

**UofA Education Student Data Summary  
Winter and Fall 2009**

April 15, 2010

The summary of results presented in this document is part of a larger 3-year project funded through a SSHRC standard operating grant awarded to Dr. Lia Daniels (410-2009-0172). The overarching objective of this program of research is to consider the influence of student teachers' personal achievement goals on a range of personal and professional outcomes at the outset of their B.Ed. program and through their early years as teachers. There is surprisingly little research on how student teachers' personal goals (a) influence their development during their B.Ed., (b) change or remain stable after entering the profession, and (c) influence the classroom goal structures they establish for their students. **This data summary presents basic descriptive information and details on achievement goals during the B.Ed. (objective "a" above).**

The answers to these questions are critical for two reasons. First, in a field characterized by strikingly high attrition (National Education Association, 2003), teachers' personal goals may play a role in commitment to teaching and resistance to burnout. Keep in mind that nearly 50% of new teachers leave the profession within their first five years (Darling-Hammond, 1990; National Education Association, 2003), suggesting that surface familiarity with teaching accumulated over many years of "studenthood" does not translate into an accurate understanding of either the skills required to be an effective teacher or the underlying unpredictability of the profession. Second, given the importance of the learning environments on pupils' motivation and learning (Wolters, 2004), understanding how psychosocial characteristics of teachers shape learning environments is critical. This is particularly true in the current educational era characterized by rapid changes in technology, classroom composition, curriculum, and accountability (Meece et al., 2006).

The data presented here were collected from the Teacher Education Program at the University of Alberta, which is one of the largest teacher education programs in the country. Approximately 800 teachers enter the undergraduate program each year. There are several routes to certification including 1 year undergrad + 3 years B.Ed., a 2 after-degree program, and a 5-year combined program, for both elementary and secondary streams. Data collection sessions required approximately 25 minutes of class time and were collected from EDPY404 and EDPY402. Two cohorts of students completed the surveys (Winter 2009 and Fall 2009).

Summary and descriptive statistics are available representing a brief overview of the initial findings. I hope that they provide useful information and reflect the scope of the data we were able to collect this year. If you would like further information please contact: Dr. Lia Daniels, principle investigator at [lia.daniels@ualberta.ca](mailto:lia.daniels@ualberta.ca)

## UofA Education Student Data Summary 2009

Project: The influence of personal achievement goals on student teachers' personal and professional development during their B.Ed. and after their transition into teaching: A cross-sectional and longitudinal investigation (410-2009-0172)

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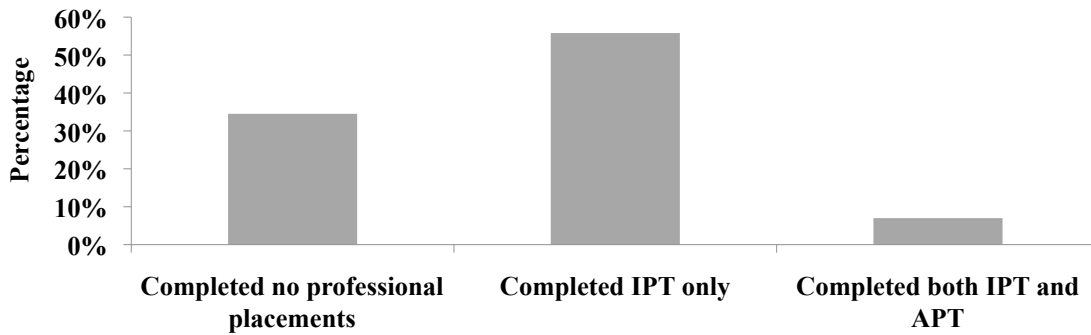
### 1. Demographic Information

Sample Size: N = 165

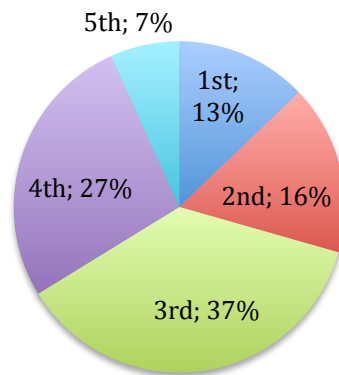
Gender: 24.2% male; 72.1% female

Level of teaching: 37% elementary program, 61.2% secondary program

#### Practicum Time Completed



#### Year in Program



## 2. Commitment to Teaching

Overall, students reported a relatively high level of commitment to teaching  $M=5.98$ ,  $SD=1.30$ , range=1-7 and the majority felt teaching was the right decision for them  $M=5.95$ ,  $SD=1.13$ , range=3-7. Looking at commitment and decision to become a teacher by year in program reveals an interesting “dip” in commitment in year 2, especially compared to years 4 and 5. This might suggest that the more time students invest in the program the more dedicated they become to the profession. Likewise, in year 2 students may have had enough exposure to the realities of teaching but not be that invested yet for it to be an optimal time to question their decision.

% Answered of 7 out of 7	Years in Program				
	1 (n=21)	2 (n=27)	3 (n=60)	4 (n=42)	5 (n=11)
Committed in general to being a teacher	42.9%	22.2%	41.7%	45.2%	81.8%
Made the right decision to become a teacher	33.3%	25.9%	35%	53.7%	45.5%

Traditionally teaching is considered a female profession. However, it seems that male and female students were equally committed to teaching. As well in this sample, there were no significant differences in commitment between those intending to teach elementary and those intending to teach secondary school.

## 3. Teacher Stresses

When asked what aspects of teaching that may cause them particular stress, students reported the following two components as being least stressful (1 = never stresses me).

Least stressful (i.e., 1)	
Relating to other teachers in the school	37.6%
Delivering lessons	19.7%

Students reported the following two components as being the most stressful as part of their teaching (4 = stresses me all the time).

Very stressful (i.e., 4)	
Having high expectations of my teaching performance	20.4%
Coping with the overall workload	19.7%

#### 4. Achievement Goals

The dominant measure of students' achievement goals is Elliot's scale consisting of four goal types: mastery-approach, performance-approach, performance-avoidance, and mastery-avoidance. The dominant measure of teachers' achievement goals is Butler's scale consisting of four slightly different scales: mastery, ability-approach, ability-avoidance, and work-avoidance.

Student teachers completed both scales because they are *both* students and teachers. The different types of goals were endorsed in the same order by student teachers, but responses to Butler's survey created a larger spread of scores.

Elliot	Rank	Mean	Butler	Rank	Mean
Mastery-approach	1	4.07	Mastery	1	4.43
Performance-approach	2	3.89	Ability-approach	2	4.01
Performance-avoidance	3	3.56	Ability-avoidance	3	3.08
Mastery-avoidance	4	3.77	Work-avoidance	4	2.54
Range of means = .30			Range of means = 1.89		

Investigating the correlations between the constructs shows that the types of goals likely measure different things and are not redundant (or at least not responded to in the same way by student teachers).

Elliot	Butler	<i>r</i>
Mastery-approach	Mastery	.41**
Performance-approach	Ability-approach	.21**
Performance-avoidance	Ability-avoidance	.18*
Mastery-avoidance	Work-avoidance	.06

\* $p < .05$ , \*\* $p < .01$

Finally, it seems that the Elliot and Butler scales have different relationships with student teachers' stresses, again reinforcing that student teachers likely retain goals pertinent to both being a student and becoming a teacher.

Goal Measurement	High Expectations	Coping with workload
<i>Elliot</i>		
Mastery-approach	.26**	.20*
Performance-approach	.19*	.29**
Performance-avoidance	.13	.24**
Mastery-avoidance	.10	.07
<i>Butler</i>		
Mastery	.17*	.12
Ability-approach	.14	.16*
Ability-avoidance	.25**	.22**
Work-avoidance	.03	.04