The Music Teacher in the Mirror: Factors of Music Student-teacher Self-Efficacy

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Abstract

This study examined the factors affecting the self-efficacy in music student-teachers throughout their student teaching experience as a means to improve the strategic plan of the music student teaching experience. Bandura's self-efficacy theory and its dimensions provided the theoretical framework. The data sources included a series of interviews of seven music student-teachers and the researcher's observations of the student teaching seminar classes. This study found that four physiological factors affected the self-efficacy levels of student-teachers: Readiness from Curriculum, Surrounding Challenges, Stress Coping and Hindering Mechanisms, and Constructive Criticism. Discussion included a connection to Bandura's self-efficacy theory as well as implications for practitioners and researchers.

Keywords: self-efficacy, student teaching, preservice music teachers

Introduction

Student teaching is an important culmination of a preservice music educator preparation program (NCATE, 2010). During this time, preservice educators play both roles of students and teachers in their identity (Mohr, 2018). While the length of this praxial education varies depending upon the institution, most student-teachers experience a semester-long placement in a school under the guidance of a cooperating teacher (Richardson-Koehler, 1988). A student-teacher's social environment is unique due to the duality of their roles as both teachers and students. As students, they have concerns about the feedback and evaluation results from their cooperating teacher (Black 2015). As teachers, they are now expected to maintain their students' self-efficacy while simultaneously juggling their own (Hendricks, 2016).

Bandura (1977) describes self-efficacy as a personal belief in one's ability to succeed in specific tasks. While many factors influence student-teacher success, self-efficacy is an important factor because of its effects on teacher performance (Hendricks, 2016). For example, higher levels of self-efficacy typically enhance motivation (Bénabou & Tirole, 2002), meaning enhanced willpower to accomplish tasks. Higher levels of self-efficacy also increase the teacher confidence in their pedagogy and management abilities; research by Klassen and Chiu (2010) indicated that increased self-efficacy led to positive classroom interactions.

Bandura's (1977) Self-Efficacy Theory

Bandura (1977) explained that the following psychological procedures of performance accomplishments, vicarious experience, verbal persuasion, and physiological states influence one's self-efficacy. (Bandura, 1977). People process consequences of behavior in both the long and short term (Baron, Kaufman, & Stauber, 1969). Bandura (1977) concluded that the cognition and motivation of a person could change as a result of the cumulative consequences of behavior.

Therefore, self-efficacy serves as a motivator of behavior because it is a cognitive construct of the self, affecting tasks such as "goal setting and self-evaluative reactions" (Bandura, 1977, p. 193). Lunenburg (2011) describes the levels that self-efficacy affects behavior as dimensions: magnitude, strength, and generality. These dimensions respond to the maximum level of task difficulty a person believes they can accomplish, the belief in the level of strength or weakness in a person's magnitude, and the amount their expectation covers all situations, respectively.

I adopted Bandura's (1977) self-efficacy model to understand music student-teachers' self-efficacy concerning performance accomplishments, vicarious experience, verbal persuasion, and physiological states. To deepen our understanding, we should have a concrete understanding of these four underlying concepts that shape one's self-efficacy.

Performance Accomplishment

According to Bandura (1977), performance accomplishments relate to the amount of success in previous experiences performing a task. Patterson and Farmer (2018) reported that self-efficacy rates in classroom management increased during student teaching due to the increase in the quantity of classroom management experiences, and the inclusion of a training seminar on the subject. Similarly, Fennich and Liddy (2001) studied self-efficacy levels of special education teachers in co-teaching settings. They reported that self-efficacy levels of the special education teachers increased due to the increased frequency of preservice preparation in co-teaching as opposed to their general education co-teacher counterparts. Therefore, the past performances of special educators were qualitatively higher than those of general educators, who held lower levels of co-teacher self-efficacy. Based on this literature, prior educational achievement in their coursework may effect music student-teachers' self-efficacy levels.

Vicarious Experience

Vicarious experiences include observations of others' experiences and drawing conclusions to one's abilities (Redmond, 2010). Research indicates (Lockwood, 2016) that there is a direct connection between vicarious experiences and understanding social cognition processes such as empathy. Bandura (1977) viewed that people with more vicarious experiences have a higher chance of having positive self-efficacy. However, these vicarious experiences must be positive as negative social interactions lower the self-efficacy levels in collegiate environments (Edwards, Hershberger, Russell, & Markert, 2001).

Physiological States

Research indicates that numerous physiological states affect the self-efficacy levels of student-teachers, including their traits (Biasutti & Concina, 2018). Traits that can negatively affect performance include but are not limited to physical ailments such as shakes or headaches (Lunenburg, 2001) and responses to stress (Gordon, 2000). As indicated by Hodge, Jupp, and Taylor (1994), preservice music teachers experience more concerning responses to stress, which led to increased burnout rates. While the stress of teaching decreases, the longer the student teaching experience continues (Powell, 2014), Bernhard (2005) warns against the increased stress found in music education programs' unique nature.

Contrastingly, positive physiological states improve the self-efficacy levels of teachers. Factors that influence these physiological states positively include teacher personality traits (Kim et al., 2017), resilience (Ulya & Ahmad, 2018), belief in one's individual musical ability (Biasutti & Concina, 2018), and maintenance of a positive mentality when viewing tasks (Osborne & McPherson, 2017). Gender also influences one's physiological state (Bandura, 1977). Multiple researchers (Kalaian & Freeman, 1994; Biasutti & Concina, 2018) report that

female preservice teachers experience lower levels of self-efficacy than their male counterparts. This is not limited to preservice teachers, as other research shows that gender plays a role in the self-efficacy of high school musicians (Hendricks, Smith & Legutki, 2016).

Verbal Persuasion

Verbal persuasion is frequent in the student teaching environment as a means of student-teacher assessment, commonly through reflective discourse (Richardson-Koehler, 1988). Multiple studies display a positive correlation with appropriate feedback and the high self-efficacy levels in preservice teachers (Black, 2015; Pftizner-Eden, 2016). If the cooperating teacher builds trust with the preservice teacher through frequent and high quality feedback, the preservice teacher's self-efficacy increases (Richardson-Koehler, 1988). Similarly, if peer mentoring results in meaningful feedback, it yields higher levels of self-efficacy and lower levels of program dropout (Sorrentino, 2018). This is especially important to educators who run preservice teacher programs, as research indicates that lower self-efficacy levels in preservice teachers lead to increased desire to quit the program entirely (Pfitzner-Eden, 2016). Even though research suggests that cooperating teacher feedback has a significant impact on self-efficacy levels, Brand (1982) suggests that said feedback may not change the preservice teacher's belief on aspects of pedagogy such as classroom management. Therefore, if the cooperating teacher provides feedback aimed to improve the preservice teacher's abilities through the development and experimentation of other teaching skills, then there may be risk of lowering self-efficacy rates while failing to meet the goal of expanding the skillset options for student-teachers.

Using the four elements of performance accomplishment, vicarious experience, physiological states, and verbal persuasion under Bandura's (1977) self-efficacy theory, I examined music student-teachers' self-efficacy during their student teaching.

Methodology

Though research is plentiful in regards to the self-efficacy levels of student-teachers, there lie gaps in the literature regarding the factors of self-efficacy levels of music student-teachers, who approach a crucial time in their career decision making. This study examines the factors which affect the levels of self-efficacy in music student-teachers throughout their student teaching experience under Bandura's (1977) self-efficacy theory. The results of this study would improve the strategic plan of the music student teaching experience. The current study seeks to answer the following questions:

1. How are music student-teachers' self-efficacy levels throughout their student teaching experience?

2. Based on Bandura's (1977) self-efficacy model, what are factors that influence music student self-efficacy?

Participants

I recruited participants for the study from a college recruited in a college in the Northeast United States. All participants were music education students in their senior year of the program, between twenty to twenty-three years old, and completed their student teaching in the spring semester of 2019. At this institution, students in their final year complete a semester of student teaching where they work under the guidance of a cooperating teacher at an elementary, middle, or high school. Student-teachers follow the school schedules of their cooperating teachers, as well as attend weekly classes administered by the college. These classes range from in-person seminars to online courses. Of the participants in the study, five were in elementary school music placements, and two were in a high school music placement.

Research Methodology

A case study proved to be the most appropriate research methodology to ascertain the self-efficacy levels of preservice teachers at a deep enough level. A case study is a type of research designed to examine a person or group of people through varied and extensive data (Glesne, 2011). The student-teachers enrolled in a uniquely specialized institution program constituted as a special case in this study, which Suter (2006) recommends using extensive data that varies in type for this study. Multiple sources of data also allow for data triangulation, recommended by Clark and Creswell (2014). The data sources included individual interviews and observations of the student-teachers in a group setting. The interviews were semi-structured, with eleven initial questions to cover throughout the series of two interviews (See Appendix A). The choice of using a semi-structured interview style was to allow the participants to feel comfortable to share information of their choosing and to avoid leading questions which may lead participants to respond in particular ways. This was to create a conversational interview that is self-conscious but slightly structured toward the themes of the study (Longhurst, 2003). I conducted a series of two semi-structured interviews for each of the participants at the rise and conclusion of their student teaching experience, the type of "persistent observation" Glesne (2011, p. 49) recommends.

I adapted my interview questions from Tschannen-Moran and Woolfolk-Hoy's *Teachers' Sense of Efficacy Scale* (2001), where students responded about the skills involved with their teaching. However, since this data gathering is qualitative, I structured the questions based upon "how" or "why" they feel specifically about their levels of self-efficacy towards their skillsets. These were questions to be possibly included in the interviews to guide the structure of the conversation, not regulate it. This was because I as the researcher, am a part of this unique

community, and regulating the interview with rigid questioning would hinder my relationship with the participants. My questions also included musical skills because teachers should demonstrate competence in their respective disciplines so they may be models for their students (Kryzwacki, Pehkonen, & Laine, 2016). Student-teachers may also answer questions regarding their abilities to reflect on their teaching individually and with others. This is due to self-reflection and professional development in the institution's student teaching rubric (Black, 2015).

 Three group observations occurred in-between individual interviews. I observed student-teacher participants in their student teaching seminar course, where they frequently split into two separate groups of elementary and secondary student teaching placements to ensure instruction toward each placement specialization. As a result of this split, I observed the elementary seminar first and the secondary seminar a week later. I elected to observe student-teachers in a group academic setting because "an individual's social support and social milieu have long been thought to be major contributors to health and the interaction of stress" (Edwards, Hershberger, Russell, & Markhert, 2001, p. 75).

 The final observation occurred during mock interviews, where all participants gathered together in a situation designed to practice their job acquisition skills in front of potential employers in the field of music education. I observed the participants during mock interviews because they were after the student teaching experience, and were in a social environment waiting for their interview time without the structure of required curricular discourse. The varied group observations helped create a "prolonged engagement and persistent observation," which maintained breadth in gathering data (Glesne, 2011, p. 49).

 I analyzed the data through the priori coding technique, which is the previous installment of codes before the coding process begins (Creswell & Poth, 2017). In the case of this study, I

used Bandura's (1977) four factors that influence one's self-efficacy, performance accomplishments, vicarious experience, verbal persuasion, and physiological states as priori codes. I then adopted emergent coding technique when further analyzing the data.

Trustworthiness

Trustworthiness, also known as validity, was a concern of this study. I, as the researcher, have prior knowledge and experience with the participants. I triangulated my data from the various qualitative inquiry techniques of interviews and observations to be checked by members of the participating group (Glesne, 2011). This differentiated the data I gathered and allowed participants to feel accurately represented throughout the study (Creswell & Creswell, 2018). The presentation of my research was subject to member checks by participants to reduce researcher bias. Participants clarified and represented their perspective, not my perception of their perspective as recommended by Smith and McGannon (2018).

To maintain the anonymity of the participants, I implemented numerical designations and gender-neutral pronouns. I communicated this explicitly to the participants, which allowed for the security of anonymity in their responses, in hopes to provide more authentic data (Glesne, 2011).

Findings

During the coding process of interviews and observations, four codes emerged: Readiness from Curriculum, Surrounding Challenges, Stress Coping and Hindering Mechanisms, and Constructive Criticism. Each code associated with each factor that influences self-confidence based on Bandura's self-efficacy theory (1977). The participants' Readiness from Curriculum is the source of their previous Performance Accomplishments as described by Bandura (1977). Surrounding Challenges of the participants are Bandura's (1977) vicarious experiences because

they include everyday tasks, basic needs, and changes in their institutional setting. Participants' Stress Coping and Hindering Mechanisms are factors of Bandura's (1977) Physiological States. Constructive Criticism is the participants' primary type of Bandura's (1977) Verbal Persuasion.

Readiness from Curriculum

Readiness from Curriculum is the participants' beliefs in their preparation for student teaching from their curricular obligations. Through the initial interviews, all participants expressed confidence in their pedagogical knowledge content. One particular content knowledge high in the student-teacher self-reflection was knowledge of critical pedagogy. Based in critical theory, critical pedagogy is a particular philosophy of teaching (McLaren, 2002). Critical pedagogy intends to empower students by recognizing their cultures and enacting critical thinking and awareness (Freire, 1970) in lesson planning and execution (Abrahams, 2005). However, participants overall confessed that there was a disjunction between their pedagogical knowledge and their application of the knowledge. Participant 1 noted this in their initial interview: "We literally have all the theoretical knowledge we could possibly have, we know the theories, but we never get to practice them" (personal communication, February 19, 2019). For example, Participants 1, 2, 4, 5, and 6 expressed in their initial interviews their lack of confidence in carrying out full-length (thirty minutes or more) lessons. In their final interview, Participants 1, 4, 5, and 7 expressed their confidence in carrying out successful full-length lessons with varying degrees of post-teaching fatigue.

Student-teacher participants mentioned their only curricular teaching experience occurred through previous praxis placements, and peer teaching. Participants 2, 5, and 6 felt peer teaching did not prepare them for teaching music to students who could not read music, since their peer teaching scenario consisted of all successful musicians at a collegiate institution. Participants 1,

5, and 7 felt underprepared because praxis limited numerous abilities pertinent to student teaching such as teaching alone to students, prolonged exposure to the same classes, teacher identity development, and teacher stamina. Participant 5 noted: "Especially with praxis, you're only there for an hour a couple times a week, so it doesn't give you prolonged experience teaching with the same kids. But that's where student teaching is helpful" (personal communication, February 24, 2019).

Student-teacher participants varied in their self-efficacy of differentiating instruction. In regards to resources for teaching students with disabilities, Participant 7 felt they had no access to information and was "without a clue" of where to begin differentiating instruction in a choral ensemble. Participant 5 also expressed a lack of preparation for implementing differentiated instruction in their choral ensembles: "I'm fearful of teaching students with disabilities because I don't have much experience with it. I feel at a disadvantage because I don't have enough time practicing differentiated instruction" (personal communication, February 24, 2019). However, Participant 2 felt confident in their ability to differentiate instruction for students of differing abilities in their classroom, describing their success using peer teaching to confirm the understanding of her music theory lesson. Participant 7 also felt underprepared for their placement due to a majority population of students with disabilities.

Participants varied in their self-described ability to access information as needed throughout their student teaching experiences. Participants 1, 2, and 4 claimed they had all the resources they need from their experiences to student teach, while Participants 5, 6, and 7 believed they lacked resources pertinent to their student teaching experiences from their curriculum. In the case of Participant 7, they needed resources on teaching students with disabilities:

I was not prepared, and I do not know what I would do if I did not have teachers to

whom I could go. I spend so many extra hours outside of class and outside of school just

asking people what I should do to try and catch up and learning how to work with these

students (personal communication, February 26, 2019).

Overall, student-teacher participants felt prepared with using their primary and secondary

instruments in their teaching placement. Participant 1 explained, "I feel most confident in my

voice. I feel confident in being able to teach a song [in choir] because I have eaten, slept, and

breathed choir for four years" (personal communication, February 19, 2019). Participant 5,

however, was reluctant to move from the piano:

I'm more scared to step out of the piano and rely on my voice, even though I don't think

I'm that good at piano. I don't think my intonation is that great, and I'm thinking about a

million things up there. I could [vocally model the song], but I don't feel confident with

all parts of the entire song. I feel that I would make more mistakes than my cooperating

teachers (personal communication, February 24, 2019).

Participant 3 felt unable due to time and resource limitations: "I feel the only thing ability wise

thing I don't feel I can do as well right now is piano, just because it requires practice, and I can't

practice without a piano" (personal communication, February 23, 2019).

Overall, student-teacher self-efficacy levels increased over the student teaching

experience. Though all participants came from the same curriculum, individual participant self-

efficacy levels varied amongst teaching skills. However, many participants agreed they lacked

practice in applying their curriculum content to skill-building.

Surrounding Challenges

The second theme that influenced student-teachers' self-efficacy levels was Surrounding Challenges. This theme included daily changes, necessities, and tasks. Some of which are specific to student-teacher duties, while others pertain to basic needs. For example, student-teachers expressed overall their struggle to meet daily needs such as food, laundry, and sleep. Participants 1, 3, 4, 5, and 6 felt incapable of doing laundry promptly due to their efforts and time dedicated to their school and teaching placement obligations. One participant interview occurred while folding their laundry to 'multitask and save time.' In regards to maintaining food and sleep, student-teacher participants prioritized food and sleep overall because they felt their ability to keep up with their daily tasks was hindered by fatigue due to lack of sustenance or rest. Participants 1, 5, 6, and 7 explicitly mentioned weekly meal preparations as their means to successfully stay focused, while all participants explicitly mentioned a need for sleep due to their demanding schedules.

Student-teachers felt low in their abilities to budget their time for relaxation and downtime. Participants 1, 2, 4, and 6 mentioned that they spent their prep periods with their cooperating teacher. They conversed over various topics and did not have the chance to reset and prepare for the following classes. However, all student-teachers expressed their tiredness when they arrived home at the end of their school days, both in their initial and final interviews. When asked how they were doing, Participant 7 described: "I'm tired. I really needed this [spring] break" (personal communication, April 22, 2019). Participant 1 expressed their fatigue due to continuous lesson planning for classes in their responsibility.

The participants overall mentioned numerous changes associated with their positions as student-teachers. Participants expressed concern and defeat over the administrative and financial

changes regarding their institution. Participants also expressed the social distance from their professors as a result of the departmental changes which occurred yearly. All participants mentioned how they felt uneasy when approaching their faculty. Participant 2 explained their lack of interest in getting to know someone who was going to be a part of their life one day a week for the next few months. Participant 3 touched on a few changes which affected their placement picking:

> The whole process is just difficult. Right now, our school is going through a transition, so not many people want to partner with us. We also have edTPA, and many teachers don't want us videotaping in their classroom, so we are kind of stuck. We have the teachers who do want to work with us, but they are a limited bunch. (personal communication, April 19, 2019)

While participants felt by the end of their student teaching experience, they could achieve all their work relating to their duties as students; they indicated that their work was subpar due to time constraints and fatigue limitations. Participant 1 lamented: "I feel burnt out because all the applications take a good amount of time to fill out, and I'm still lesson planning, working on edTPA, completing the Assessment in Music Education assignments, and doing all that stuff" (personal communication, April 21, 2019). Participant 7 elaborated: "There is so much work to do at all times because you're being a student and a student-teacher. Especially with Assessment in Music Ed, and Special Ed we have those big projects and pieces of homework" (personal communication, April 22, 2019). Participant 1 later expressed grief toward maintaining the many duties of student teaching:

I feel I have a unique experience, and I feel I need a break from school in general. Having such a huge stress load on me during student teaching makes me feel I don't want to be in a classroom for a while. (personal communication, April 19, 2019).

Overall, student-teacher's Surrounding Challenges included everyday obligations, assignments from their curricular classes, and institutional changes. These challenges stemmed from student-teacher roles as both teachers and students, which negatively affected their self-confidence.

Stress Coping and Hindering Mechanisms

Student-teacher participants expressed high levels of teaching confidence when they were able to reach a 'flow state' while teaching. First theorized by Csikszentmihalyi (1996), flow in teaching occurs when the level of challenge in teaching matches the level of interest in the teaching activity. This results in a state where student-teachers are unaware of the passage of time, or feel time move slowly, but can feel 'in the zone' or extremely focused on their teaching (Csikszentmihalyi, 1996). Participants 1, 3, and 5 directly mentioned their desire and ability to achieve a flow state when teaching. Participants 2, 3, 6, and 7 described flow state symptoms while recalling their teaching experiences. All participants who mentioned the flow state also expressed raises in confidence and reduction of stress.

Student-teacher participants compared their current states to their self-vision as future teachers. Participants 1, 2, 3, and 4 mentioned their higher expectations for themselves as teachers 'forty years from now' because they would be more experienced. Participant 5, however, compared their ability to musically model at the moment with their current criteria: "It's kind of embarrassing because I'm supposed to have a degree in this, and not make even the smallest mistake" (personal communication, April 20, 2019).

Student-teacher participants expressed their relief in the ability to retell their student teaching experiences. Participants 1, 3, 4, 5, and 6 felt their self-efficacy levels increase after discussing their concerns with someone outside their student teaching experience. Participant 3 described me as a "student-teacher therapist," exclaiming their stress relief in retelling their student teaching experience. Participants 4, 5, and 7 stated their gratitude for talking about student teaching to someone who is not responsible for their grade in student teaching. A few student-teachers felt social settings of their multiple roles as student-teachers hindered their abilities to feel successful. Participant 2 felt overwhelmed adjusting to their practicum placement: "Going into a new school and rebuilding relationships is a scary thing, and I worked really hard in my placement to learn all the staff members' names and also the students" (personal communication, February 19, 2019)

In contrast, other student-teachers felt overwhelmed by the social setting while in their role as students. Participants 1, 4, 5, 6, and 7 expressed disconnection to their peers. This varied from feeling they were in a unique situation in their placement, feeling physically far away and unable to connect due to distance and demanding schedules, or feeling unable to connect with their peers because they felt exhausted when not teaching and doing homework.

Stress Coping and Hindering Mechanisms yielded mixed results among the participants. Stress Coping Mechanisms such as the flow state of teaching, future teacher self-comparison, and the ability to retell their stories helped the participants cope with stress. Stress Hindering Mechanisms such as the social settings of their teaching placements and collegiate classes hindered their ability to cope with the stress they described during their student teaching experience.

Constructive Criticism

Constructive criticism occurs "when one person honestly criticizes another in a way designed to promote growth or development" (Lamborn, Fischer, & Pipp, 2002, p. 495). Therefore, student-teacher Constructive Criticism is the form of feedback that helps student-teachers build and improve upon their current practices in the most efficient ways. The participants discussed feedback from their cooperating teacher, professors, field advisor, and peers.

The effects of cooperating teacher advice varied between participants. Participants 2, 3, 5, and 6 felt they had effective constructive criticism from their cooperating teachers, which helped them feel confident in their teaching abilities while improving them. Participant 3 recalled:

> There is a certain level of understanding that needs to be involved in that the way they're speaking might not be an appropriate way to give a critique. It makes me feel not that I can't do it, I just need to try it another way. It's not that I did it wrong, it's that I just need to try something different (personal communication, April 19, 2019)

Participants 2 and 6 explained they felt comfortable approaching their cooperating teacher for feedback. Participant 6 exemplified: "My cooperating teacher and I were having issues with cell phone use in the class. So we were brainstorming different solutions to that issue, such as keeping bags on the sides of the room" (personal communication, April 20, 2019). Participant 3 discussed their fortune with their student teaching placement:

> Participant 3: I got lucky my supervisor and my cooperating teacher were really good at critiquing.
>
> Me: What do you mean that you got lucky?

Participant 3: There are just a couple student-teacher cooperating teachers who were not thinking of their student-teachers as people. Yes, they need to critique, that is their job. But there is a certain level of understanding that needs to be involved in that the way they're speaking might not be an appropriate way to give a critique. (personal communication, April 19, 2019).

Participants 1, 4, and 7 did not feel confident in their ability to teach due to their cooperating teacher's feedback. Participant 1 felt their cooperating teacher was cold in their direct feedback: "Nothing is ever enough, I felt I could never get a 'good job'" (personal communication, April 21, 2019). When asked why Participant 1 felt they could not connect with other student-teachers, they replied:

Because they don't hate their cooperating teachers. I live in a house of student-teachers, and everyone is tired, but I'm angry. Some days are okay, and others I need to cry in the bathroom during prep periods because he is so rude. (personal communication, April 21, 2019).

Participant 4 received harassment from their cooperating teacher:

They moved me because my co-op was so horrible. She wanted me to succeed, but she had no idea how to foster that. She would be really harsh and say 'You're not ready to be a teacher.' She would write criticisms on a sheet every day, but she never told me what I was good at. A lot of times it was stuff like 'You're boring when you teach, I wish we could just record you teaching so we could see how ridiculous you look.' (personal communication, April 20, 2019)

Participant 4 expressed their desire to give up teaching before switching their placement. After teaching in their new placement, Participant 4 felt more confident carrying out lessons in their new placement, despite the longer lesson length than the original student teaching placement. Participant 7 felt a change in their position regarding their cooperating teacher, stating in their initial interview, they liked the balance of their cooperating teacher's advice between positive affirmation and constructive criticism. However, in the final interview, Participant 7 felt differently:

> My confidence levels teaching when my cooperating teacher is not there are so much better than when she is there. When my cooperating teacher is there, even when I meet the same objectives as they would, it's critical if I say one word differently (personal communication, April 22, 2019).

Student-teacher participants overall felt conflicted in regards to professor feedback. Participants 1, 2, 3, 4, and 5 articulated disconnection with their professors due to the professors' new position to the curriculum. Participants 1, 2, 3, and 7 discussed frustration over not feeling respected in the class. Participant 2 exemplified:

> With the edition of edTPA in Student Teaching Seminar, it's not enough time to talk about our week, edTPA, and methodologies. Every week we only talk about our week, and I get to that class feeling so exhausted, and I leave feeling much more frustrated than when I came in (personal communication, April 19, 2019).

Field advisor and peer feedback varied among participants. Participants who did not feel confident from their cooperating teachers' feedback felt unable to incorporate the Constructive Criticism of their field advisors. All participants, however, mentioned feeling isolated socially in differing capacities. Participants 5, 6, and 7 expressed isolation from their peers due to distance

or scheduling demands. Participants 1, 2, 4, and 7 discussed feeling isolated during their student

teaching placements due to the personality of their cooperating teachers. Participant 1 explained

that their cooperating teacher was anti-social, so they had to go out of their way to meet people

when they would go to the lunchroom to warm up their lunch. Participant 4 also elaborated on

their isolation: "Because I felt trapped, without wanting to. That's what student teaching is-

you're with someone you've never met before, you're given to them, and they control your life

for the next twelve weeks" (personal communication, April 20, 2019).

Participant experiences with Constructive Criticism varied. Cooperating teacher feedback

was not consistent among participants, with some participants describing inadequate or hurtful

feedback from their cooperating teacher and describing trustworthy or effective feedback from

their cooperating teacher. Field advisor, professor, and peer feedback also varied among

participants, as some participants did not incorporate feedback, while others did not receive

feedback due to expressing isolation.

Discussion

Each of the codes in the findings corresponds to a physiological factor in the theoretical

framework of self-efficacy theory, as described by Bandura (1977). Below is a diagram devised

by Lunenberg (2011, p. 2) to conceptualize the effects of the physiological factors on self-
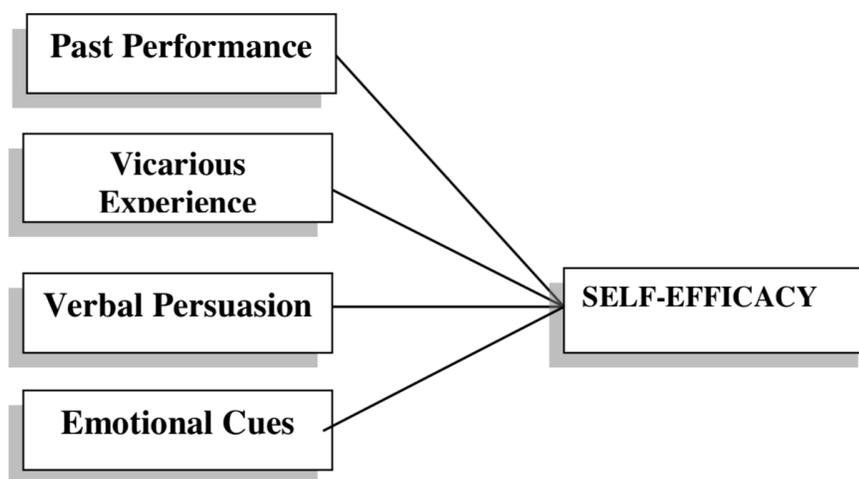

Figure 1. Sources of self-efficacy.

efficacy (Figure 1).

In this study, Readiness from Curriculum constituted the participants' past performance. Surrounding Challenges were participants' vicarious experience, Stress Coping, and Hindering Mechanisms were participants' emotional cues, and Constructive Criticism was participants' verbal persuasion (Bandura, 1977). The preceding codes helped or hindered the participants' motivation and self-image, which effected their self-efficacy as music student-teachers.

Readiness from Curriculum

Readiness from Curriculum outlined the participants' past performance given to their position as music student-teachers. The theme Curriculum Readiness indicated the level of student-teacher preparation from experiences in the participants' music education curriculum. These tasks relate to the current tasks self-assessed for self-efficacy. In the instance of these participants, their tasks came from their curriculum. For example, student-teachers past performances included their success in preparation for student teaching. Participants drew from their past performances in their education at their institution because they believed their

curriculum was the source of their student teaching preparation. This included the participants' high levels of self-efficacy in philosophy and methodology content knowledge: "We literally have all the theoretical knowledge we could possibly have, we know the theories, but we never get to practice them" (Participant 1, personal communication, February 19, 2019).

Conversely, the participants believed their past performance also lacked specific skills to prepare them in their curriculum, particularly in musical skills for classroom music teaching. In this case, participants felt the lack of curriculum preparedness for specific skills resulted in lower self-efficacy levels in those skills. Thus, the Readiness from Curriculum code was a factor in elevating or lowering the participants' self-efficacy depending on the context.

Surrounding Challenges

Surrounding Challenges encompassed many of the participants' vicarious experiences in our study. Surrounding Challenges were present obstacles for the participants, which indirectly effected their motivation and self-image. Evidence of Bandura's (1977) vicarious experiences appeared in the interviews with the participants. One example is that numerous participants felt neglected daily duties hindered their student teaching abilities, so they prioritized daily duties. An example of their prioritization includes Participant 4's concluding interview that occurred while they finished their laundry. Participants felt their student coursework, however, detracted from their ability to teach, with Participant 1 lamenting about their lesson planning hours piled onto homework time.

Challenges also came from surrounding changes in participants' academic lives. Notably, student-teachers drew a comparison of their own classroom placement abilities from feeling not worthy as a student-teacher as a result of trouble finding placements. Participants 1, 3, 4, and 7

expressed exclusion from a typical student teaching experience due to placement finding challenges.

Generally, Surrounding Challenges such as standardized assessments, daily chores, and daily student coursework negatively affected their self-efficacy levels due to lowering efforts of self-care and self-image. Therefore, the challenges surrounding the participants limited the student teaching experience and resulted in more student-teacher stress. This stress inhibited the participants' self-efficacy levels. However, students were able to prioritize their duties, which ensured their success in their practicum placements.

Stress Coping and Hindering Mechanisms

Stress Coping and Hindering Mechanisms outlined participants' way of finding a balance of their physiological states throughout the student teaching experience. Evidence of stress coping mechanisms was prevalent in interviews, including the flow state of teaching, future teacher self, and storytelling. Stress hindering mechanisms were self-expectations and social settings of each student-teacher role.

Stress coping mechanisms created healthy physiological states for some participants. For example, three out of seven of the participants mentioned achieving a flow state which relaxed them during their placement as well as raised their self-efficacy levels of being able to teach in real-time. Four of the seven participants described symptoms of achieving the flow state of teaching: loss of perception of time, feeling "in the zone", and prolonged engagement. When achieving this state, participants felt noticeably more relaxed and confident about their teaching abilities.

Another stress coping mechanism for participants was envisioning their future selves as veteran teachers. Over half of the participants contrasted their current progress as student-

teachers with their self-expectations if they were decades into their teaching career (Participants 1, 2, 3, and 5). This practice helped participants relieve stress by lowering self-expectations and, in turn forming healthier physiological states.

Not all mechanisms, however, created healthier physiological states for the participants. Participants 1, 2, 4, 5, 6, and 7 mentioned feelings of social disconnect with those experiencing student teaching in the same semester. Their isolation was an unhealthy physiological state, which led to participants describing feelings of exclusion: "I don't think other student-teachers feel the way I do. I feel I'm having a very unique experience, and that I feel I need a break from school in general" (Participant 2, personal communication, April 19, 2019). Therefore, Stress Coping Mechanisms (future teacher self, and the flow state of teaching) helped raise self-efficacy levels. At the same time, Stress Hindering Mechanisms (social environments, and isolation) contributed to lowering self-efficacy levels in participants.

Constructive Criticism

Constructive Criticism is the participants' main type of Bandura's (1977) verbal persuasion. Constructive Criticism meant the critiquing of student-teachers effectiveness at tasks in their practicum placement. Participants valued Constructive Criticism highly as the desired form of verbal feedback. Figures giving feedback include participants' cooperating teachers, students, professors, field advisors, and peers.

Cooperating teacher feedback effects varied among participants. Participants described the elements of success in the feedback they received, which helped increase their confidence level. Participant 3 mentioned how they felt after receiving feedback from their cooperating teacher: "It makes me feel not that I can't do it, I just need to try it another way. It's not that I did it wrong, it's that I just need to try something different" (personal communication, April 19,

2019). A few participants, such as participants 2 and 6, felt they could tackle classroom issues with their cooperating teacher in a healthy partnership, which helped them feel respected about their opinions and skills teaching.

Crucially, only student-teacher participants who described their cooperating teacher feedback as hurtful or ineffective also expressed doubts about entering the music teaching profession. Meaning, there appears to be a correlation between the quality of feedback given to student-teachers and their self-efficacy to student teach.

Conclusions

Overall, student-teacher self-efficacy levels varied among participants. All participants felt their abilities to teach improved throughout student teaching. However, Participants 1, 4, 5, and 7 expressed doubting their abilities throughout the semester during the conclusion interview. Each factor affected the participants in varying degrees. Participants felt overall prepared with practical knowledge of teaching music. However, more paraxial experience could increase their self-efficacy levels. Stress hindering mechanisms and challenges surrounding their student teaching experience resulted in low participant self-esteem, which in turn hindered their ability to reflect on their student teaching skill levels effectively. Stress coping mechanisms boosted participant mental health, which provided an effective self-perspective on their student teaching efficacy levels. Constructive criticism strongly affected the participants. Every participant with deconstructive criticism from a cooperating teacher also expressed the desire to leave their degree program (Participant 4) or the teaching field (Participants 1, 3, and 7). The desire to leave was not the case for participants with constructive criticism from their cooperating teachers (Participants 2, 5, and 6). Therefore, based on the participants' responses, it appears constructive

criticism from the cooperating teacher had the largest influence on the participant's self-efficacy level compared to the other three factors.

Limitations

While this research opens the door to future research on the self-efficacy levels of music student-teachers, there were limitations in this study to note. This study identified the traits which may affect the levels of self-efficacy in music student-teachers. However, this study did not investigate the effects of student-teacher self-efficacy on their ability to teach. Further research into this may improve music student-teachers experience and success in the student teaching curriculum.

In this study, participants in a very unique institutional situation had a small sample size, where participants took part in a music education program at a highly specialized music institution. Thus, some of the student-teachers' transcripts indicated very specific situations in the college. I advise further research at differing institutions. As a result of limited volunteers, this study only explored self-efficacy levels in participants identifying as female. Further research should include participants who identify as other than females to potentially investigate the role of gender in music student-teacher self-efficacy.

Also, the participants were interviewed once in the beginning of their student teaching and once at its' conclusion, not continuously throughout the semester. Continuous (weekly) interviews could reveal participants' weekly struggles at the micro-level as well as the macro perspective of their experience. If I observed the participants in their student teaching placements, there is potential to gather more data on the relationships between the participants and their cooperating teachers and supervisors.

Implications

This study contains implications regarding both practitioners in music educator preparation programs as well as future researchers in student teaching. In regards to practitioners, the following changes may help student-teacher self-efficacy levels: curriculum balance, reduction of student-teacher course content, implementing a mentor system, and evaluator education in constructive criticism. All changes, however, require administrative support as well as practitioner support.

The curriculum should be more balanced between knowledge and praxial application. Participants held reservations against the effectiveness of their praxial experiences, so an examination of the quantity and quality of the praxial application may benefit music student-teachers' preparedness. The curriculum should also include more examples of musical preparation of skills specific to student teaching such as vocal modeling, choral score preparation, and learning music quickly.

Practitioners may also need to reduce unnecessary content during student-teaching. The student-teachers felt overwhelmed by their low self-efficacy of maintaining enough energy to accomplish their tasks, even though their skill level beliefs of accomplishing tasks were high. Reducing unnecessary curricular content during student teaching may allow more time devoted to the role of teacher and the teaching-reflective role of the student. This content may include extra courses taken during student teaching and external assessments such as edTPA.

Student-teachers may also benefit from a mentor system, where they discuss their student teaching experiences. This mentor would not hold any stake in student-teachers' success, such as control over their grades. Participants valued the ability to tell story-tell to someone who was not

in charge of their grades, so a mentor role in their student teaching experience may increase their quantity of reflection and self-efficacy levels.

Practitioners should also educate stakeholders of student-teacher grades in administering constructive criticism. Stakeholders of student-teacher grades include cooperating teachers, field advisors, and student teaching advisors. This may help student-teacher self-efficacy levels throughout their student teaching experience by maintaining growth through feedback without harmful connotations.

Implications for further research include researching the strength of the effects of the physiological elements on music student-teacher self-efficacy, and the effects of music student-teacher self-efficacy levels on their performance. Music student-teachers may benefit from understanding the possible effects of physiological elements on their self-efficacy levels during their student teaching experience.

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Appendix A

Semi-Structured Interview Questions based on Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001):

1. How do you feel about your skills at fostering student creativity?

2. How do you feel about your skills to gauge student comprehension of what you have taught?

3. How do you feel about your classroom management skills? Which skills do you feel are the strongest, and the weakest?

4. How do you feel about your ability to plan a meaningful and effective lesson?

5. How comfortable are you with adjusting your planned lesson according to student response and individual student needs?

6. How well can you perform on your primary instrument in front of students and why?

7. How frequently do you perform musical content with more than one instrument and why?

8. How well do you know the the content knowledge for your praxial placement location (based on grade level, curricular content, etc.) and why?

9. How well can you acquire accurate and helpful information in preparation for lessons in your praxial placement location and why?

10. How well do you critically reflect by yourself on your teaching abilities?

11. How do you incorporate constructive feedback from others on your teaching abilities?