrated Teacher Core

Integrated Teacher Core (ITC) is the CSU, Chico blended program that combines the BA in liberal studies and the Multiple Subject Credential Program for elementary school teachers. University faculty work with classroom teachers and administrators to relate courses to elementary school subjects and teaching practices. School experiences are coordinated with university courses. (Department of Education)

Multiple Subject

This program leads to a Preliminary Multiple Subject Credential. Candidates may begin the program in fall or spring and participate in supervised teaching practica throughout northeastern California. Candidates are able to complete programs leading to credentials through a variety of delivery options. All candidates follow the education block system. Assigned faculty advisors assist candidates with program planning.

Single Subject

This program leads to a Preliminary Single Subject Credential. Candidates may begin in fall or spring and participate in supervised teaching practica throughout northeastern California. Candidates are able to complete programs leading to credentials through a variety of delivery options. All candidates follow the education block system. Assigned faculty advisors assist candidates with program planning.

Tri-Placement

The Tri-Placement Program is a field-based, cohort model of teacher preparation. Students experience the full academic year (first day of school to last day of school) through participation in three distinct field placements. In these placements candidates experience a variety of grade levels, school contexts, demographic groups, and philosophies/approaches to education. There is an emphasis on working collaboratively within the program and the cohort of teacher candidates are encouraged to function as a school "staff." Courses are integrated and are sequenced to match the development of a new teacher. University faculty supervises weekly and coach candidates to apply the theories studied in the University seminars. (provided by Rebecca Justeson, program coordinator)