



UNIVERSITY  
OF  
JOHANNESBURG

## COPYRIGHT AND CITATION CONSIDERATIONS FOR THIS THESIS/ DISSERTATION



- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- NonCommercial — You may not use the material for commercial purposes.
- ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

### How to cite this thesis

Surname, Initial(s). (2012). Title of the thesis or dissertation (Doctoral Thesis / Master's Dissertation). Johannesburg: University of Johannesburg. Available from: <http://hdl.handle.net/102000/0002> (Accessed: 22 August 2017).



**UNIVERSITY OF JOHANNESBURG**

**FACULTY OF EDUCATION**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

**Narratives of pedagogical gaps in emerging  
professional identities of second career teachers in  
South Africa**

UNIVERSITY OF JOHANNESBURG  
THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY

Full names: Gwendolyn Claire Barry  
Student no: 200929344

**SUPERVISOR: Professor Maximus Monaheng Sefotho**

Submission date: July 2021

# Dedication

---

This thesis is dedicated to the most committed scholar and intellectual I have ever known, my father Robert William Barry. You taught me to be curious and courageous and you believed in me from the beginning right until the end. I can only hope that I have done your faith in me justice. I am proud to be your daughter.

## Acknowledgements and Thanks

---

This thesis is the culmination of the efforts and support of many people. It was a powerful and tumultuous journey that I could never have taken alone.

First and foremost, my thanks go to my elegant and erudite supervisor, Prof Maximus. Prof, you have been magnificent. You challenged me, you encouraged me, and you supported me through this. You never stopped believing in me and I thank you, with all my heart, for being there for me.

To my family: my father for insisting on reading my drafts in his hospital bed, Brendan, mom and Lynette for being wonderful readers, making thousands of cups of tea, and encouraging me in every way, along the way.

To dear friends: my twin Cat Coxon for every voice note and long walk, and her whole family, for taking me away to type in different surroundings. Sandy Shoolman who has listened to hours of explanations and very kindly edited the final product. To Jane Spowart for supporting my whole academic journey. There are many more friends and colleagues who have been unflinching in their support! I thank you all!

# Abstract

---

Very rarely does education reform address the training that teachers receive. This thesis investigated the potential gaps in teacher training, specifically in the post graduate certificate in education (PGCE). The focus on the PGCE allowed for the focus on the experiences of second career teachers, those who have studied and worked in a field other than education and have now chosen to become teachers. These narratives of the PGCE qualification, and its offering to these teachers in their careers, provided valuable professional insights into teacher training.

This thesis addressed three research questions (one primary, and two secondary):

- How do the central themes that emerge from South African PGCE students' narratives indicate pedagogical gaps around identity and emotional intelligence in teacher training?
- How can the training and induction narratives of second career teachers be used to develop a conceptual framework for teacher professional identity?
- What recommendations can be made to include an awareness of identity formation and emotional intelligence in traditional teacher education programmes in South Africa?

The introduction to the study situated it in the unique South African educational landscape and clarified the role of second career teachers. The literature set the conceptual and theoretical framework by focusing on teacher professional identity as conceptualised by Tateo (2012) and Akkerman and Meijer (2010). The data was collected through snowball sampling which resulted in ten individual interviews with second career teachers, eight written submissions on Google Forms and a focus group interview with five experienced teachers. The data provided a thick description of the different facets of the PGCE, developing teacher professional identity and recommendations for the improvement of teacher training. The findings demonstrated the importance of modelling effective teaching practice in the school practical, the need for more collaboration between universities and schools in teacher training and the importance of regulated mentorship. A synthesis of Tateo (2012) and Akkerman and Meijer's (2010) models of teacher professional identity is presented and the importance of emotional intelligence as an underpinning factor in all facets of teacher professional identity.

**Key words:** PGCE, second career teachers, teacher professional identity, emotional intelligence, mentorship.

# Declaration

---

I, Gwendolyn Claire Barry, hereby declare that this PhD thesis titled, *Narratives of pedagogical gaps in emerging professional identities of second career teachers in South Africa* is my original work and that all sources I have consulted have been indicated and acknowledged by means of complete references.



Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Table of Contents

CHAPTER 1.....	1
Introduction and background to the study.....	1
1.1. Introduction.....	1
1.2. An overview of the scope of the study .....	2
1.2.1. The focus on second career teachers.....	2
1.2.2. The potential gaps in teacher training .....	2
1.2.3. Conceptualising Teacher Professional Identity (TPI).....	4
1.2.4. Personality and teacher professional identity .....	5
1.2.5. Emotional intelligence and teacher professional identity .....	5
1.2.6. The focus on narratives .....	6
1.3. Background to the study .....	7
1.3.1. The philosophical background to the study and how it supports the choice of methodology.....	7
1.3.2. Teaching in the socio-cultural context.....	9
1.3.3. The South African context.....	10
1.4. Problem statement .....	11
1.5. Purpose/rationale for the study .....	12
1.6. Primary research question.....	13
1.6.1. Secondary research questions .....	13
1.7. Objectives.....	14
1.8. Preliminary literature overview.....	15
1.8.1. Introduction.....	15
1.8.2. Theoretical framework .....	15
1.8.2.1. Explanation of the theoretical framework .....	17
1.8.3. Conceptual framework.....	19
1.8.3.1. Explanation of the conceptual framework .....	20
1.9. Clarification of concepts.....	22
1.10. Conclusion.....	23
CHAPTER 2.....	25
Literature review .....	25
Introduction.....	25
2.1. Narratives.....	25
2.1.1. Narratives in educational research.....	25
2.1.2. The importance of narratives in identity construction .....	27
2.1.3. Narratives in teacher professional identity .....	28
2.1.4. The existing narrative of teaching .....	30

2.2. Second career teachers.....	30
2.2.1. A focus on second career teachers as an alternative cohort.....	30
2.2.2. Attributes of second career teachers .....	31
2.2.3. What brings second career teachers into teaching?.....	32
2.2.4. How second career teachers approach teaching as a career.....	35
2.2.5. How second career teachers can improve and define teacher professional identity.....	36
2.2.6. Specific pedagogical support required by second career teachers in training .....	38
2.3. Teacher professional identity .....	40
2.3.1. Conceptualising teacher professional identity .....	40
2.3.2. Describing teacher professional identity.....	41
2.3.3. Teacher training and building teacher professional identity.....	43
2.3.4. Transcending pedagogy: building on the change in identity.....	44
2.3.5. Why the explicit study of identity is important.....	45
2.3.6. Teacher identity as a personal construct.....	46
2.3.7. The psychological dimension of teacher professional identity .....	48
2.3.7.1. The role of personality in teacher professional identity.....	50
2.3.7.2. The role of emotional intelligence in teacher professional identity.....	52
2.3.7.3. Teacher identity as a professional construct .....	55
2.3.7.4. Being a “good” teacher .....	56
2.3.8. The practical dimensions of teacher professional identity .....	57
2.3.8.1. The role of the teacher as the assessor .....	58
2.3.8.2. The role of classroom management.....	59
2.3.8.3. The role of subject knowledge in teacher identity.....	60
2.3.8.4. The role of pedagogy in teacher identity .....	61
2.3.8.5. The “how” of teaching: content mediation .....	62
2.3.9. The sociological dimension of teacher professional identity .....	63
2.3.9.1. The pastoral role of the teacher .....	64
2.3.9.2. The role of the teacher in learning .....	65
2.3.9.3. The role of emotions in teaching.....	66
2.3.9.4. The role of emotions in learning.....	67
2.3.9.5. How teachers perceive teaching as a profession .....	68
2.3.9.6. Teacher professional identity in South Africa .....	69
2.4. Reconstructing pedagogy .....	70
2.4.1. Emotional labour strategies .....	70
2.4.2. How does one effect a change in policy?.....	72
2.4.3. Whose responsibility is it to define and develop teacher professional identity? .....	73
2.5. Gaps in the literature .....	76

2.6. Conclusion.....	77
CHAPTER 3.....	78
Research methodology .....	78
3.1. Introduction.....	78
3.1.1. Arriving at the research methodology .....	78
3.1.2. Reviewing the research questions as a starting point .....	78
3.2. The philosophical underpinnings of the study .....	82
3.2.1. The paradigm: interpretivism underpinned by pragmatism.....	82
3.2.2. Ontology: interpretivism characterised by idealism and realism .....	84
3.2.4. Axiology.....	87
3.3. The research methodology .....	88
3.3.1. Research design and approach: Narrative research within a phenomenological framework .....	89
3.3.1.1. The limitations of narrative enquiry .....	92
3.3.2. Research methods.....	93
3.3.2.1. Research method 1: The interviews (conducted in-person and online) .....	94
3.3.2.2. Research method 2: Written responses .....	96
3.3.2.3. Research method 3: The focus group interviews .....	97
3.4. The research processes .....	97
3.4.1. A change of plan.....	97
3.4.2. Sampling techniques .....	99
3.4.4. Data analysis.....	104
3.4.4.1. The relevant possibilities.....	104
3.4.4.2. What data had I collected? .....	106
3.4.4.3. The decisions and process around data analysis for this study.....	106
3.4.4.1. The limitations in the analysis of narrative data.....	114
3.4.5. Researcher's role .....	114
3.4.6. Researcher reflexivity .....	115
3.5. Research credibility and ethical considerations.....	116
3.5.1. Validity.....	116
3.5.2. Reliability .....	118
3.5.3. Trustworthiness .....	119
3.6. Ethical considerations.....	120
3.6.2. Confidentiality and privacy .....	122
3.6.3. Protection from harm .....	123
3.6.4. Voluntary participation .....	123
3.7. Conclusion.....	123



CHAPTER 4.....	126
Presentation and discussion of the results .....	126
Introduction .....	126
4.1. The presentation of the results .....	127
4.2. Theme 1: Second career teachers (SCT).....	128
4.2.1. Sub-theme 1: The attributes of second career teachers (SCTAtt) .....	130
a. Category 1: Attributes of second career teachers pertaining to teaching (SCTAttT) 132	
b. Category 2: The attributes of second career teachers related to their first career identity (SCTAtt F) .....	133
4.2.2. Sub-theme 2: The motivations of second career teachers .....	134
a. Category 1: Positive motivations that attracted second career teachers to teaching (SCTMotP) .....	135
b. Category 2: Negative factors related to the participants' first careers that motivated them to switch to teaching (SCTMotN) .....	137
4.2.3. Sub-theme 3: The attitudes of second career teachers towards teaching .....	138
4.2.4. Sub-theme 4: The innovations that second career teachers can offer.....	140
a. Category 1: Innovations that second career teachers can provide in terms of teacher professional identity (SCTInnTPI) .....	141
b. Category 2: Innovations that second career teachers can provide in terms of teacher professional skills (SCTInnTPS) .....	142
4.2.5. Discussion of the results on second career teachers .....	143
a. The attributes of second career teachers.....	144
b. The motivations behind second career teachers entering teaching.....	146
c. The attitudes of second career teachers towards teaching .....	147
d. The innovations that second career teachers can offer.....	148
Summary.....	148
4.3. Theme 2: Teacher professional identity .....	150
4.3.1. Sub-theme 1: The psychological dimension of teacher professional identity (TPIP <sub>Psy</sub> ) .....	151
a. Category 1: The skills, attitudes and beliefs that teachers have in relation to emotional intelligence (TPIP <sub>PsyEI</sub> ) .....	152
b. Category 2: The demeanour of teachers that are related to emotional intelligence and inter-personal skills.....	157
4.3.2. Sub-theme 2: The practical dimension of teacher professional identity (TPIP <sub>Pra</sub> )..	162
a. Category 1: Classroom management (TPIP <sub>PraCM</sub> ) .....	162
b. Category 2: Subject knowledge (TPIP <sub>PraSK</sub> ) .....	163
c. Category 3: Pedagogical skills (TPIP <sub>PraPS</sub> ).....	166
d. Category 4: The practical behaviours of teachers (TPIP <sub>PraPB</sub> ).....	168
4.3.3. Sub-theme 3: The sociological dimension of teacher professional identity (TPIP <sub>Soc</sub> ) .....	171

a. Category 1: The perceived positive elements of teacher professional identity (TPISocP).....	172
b. Category 2: The perceived negative elements of teacher professional identity (TPISocN) .....	176
4.3.4. Discussion of the theme of teacher professional identity.....	180
4.3.4.1. The I-positions in teaching: The practical dimension of teacher professional identity.....	185
a. Classroom management.....	185
b. Subject knowledge .....	185
c. Pedagogical skill.....	186
d. The practical behaviours of teachers .....	187
4.3.4.2. The underpinning psychological factors in the (discontinuous) development of teacher professional identity .....	187
a. Emotional intelligence.....	187
b. The demeanour of a teacher.....	189
4.3.4.3. The social situation in which teacher professional identity is situated.....	190
a. The positive perceptions around teaching and their influence on second career teachers .....	190
b. The negative perceptions around teaching and their influence on teacher professional identity.....	192
Summary.....	193
4.4. Theme 3: Emotional intelligence indicators (EII). .....	196
4.4.1. Sub-theme 1: Emotional intelligence indicators linked to the self (EIISeI) .....	197
a. Category 1: Emotional intelligence indicators related to the individual's self-awareness in teaching (EIISeIT) .....	198
b. Category 2: Emotional intelligence indicators related to the self in a personal capacity (EIISeIP).....	200
4.4.2. Sub-theme 2: Emotional intelligence indicators linked to others (EIIOth) .....	201
a. Category 1: Emotional intelligence indicators related to awareness of learners (EIIOthL).....	202
b. Category 2: Emotional intelligence indicators related to awareness of other teachers (EIIOthT) .....	204
4.4.3. Sub-theme 3: Emotional intelligence indicators linked to teaching situations (EIISit) .....	205
a. Category 1: Emotional intelligence indicators related to interacting with learners in a specific situation (EIISitL) .....	205
b. Category 2: Emotional intelligence indicators related to interacting with teachers in a specific situation (EIISitT) .....	206
c. Category 3: Emotional intelligence indicators related to specific environments (EIISitE) .....	207
4.4.5. Discussion on the theme of emotional intelligence.....	208

Summary.....	213
4.5. Theme 4: Future recommendations .....	214
4.5.1. Sub-theme 1: Future recommendations for the theory of teaching (FRThe).....	215
a. Category 1: Future recommendations for the theory of teaching related to teacher professional identity (FRTheTPI) .....	215
b. Category 2: Future recommendations for the theory of teaching related to emotional intelligence (FRThe EII) .....	216
c. Category 3: Future recommendations for the theory of teaching related to practical skills (FRThePra).....	217
4.5.2. Sub-theme 2: Future recommendations for the teaching practical (FRPra).....	219
a. Category 1: Future recommendations for the teaching practical related to emotional intelligence (FRPraEII) .....	220
b. Category 2: Future recommendations for the teaching practical related to school experience.....	221
4.5.3. Sub-theme 3: Future recommendations for in-service training (FRIns) .....	222
a. Category 1: Future recommendations for in-service training related to mentoring (FRInsM) .....	223
b. Category 2: Future recommendations for in-service training related to internships .....	224
4.5.4. General recommendations around the PGCE .....	225
4.5.6. Discussion of the future recommendations for teacher training .....	226
CHAPTER 5.....	232
Addressing the objectives of the study and answering the research questions.....	232
5.1. Introduction.....	232
5.2. Evaluating the findings and addressing the objectives of the study.....	232
5.2.1. Objective 1: Investigate the possible pedagogical gaps in the training of second career teachers through the PGCE.....	236
5.2.2. Objective 2: Highlight emotional intelligence and teacher professional identity as pedagogical gaps in teacher training .....	237
5.2.3. Objective 3: Use the narratives of second career teachers to explicitly investigate the process of teacher professional identity formation .....	238
5.2.4. Objective 4: Identify the themes that emerge from the narratives of second career teachers to use the insights to make practical recommendations to address the pedagogical gaps in teacher training .....	239
5.3. Acknowledging the limitations of the study.....	240
5.4. Addressing the research questions.....	241
5.5. Recommendations for further study and concluding remarks.....	245
5.5.1. Recommendations for further study .....	245
5.5.2. Recommendations for universities .....	246
5.5.3. Recommendations for the Department of Basic Education .....	246
5.6. Conclusion.....	247

List of References .....	248
List of Appendixes .....	259



## List of Figures

---

<b>Figure 1.1</b> <i>The theoretical framework: A psycho-social model of identity encompassing multiple I-positions.....</i>	16
<b>Figure 1.2</b> <i>The conceptual framework: The psychological, practical and sociological dimensions of teacher professional identity.....</i>	19
<b>Figure 3.1</b> <i>Conceptualising the research question: From personal experience to research.....</i>	77
<b>Figure 3.2</b> <i>The relationship between teacher training and teacher professional identity.....</i>	79
<b>Figure 3.3</b> <i>The traditional focus of teacher training.....</i>	80
<b>Figure 3.4</b> <i>Interpretivism underpinned by pragmatism in educational research.....</i>	82
<b>Figure 3.5</b> <i>Finding the balance between realism and idealism in interpretive research.....</i>	83
<b>Figure 3.6</b> <i>Meeting the objectives of the study through interpretive methodology.....</i>	87
<b>Figure 3.7</b> <i>Phenomenology interacts with narratives due to the binding factor of interpretivism.....</i>	90
<b>Figure 3.8</b> <i>The first cluster of participants.....</i>	99
<b>Figure 3.9</b> <i>The second cluster of participants.....</i>	99
<b>Figure 3.10</b> <i>The final participant and the end of the snowballing.....</i>	100
<b>Figure 3.11</b> <i>Moving from data analysis through presentation to discussion.....</i>	109
<b>Figure 3.12</b> <i>Re-storying the data using the principles of the theoretical and conceptual frameworks.....</i>	110
<b>Figure 3.13</b> <i>Drawing together the three types of data collect to ensure validity.....</i>	115
<b>Figure 4.1</b> <i>First and second rounds of coding the second career teachers theme.....</i>	125

<b>Figure 4.2</b> <i>First and second rounds of coding the teacher professional identity theme.....</i>	<i>147</i>
<b>Figure 4.3</b> <i>The original conceptual framework based on Tateo's (2012) description of teacher professional identity.....</i>	<i>178</i>
<b>Figure 4.4</b> <i>Adaptations to the conceptual framework to accommodate the data.....</i>	<i>179</i>
<b>Figure 4.5</b> <i>Depiction of the synthesis of the conceptual and theoretical frameworks.....</i>	<i>180</i>
<b>Figure 4.6</b> <i>First and second rounds of coding on the emotional intelligence indicators theme.....</i>	<i>193</i>
<b>Figure 4.7</b> <i>Diagram depicting the interaction of the situated I-positions against the background of emotional intelligence.....</i>	<i>207</i>
<b>Figure 4.8</b> <i>First and second rounds of coding on future recommendations theme.....</i>	<i>211</i>
<b>Figure 5.1</b> <i>Diagram representing how the research questions and the themes correlate.....</i>	<i>238</i>

## List of Tables

---

<b>Table 3.1</b>	<i>The quality of the individual interviews.....</i>	101
<b>Table 3.2</b>	<i>Table of initial codes.....</i>	105
<b>Table 3.3</b>	<i>Participants with Defined First Career Identities.....</i>	106
<b>Table 3.4</b>	<i>Participants with Undefined First Career Identities.....</i>	107
<b>Table 4.1</b>	<i>Summary of the participants with undefined first career identities.....</i>	127
<b>Table 4.2</b>	<i>Summary of the participants with defined first career identities.....</i>	128



# CHAPTER 1

## Introduction and background to the study

### 1.1. Introduction

*“The fulcrum for making major educational change is dedication to the success of the classroom teacher” (Callahan, 2016, p.7).*

Can anything ever prepare you for the reality of the classroom? There is always the concern in teacher training that theoretical pedagogical knowledge is not always easily applied in the real-life classroom (Ploger, Scholl & Seifert, 2018). This statement is made with specific reference to the enactment of teaching and learning as a result of teacher training. However, the situation becomes more problematic when actual pedagogical gaps exist in teacher training itself.

Teaching is a high-stress occupation (Beijaard, Brekelmans, Claessens, den Brok & van der Want, 2019). According to Pitsoe (2013) the rate of teachers leaving the system in South Africa has increased steadily, with the highest rate of attrition occurring within the first five years of employment. This phenomenon is not confined to South Africa; around the world many new teachers are known to leave the profession shortly after graduation (Bauer & Troesch, 2017) or to never even enter the classroom at all (Struyven & Vanthournout, 2014).

Bauer and Troesch (2017) suggest that the combination of high stress, low job satisfaction, low remuneration and poor social prestige are the leading causes of teacher attrition. Teachers are also particularly prone to burnout as the high level of interpersonal interaction and high emotional demands of school life can lead to emotional fatigue (Ghanizadeh & Royaei, 2015). Furthermore, teacher attrition can be attributed to limited training and education of teachers to address the demands within the system (Hunter-Johnson, 2015). Beltman, Mansfield and Price (2011) highlight factors that sustain teachers in moving from pre-service to newly employed as vital to addressing the problem of retention. This suggests that an examination of the pedagogical gaps related to teacher professional identity and emotional intelligence in teacher training could mitigate this situation.



The focus of this research was on second career teachers in South Africa and how their narratives of the training and induction experiences of becoming a teacher could better inform holistic teacher training.

## **1.2. An overview of the scope of the study**

### **1.2.1. The focus on second career teachers**

In many countries, the shortage of qualified teachers has prompted education systems to attract and accommodate adult professionals, who want to make the transition into teaching from another career. This group has become known as second career teachers (Hunter-Johnson, 2015; Bauer & Troesch, 2017).

A second career teacher is an individual who has qualified and worked in an occupation unrelated to education and has decided to enter teacher training and become a public or private school teacher (Gao & Trent, 2009). Due to teacher shortages and the high attrition rate in teaching, second career teachers are an important resource in the education system (Buchanan, Schuck, & Varadharajan, 2018).

Second career teachers tend to be more satisfied with their career choices and less likely to report stress (Bauer & Troesch, 2017). They also have many desirable qualities like maturity, life experience, self-efficacy and knowledge of the working world (Hunter-Johnson, 2015). Once second career teachers are in the field of teaching, they tend to be well-adjusted and high functioning. This gives them the potential to inform the field of teaching about professional identities and counter detrimental practices (Nielsen, 2016).

Second career teachers are the focus of this study because they have established professional identities and content knowledge, and a sophisticated view of teaching. This can enable them to have a more critical view of teacher training and an ability to articulate the pedagogical gaps that they have encountered.

### **1.2.2. The potential gaps in teacher training**

Traditional teacher training often fails to acknowledge the emotional skills required in the teaching profession (Tateo, 2012). Just as subject knowledge, pedagogical skill and assessment are part of a teacher's role, so too are the psychologically challenging so-called "soft skills" (Chambers, 2002). Tateo (2012) states that the role of emotions:

passion, commitment and courage in teaching is becoming more salient to the study of teacher identity.

The primary focus of research into all aspects of teaching rests heavily on pedagogical techniques, and teaching and learning outcomes. Even a recent South African study by Fraser (2018), an investigation into developing teacher identity in student teachers, focused on reflection about the various expert roles of a teacher. These expert roles covered the content knowledge, teaching techniques and classroom management skills, all traditionally linked with pedagogy, but did not address the concept of teacher identity as a psychological construct. The study claims that “Teachers will always define themselves in terms of their understanding of teaching and learning strategies, command of subject content and knowledge of cognitive demands of their learners.” (Fraser, 2018, p. 3). This statement leaves no room for the acknowledgement or the interpersonal relations, emotional load of teaching and the psychological identity of the teacher.

The focus on pedagogical expertise as the dominant factor in teacher identity is not confined to the South African context. For example, Curcio and Eutsler (2019) performed a recent study in the United States on how preservice teachers grapple with teacher identity that defined teacher identity solely as the response to pedagogy. According to Tateo (2012), there are few teacher training programmes that support student and novice teachers in coping with the high emotional demands of their work. However, Mansfield, Beltman, Broadley and Weatherby-Fell (2016) note that stakeholders in education are looking more frequently to teacher training to support emotional resilience in teachers.

McNinch (2007) highlights the skills-based leanings in pedagogy when he states that there is a false consciousness of what pedagogy in teacher training is. He laments a pedagogy that focuses on a “rational and technical pursuit of competency” rather than a “sensual and intuitive search for wholeness” (McNinch 2007, p. 209). The decision to become a teacher involves not only pedagogically based reskilling but also the development of a new personal and professional identity.

Successful teacher education should acknowledge that a teacher is a combination of the personal and the professional selves and focus on the holistic development of those two intertwined identities (Alsup, 2008). The traditionally held view that, “good

teachers are born, not made” (Akhter, Arif, Rashid & Tahira, 2012, p. 162) could well be responsible for a large blind spot in education research, teacher training and classroom practise. The influence of emotions on learning is well established (Fried, 2011), the potential for institutions to develop and optimise emotional intelligence through training is clear (Li, Mao, Perez-Diaz & Petredes, 2018), and even personality can be moulded and developed (Corcoran & O’Flaherty, 2016). Teacher training does not take enough advantage of these insights and often fails to include them in the pedagogy.

### **1.2.3. Conceptualising Teacher Professional Identity (TPI)**

Career change is not just a transition requiring new expertise and investments in time and training (Hilmi, 2019). Social constructivist theory and symbolic interaction theory both suggest that a change in context, in this case professional context, will naturally initiate a change in identity (Flaherty, Gallchoir & Hinchion, 2018).

Flaherty et al. (2018) describe identity as the essential core of a person, which is expressed as a public performance or construction. They strongly recommend that it be a focal topic in pre-service teacher training. Gao and Trent (2009) advocate that the formation of teacher identity is so important that it should be an explicit topic of study in courses for second career teachers. Second career teachers are perfectly situated to inform teacher professional identity development as they have previous identities of professionalism that they bring into teaching (Nielson, 2016).

Teacher professional identity (TPI) is at the core of the educational, psychological and social dimensions of teaching. It is not only the professional attitudes and skills of a teacher, but also the way in which a teacher understands their role in caring for and relating to learners (Tateo, 2012). Identity is manifested in classroom practice and part of teaching is continually constructing a sustainable identity as a teacher by taking a position in social space within the pertinent array of possibilities (Coldron & Smith, 1999). If the personal and professional selves are adequately nurtured and supported, a more holistic professional self will emerge (Alsup, 2008).

When teacher professional identity is not adequately formed, or when it is compromised either by institutional or instructional factors and difficult teacher-learner relationships, teachers are at high risk of burning out and leaving the profession (Beijaard et al., 2019). Alsup (2008) proposes that traditional pedagogical knowledge

that ignores or bypasses the formation of a new identity, is insufficient to prepare an education student for the emotionally complex role of being a teacher.

#### **1.2.4. Personality and teacher professional identity**

Personality can be understood as a combination of traits and characteristic behaviours that are individual to each person and strongly linked with their identity (Akhter et al., 2012). Hilmi (2019) addresses the importance of a vocational personality, stating that it is important for the development of one's career.

There is a large diversity in teacher personality traits, which opposes the view that good teachers are "born, not made" (Akhter et al., 2012, p. 162). Furthermore, awareness of one's personality traits and training programmes that target interpersonal skills, can enhance teacher effectiveness (Akhter et al., 2012). Corcoran and O'Flaherty (2016) suggest that personality should be a factor that is assessed when teachers are recruited in order to retain suitable candidates for the profession. Research has demonstrated that teacher personality is strongly linked to teacher effectiveness (Corcroan & O'Flaherty, 2016). Furthermore, personality is not a stable and unchangeable phenomenon, it is malleable to a certain degree. Corcroan and O'Flaherty (2016) do suggest that personality development can be addressed and shaped by teacher training programmes, however it rarely is.

#### **1.2.5. Emotional intelligence and teacher professional identity**

Emotions are also a key component of a teacher's role and identity (Beijaard et al., 2019). However, the importance of emotions in the classroom is often underplayed because they are not always directly observable (Fried, 2011). As the understanding of emotions has become more nuanced, their effect on cognition, attention, memory, decision-making and social skills has great implications for education. Emotions have been recognised as contributing factors for enhancing or inhibiting learning and this has made emotional regulation a very important factor in teaching (Fried, 2011).

Emotional intelligence is the ability to recognise, regulate and express emotions, as well as generate emotions that facilitate thought, emotional regulation and emotional growth (Goleman, 1995; Cabello, Fernandez-Berrocal, Gutierrez-Cobo & Rodriguez-Corrales, 2017). The link between emotional intelligence and affective wellbeing in the workplace is acknowledged in many sectors (Cabello et al., 2017). Teaching is also a form of emotional practice, therefore if teacher training only focuses on academic

knowledge and instructional skills, a large contributing factor to cognition, well-being and learning may be lost (Li et al., 2018).

Emotional intelligence is also strongly linked to job satisfaction, which is in turn linked to students' optimal development and overall school effectiveness (Li et al., 2018). Teachers who find their jobs satisfying are also less likely to leave the profession (Li et al., 2018). Given the importance of emotions and emotional regulation in the teaching profession, emotional intelligence is a vital skill for teachers to master. If a teacher is not well equipped with the necessary emotional intelligence and communication skills, this can have a detrimental effect on their learners, themselves and the quality of teaching and learning in the classroom (Tuluhan & Yalcinkaya, 2018).

Emotional intelligence and emotional regulation have long been believed to be innate skills (Tuluhan & Yalcinkaya, 2018). However, the work of Abraham Maslow from 1943 onwards introduced the idea that emotional strength can be consciously cultivated, and this has eventually led to the recognition that emotional intelligence and emotional regulation are important for education (Fried, 2011). Li et al. (2018) note that even though emotional intelligence can be developed through training, most institutions focus on developing learner emotional intelligence but not teacher emotional intelligence. This suggests that the development of emotional intelligence in teachers could be a potential pedagogical gap in teacher training.

#### **1.2.6. The focus on narratives**

This study focused on the narratives of second career teachers who have completed a Post Graduate Certificate in Education (PGCE) in order to enter the teaching profession. The trajectory of the participant's first career, their journey into enrolling for the PGCE, the PGCE experience and their experiences in the classroom were explored with specific reference to pedagogical gaps and the development of teacher professional identity and emotional intelligence.

Narratives are characterised by a focus on unique experiences within larger social and institutional contexts (Binti, Binti, Krauss, & Nasheeda, 2019). A narrative is not only a chronological depiction of an event but also a form of identity construction, or reconstruction, through storytelling. The purpose of a narrative is not to establish truth but to portray an experience in an interpretive space (Coulter & Smith, 2009). The aim

of this is to question common understandings, examine values and beliefs and stir action against methods and institutions hitherto unquestioned (Coulter & Smith (2009).

The reasoning behind the choice of the narrative as a method for gathering data was that the sum of these stories can represent the system (Coulter & Smith, 2009). The narratives were used to explore various perspectives on the transition from a first career into teaching. These narratives are specifically related to the investigation of an emergent teacher identity and emotional intelligence that incorporate the individual's prior knowledge, skills and identity with teaching as a new career.

Therefore, the study aimed at using the training and induction narratives of second career teachers to identify the pedagogical gaps related to identity formation and emotional intelligence in teacher training. The purpose of this was to develop a working theory of teacher professional identity. The findings of the study may also inform teacher training and retention practises in the South African context.

### **1.3. Background to the study**

#### **1.3.1. The philosophical background to the study and how it supports the choice of methodology**

As a researcher, it is important to approach the study by first approaching oneself. This is a qualitative study, driven by my own experiences and interests. For me to have made the investment of time, money and energy into the pursuit of doctoral research I have to care deeply about what it is that I am investigating. I cannot pretend to be an aloof third party subjecting my participants and data to a detached and value-free scientific gaze.

This research was born out of my personal experiences, interests and hopes for the future and I cannot separate myself from it. Even though the data has been provided by other people, they are people whom I have purposefully selected because they have been on the journey that I have been on. My words and their words combined on the pages that follow to tell, organise and interpret the stories that called research in this document.

If I am going to call my investigation research, I have to be sure that I can support the objectivity of the knowledge that I present. Creswell and Poth (2016) maintain that objective knowledge is both meaningful to insiders in the research context and it is determined by the participants in the research. In qualitative research, particularly in

narrative research, the researcher's experiences are embedded and essential to the interpretation of the data, but they must be accompanied by self-awareness and reflection (Lee, 2011; Lichtman, 2013).

I am very aware that qualitative data is highly susceptible to critique in research, policy making and the arena of public opinion (Anderson & Dumas, 2014). The education system is a highly public and highly political context. Positivism dominates such situations because all parties want to be assured that there is a right way that can be established through experimentation, observation and quantification. Narrative research appears to hold a completely opposing paradigm as it denies the existence of a single external reality (Coulter & Smith, 2009). The concern is that even identifying data as a narrative implies a fictional account. However, narratives are designed to reveal the complexities of a situation, evoke dissonance and examine values. They provide a wealth of information that establishes the ground for a vigorous discourse (Coulter & Smith, 2009). Scholarly writing demands a vigorous discourse of this nature, especially in a system that deals with shaping and understanding people.

If I cannot separate my voice from the data and its management, I must have a clear understanding of the part that I play in framing and constructing it (Lichtman, 2013). For this, I must understand for myself and make explicit for my readers how I have attempted to make meaning in this enquiry: the philosophical framework in which I am situated.

As a teacher, I am a pragmatist. I recognise and enjoy the complexity of multiple viewpoints, but, ultimately, I want to solve problems and provide solutions: I want the system to work better and produce better results (Sefotho, 2015). As a researcher, I hold a more interpretivist stance; I have come to appreciate the importance of the values ascribed to knowledge and the multiple meanings in a social context (Sefotho, 2015). Perhaps my enquiry focuses not so much on a problem to be solved, but on a story to be heard, acknowledged and the possibilities that it reveals explored.

The aims of my research were idealistically crafted from the premise that reality is knowable, there is a correct interpretation that I can work towards (Creswell, 2016). I believed that I could define the pedagogical gaps in the PGCE, describe teacher professional identity in South Africa and make the policy suggestions that could change the experiences of newly qualified teachers forever! Unfortunately, this is not

the nature of knowledge, it is not the nature of qualitative research and it is not the nature of policy making. Does this mean that my research and its idealistic goals do not have a place in the world? No, what it means that this thesis is not the end of the journey, it is the beginning.

Upon reflection I believe that my position as a researcher influenced the study in the following ways: Firstly, as mentioned above, the research is grounded in my own experiences as a teacher. I sought out participants who have had similar experiences to mine. The use of snowball sampling (discussed in more detail in section 3.4.2) is a reflection of the kinds of second career teachers who inhabit my own socio-economic context. Secondly, grounding the study in interpretivism means that the conclusions drawn from the data are my own conclusions. Despite every attempt to triangulate the data, a certain degree of confirmation bias will surely exist.

### **1.3.2. Teaching in the socio-cultural context**

Teaching, as a career choice, is difficult to define and defend. The profession battles against low levels of prestige and consequently experiences high levels of attrition (McIlveen & Perera, 2016). Many people who choose teaching as a second career are motivated by intrinsic and altruistic factors (Hunter-Johnson, 2015). Teaching is also often referred to as a calling (Chambers, 2002). There are various classifications of teaching, from a vocation to a half-day job (Nielsen, 2016), to a meaningful career full of personal and professional challenges (Etherington, 2011) that really test an individual's personal and professional identities.

Individuals, who enter teaching as a second career, report having initially rejected it due to the perception that it lacked status as a profession (Chambers, 2002; Pitsoe, 2013). The lack of a coherent teacher professional identity could account for the lack of status of teaching as a profession as well as the initial reluctance to choose it as a career. The other challenges associated with teaching like low salaries, shortages of resources, mindful classroom practice and discipline problems also make it a challenging professional identity to adopt and yet, many people do, with teachers being a growing work force in South Africa (Pitsoe, 2013).

The essential challenge that institutions of higher learning are faced with is how best to prepare an individual for the vigorously debated and very public role of a teacher. Although many South African teachers are formally qualified either through a Bachelor



of Education Degree (BEd) or the PGCE, the preparation received during formal training does not adequately prepare them for the challenges of the contemporary classroom (Pitsoe, 2013; Ploger et al., 2018).

Furthermore, the PGCE aims to address the pedagogical element of teacher training. This may be an insufficient focus for the role of pedagogy, bearing in mind the complexity of what it means to be a teacher. Given that the PGCE is a one-year course when studied full time, it needs to provide a stable foundation for all the elements that a new teacher will draw on in their career, both pedagogically and psychologically. Understanding the psychological process that second career teachers go through when transitioning into teaching and the underplayed emotional demands of the teaching profession, can inform a focus on the development of teacher professional identity during this process. This will influence the prospective teacher's outlook on the rest of their career and inform official retention practices (Bauml & Castro, 2009).

Studies of second career teachers describe their attributes and the many potential benefits that they bring to the teaching profession, but they rarely investigate the process of their transition into teaching (Bauml & Castro, 2009). Furthermore, in South Africa there is very little research on second career teachers at all, despite courses designed to facilitate their entry into teaching.

### **1.3.3. The South African context**

In the South African context, many researchers note the influence of political ideology on teacher training. Wilmot (2004) draws attention to the idea that political forces have historically overshadowed pedagogical best practice, especially during apartheid when racial segregation deeply affected teacher training. Since the early 1990s in South Africa, teacher training and the education system have undergone frequent changes that have been politically and ideologically driven (Fraser, 2018). As noted by Anderson and Dumas (2014), education research can sometimes struggle to enter a conversation dominated by ideology.

Teacher quality has traditionally been based on pedagogical competence and the compliance with quantifiable standards (Tateo, 2012). Teacher training in South Africa became the responsibility of universities in 1994 and the drive to redress the racially based inequalities of apartheid- era teacher training saw a pedagogical focus on skill, reskilling, outcomes, competence, accountability, quality assurance and life-long

learning (Wilmot, 2004). The immediate social and political ideology driving teacher training was a focus on quantifiable standards as the dysfunctionality of the past systems had to be addressed (Fraser, 2018). However, Sibanda (2015) points out that the frequent changes in South Africa's curriculum design makes professional development, or any kind of reform, very difficult for teachers. A renewed focus on the holistic development of strong teacher professional identity and the support of emotional intelligence in teaching would be a valuable support for the entire education system.

In South Africa, there is currently only one entry point into teaching for second career teachers who do not want to enrol in a full undergraduate teaching degree, and that is the Post Graduate Certificate of Education (PGCE). The PGCE is a one-year course that requires an underpinning appropriate bachelor's degree that includes school subjects as part of the existing qualification (University of Johannesburg, 2019; University of the Witwatersrand, 2019).

The PGCE consists mainly of subjects that support the traditional view of pedagogy: Education and Teaching Studies, two methodology units, in some cases a compulsory African language module and a School Based Practicum or Work Integrated Learning period. In a review of the PGCE courses on offer in South Africa, out of seven public and private institutions (University of Johannesburg, University of the Witwatersrand, Rhodes University, UNISA, MANCOSA, Varsity College and Tshwane University of Technology) only one institution offers a course partially related to identity awareness, called "Life Skills". There is no module on identity development or any emotional intelligence.

The aim of the PGCE is to use the existing subject knowledge of the second career teaching student and to introduce pedagogical techniques that will enable the student to teach within the current Curriculum and Assessment Policy Statement (CAPS) requirements. At present there is no explicit pedagogy in South African teacher training that elucidates or supports teacher professional identity or emotional intelligence in teaching.

#### **1.4. Problem statement**

Second career teachers are individuals who have chosen to enter teaching after qualifying and working in an alternative field (Hunter-Johnson, 2015; Bauer & Troesch,

2017). They are ideally situated to provide valuable insights into the nature and quality of teacher training through the PGCE as they have existing professional identities and work experience (Nielsen, 2016). Narratives are not only a popular and legitimate way of gathering research information (Cohen, Manion & Morrison, 2010), they also provide a unique and contextualised access to the participants' ways of being and knowing (Kasper & Prior, 2015). The narratives of second career teachers who complete the PGCE in order to enter teaching are an invaluable resource for identifying the gaps in teacher training.

Teaching is a career that is plagued by a high attrition rate worldwide (Harmsen, Helms-Lorenz, Maulana, & van Veen, 2018). The way in which new teachers conceptualise their professional identity has been found to be an important determining factor in whether or not they stay in the profession or not (McIlveen & Perera, 2016). Therefore, teacher professional identity could be an important underpinning factor in successful teacher education.

It is well known that the theoretical knowledge of teacher training does not always translate into completely effective classroom practice (Ploger et al., 2018). However, when there are gaps in the knowledge of what teacher training covers, it is significantly harder for a new teacher to rise to the expectations of the profession.

Tateo (2012) proposes that the skills to deal with the emotional load of teaching should become a part of teacher training. Gao and Trent (2009) observe that teacher training should include a focus on teacher professional identity. With these factors as the potential gaps in teacher training, new teachers are in danger of burning out (Beijaard et al. (2019) or leaving the profession prematurely.

### **1.5. Purpose/rationale for the study**

The purpose of this study was to investigate the pedagogical gaps related to teacher professional identity and emotional intelligence in teacher training. According to Czerniawski (2011) there is no universally accepted theory of teacher identity and the development of this identity is highly context specific. Furthermore, Tateo (2012) highlights the reality that teaching comes with a huge emotional load and many complicated and negative situations that do not fit into traditional teacher professional identity and are therefore ignored in teacher training.

Therefore, an investigation into identity formation and the development of emotional intelligence in second career teachers studying the PGCE in South Africa could be a valuable resource for informing more successful and meaningful teacher training and retaining more second career teachers in the profession. The emotional load of teaching will only increase in times of growing uncertainty when a teacher will have to be, “a steadying influence, a social worker and a psychologist” (Jones, 2020). While the response to COVID-19 remained centred on lockdowns across the world, teachers have had to develop creative responses to remote teaching and learning. In middle-class environments, this meant moving to online teaching and learning while in poorer communities, worksheets were distributed with food parcels and instructions communicated through SMS and WhatsApp (Govender, 2020). In both situations, teachers have moved to bridge the gaps that governments and parents cannot. Worldwide, teachers face a situation in which their role has evolved beyond the traditional one of content presenter and learning mediator, and society will redefine them based on their response to the global health crisis.

The role of professional identity, emotional intelligence and personality in teaching has traditional been underplayed. It has been overshadowed by policy adjustments, ignored because it is not quantifiable or taken for granted because of the belief that it is fully intrinsic. Now there is sufficient evidence to support the inclusion of these important factors in teacher training.

## **1.6. Primary research question**

The primary research question for my study is:

How do the central themes that emerge from South African PGCE students’ narratives indicate pedagogical gaps around identity and emotional intelligence in teacher training?

### **1.6.1. Secondary research questions**

These secondary research questions were addressed in order to answer the primary research question:

- 1.6.1.1.** How can the training and induction narratives of second career teachers be used to develop a conceptual framework for teacher professional identity?

- 1.6.1.2.** What recommendations can be made to include an awareness of identity formation and emotional intelligence in traditional teacher education programmes in South Africa?

## **1.7. Objectives**

The completion of qualifications that allow for certification of new teachers tends to create the assumption that the skills and knowledge of a second career teacher's previous occupation translate easily into skills required for teaching (Bauer & Troesch, 2017). Training for second career teachers tends to be less intense and mainly focuses on pedagogical competence rather than intrinsic qualities like identity formation and emotional intelligence (Hunter-Johnson, 2015). According to Tateo (2012), individual beliefs about the role of a teacher, not only the competence of a teacher, are crucial for the development of teacher professional identity.

With the above statements in mind, the aims of this study are to:

1. Develop a framework of teacher professional identity based on the narratives of second career teachers.
2. Make practical recommendations as to how teacher training can be improved to address the pedagogical gaps that this study identifies in the PGCE.

With the above statements in mind, the objectives of this study are to:

1. Investigate the possible pedagogical gaps in the training of second career teachers through the PGCE.
2. Highlight emotional intelligence and teacher professional identity as pedagogical gaps in teacher training.
3. Use the narratives of second career teachers to explicitly investigate the process of teacher professional identity formation.
4. Identify the themes that emerge from the narratives of second career teachers and use these insights to make practical recommendations to address the pedagogical gaps in teacher training.

## **1.8. Preliminary literature overview**

### **1.8.1. Introduction**

The study was not only framed by philosophy, but also by existing theory. The theoretical framework of a study is an abstract idea that enables the researcher to relate the concepts in the study to one another (Casanave & Li, 2015). This framework provided the study with a focus and explicitly linked the research problem with the existing theory in the field (Adom, Agyem & Hussein, 2018).

A theoretical framework guided the choice of the concepts that were investigated (Sefotho, 2018). Theories attempt to offer an explanation of an event and will naturally highlight key concepts and the links between them. This provided a valuable starting point for the study.

Teaching is a complex profession that consists of many different components that need to function in harmony with one another. The identity of a teacher is multiple; it encompasses being a subject specialist, facilitator of learning, mentor, adult role model and many more facets. The study aimed to draw attention to the need for holistic teacher training that supports the personal and professional selves (Alsup, 2008), the rational competence as well as the emotional complexity of teaching (McNinch, 2007; Tateo, 2012). Therefore, a theory that frames this intrapersonal relationship is ideal.

The conceptual framework provided the language of the enquiry in terms of the key terms and constructs that will be used to describe and define the scope of the research. The conceptual framework is not confined to the scope of the theoretical framework but makes use of concepts from a number of theories (Sefotho, 2018). These concepts should clarify the fundamental issues that frame existing and future practise in the field of study (Sefotho, 2018). The way in which the researcher organises the conceptual framework in their own study explains how the research problem was explored and how the main concepts in the study relate to one another (Adom et al., 2018) as will be seen below.

### **1.8.2. Theoretical framework**

There is generally no widely accepted theory of teacher identity (Czerniawski, 2011). Many studies show that teacher training is almost exclusively linked with pedagogical prowess (Akkerman & Meijer, 2010; Fraser, 2018 and McNinch, 2007). This indicates that there is a pedagogical gap in teacher training when it comes to teacher

professional identity and this is the research problem that I have identified in my study. Therefore, my choice of theoretical framework is one that can encompass the complex and multiple identities of a teacher.

The theoretical framework for the study rested on the premise that identity is decentralised and dynamic. It can be understood as an open system with a sense of consistency, agency and awareness rather than a centralised representation (Tateo, 2018). This conceptualisation of identity will allow the exploration of the multiple roles (or I-positions) that a teacher can hold from subject expert, to administrator, to manager, to carer and many more.

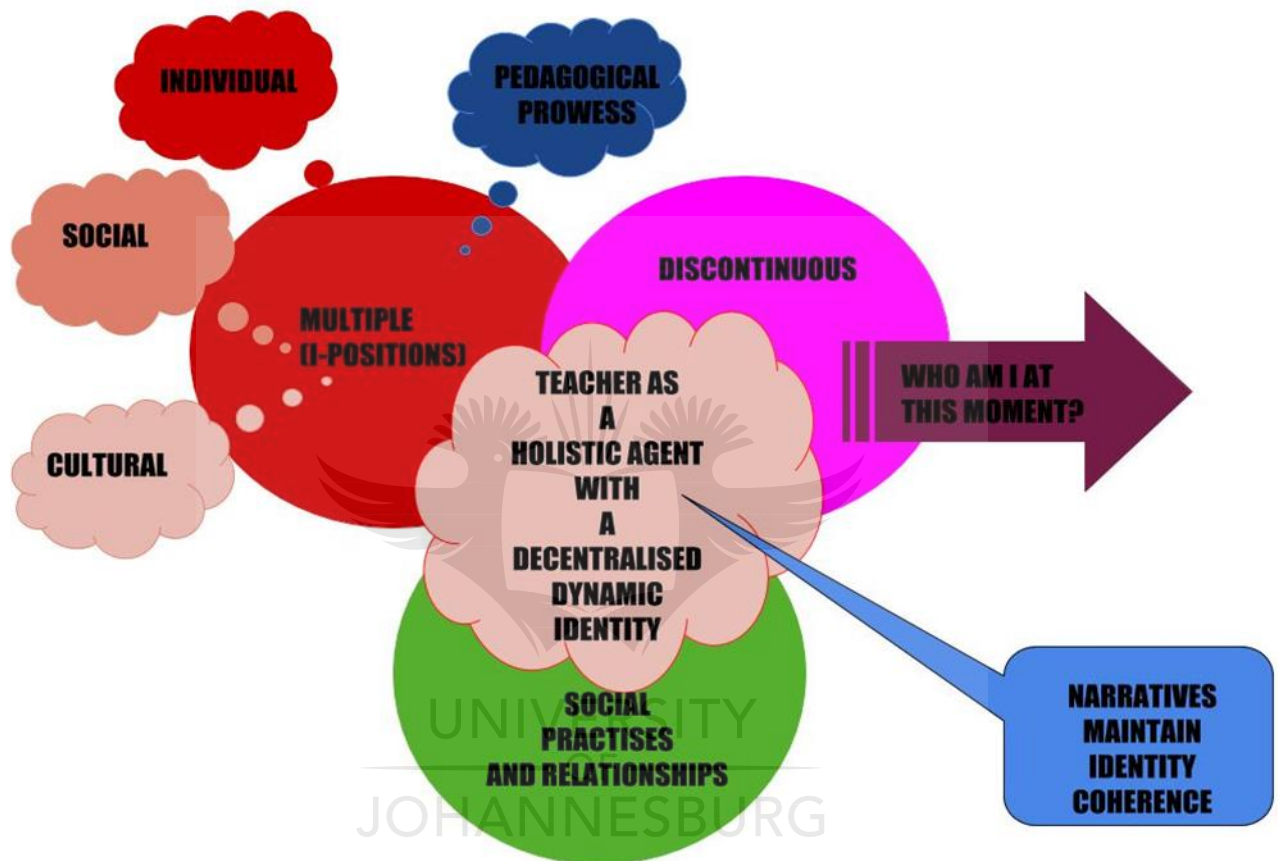
Akkerman and Meijer's (2010) assertion that identity formation is discontinuous allows for an authentic exploration of teacher professional identity development in second career teachers as opposed to a preconceived linear process. The acknowledgement of the social nature of identity grounds the study in the education context. All of these factors operate in dialogue with one another and were explored through narratives that maintain a sense of coherence.

The data that was captured in the study could potentially add to the body of knowledge that supports the decentralised and dynamic theory of teacher professional identity. Figure 1.1 below presents a psycho-social model of identity encompassing multiple I-positions as a theoretical framework for this study.

UNIVERSITY  
OF  
JOHANNESBURG

**Figure 1.1**

*The theoretical framework: A psycho-social model of identity encompassing multiple I-positions (Akkerman & Meijer, 2010).*



### **1.8.2.1. Explanation of the theoretical framework**

In Figure 1.1, the ideas depicted in red, and shades of pink are linked to identity, the blue indicates ideas linked to traditional understandings of pedagogy and the green is linked to teachers themselves.

Akkerman and Meijer (2010) propose a theory of teacher identity with a teacher as a holistic agent, who has a social nature and experiences recurring themes of identity multiplicity and identity discontinuity. The theory moves away from, but does not neglect, the overwhelmingly pedagogical nature of teacher identity and the broadly accepted psychological understanding that identity itself is fixed, with the core of the self at the centre. Identity is understood as a de-centralised and dynamic self that is in



constant dialogue with internal and external elements. This allows for a theory of teacher identity where the teacher is able to shift fluidly between personal and professional contexts and interpret and reinterpret experiences.

Akkerman and Meijer (2010) build on the work of Bakhtin and describe the self of a teacher as constituted of multiple 'I-positions'. The reason for the use of the term, "I-positions", is that Akkerman and Meijer (2010) were concerned that teachers had traditionally been studied as objects and observed remotely. Such an understanding does not allow researchers to fully enter into how teachers understand themselves and their practice (Akkerman & Meijer, 2010).

The I-positions can account for the teacher's varying perspectives as different situations evoke different parts of the self, particularly when teachers face dilemmas about their work or when teachers face negative emotions that challenge the mainstream conception of teacher identity (Tateo, 2012). What Akkerman and Meijer (2010) propose is that an I-position is a specific viewpoint that an individual may hold, in any given situation, that intentionally informs how they will express themselves. For example, a teacher may speak as a mother, as a perfectionist, as a novice or a friend of another teacher and these positions may often be at odds with one another. This is why they are often in negotiation or dialogue as an identity is continuously constructed and re-constructed. The teacher essentially makes shifts in their identity to accommodate their various internal voices in the situation and the multiple I-positions are in dialogue with one another. This theoretical framework allows teachers to flexibly and continuously construct and negotiate a sense of teacher professional identity that allows for conflicting positions within a social network.

Furthermore, the dialogical nature of Akkerman and Meijer's (2010) theory aligns well with Tateo's (2012) proposal that identity is a reflexive negotiation of an individual's own subjectivity that occurs across three psychological dimensions: individual, social and cultural. Both theories are valuable because they overcome the personal versus professional dichotomy in the conceptual framework.

Both of these theories of identity also use narratives as a means of observing identity conception and negotiation: Akkerman and Meijer (2010) talk about identity as "the narrative about ourselves" (Akkerman & Meijer, 2010, p. 313). It is in this way that the multiple and discontinuous self can maintain coherence over time. Tateo (2012)

concur with this stance, stating that narratives help teachers construct their professional identity.

Drawing on the narratives of teachers to investigate identity can find a theoretical basis in the field of knowledge management. Narratives are viewed as a central feature of a person's history and current identity (Kuipers, 2005) echoing their role in coherence of the self over time (Akkerman & Meijer, 2010). Narratives are also symbolic systems that convey tacit and implicit knowledge, the spoken word is the "performance of thought" and the way in which people access and leverage knowledge (Kuipers, 2005).

Therefore, as a theoretical basis for the study, Tateo's (2012) proposal of a psycho-social model of teacher professional identity that is personal, social and situated within educational practices and relationships, combined with Akkerman and Meijer's (2010) description of identity as the dialogical occupation of multiple I-positions is the framework that I used to guide my study. Both ideas work in harmony with each other and with the use of narratives to explore and conceptualise teacher professional identity in second career teachers.

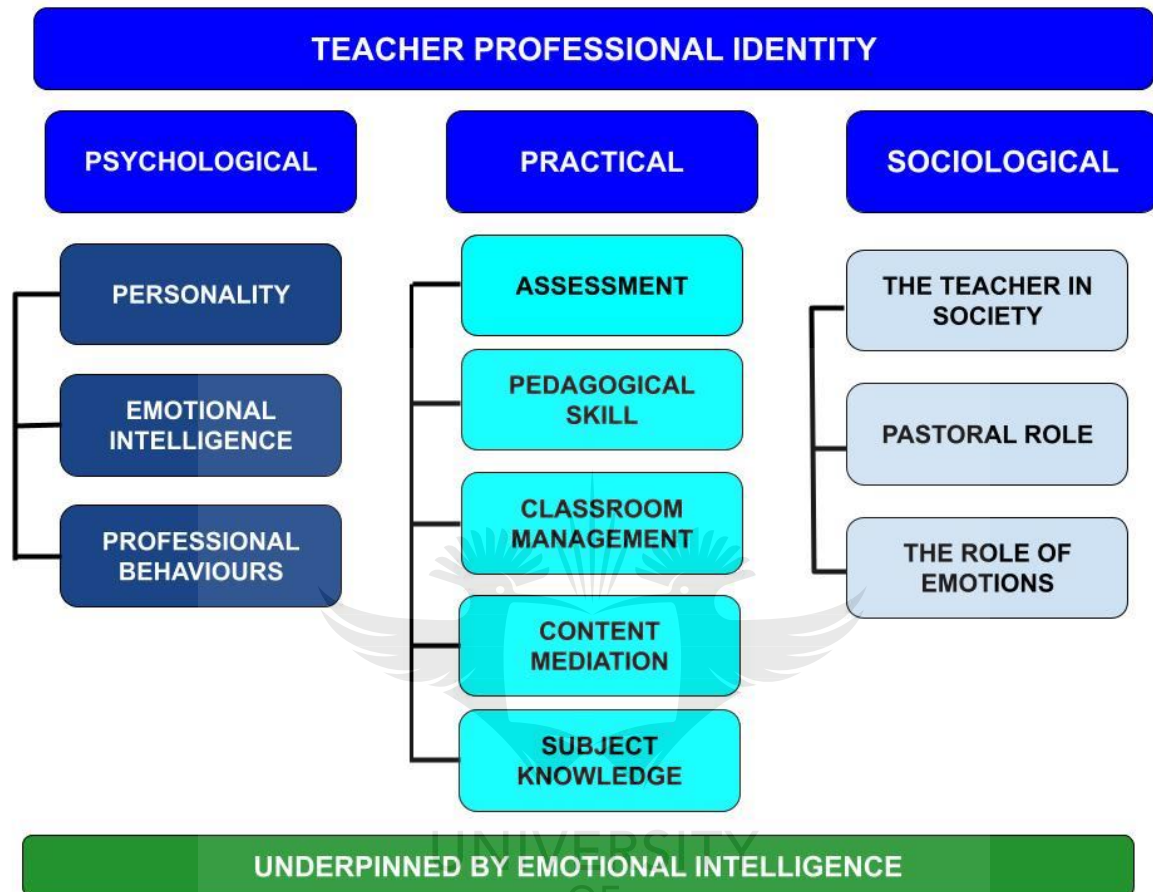
### **1.8.3. Conceptual framework**

Researchers can draw on the various theories in their field to construct the conceptual framework as it informs a study that is aimed at feeding back into further theories that will be useful to practitioners in the field (Adom et al., 2018). Thus, the building blocks of a conceptual framework are actually abstract ideas. These ideas are based on observable phenomena in reality and this is what informed the data captured and recorded in the study (Casanave & Li, 2015).

The main ideas in this conceptual framework were drawn from background reading on second career teachers; Tateo's (2012) proposal of a psycho-social model of teacher professional identity that is informed by psychological, educational and sociological paradigms and Akkerman and Meijer's (2010) description of identity as the dialogical occupation of multiple I-positions. These ideas are expressed using the terms from the problem statement, research questions and theoretical framework to make the study as coherent as possible.

**Figure 1.2**

*The Conceptual Framework: The psychological, practical and sociological dimensions of teacher professional identity*



### 1.8.3.1. Explanation of the conceptual framework

As with Figure 1.1 for the theoretical framework, Figure 1.2 is colour coded. The conceptual framework for this study was based on Tateo's (2012) assertion that teacher professional identity draws from the psychological, practical and sociological paradigms of teaching. In order to turn this statement into a conceptual model, I investigated each dimension of teacher professional identity to determine what other researchers have identified as its core aspects. These were then categorised under headings provided by Tateo's (2012) statement. The psychological dimension is indicated in dark blue, the practical or educational dimension in turquoise and the social dimension in light blue. Tateo (2012) also states that teaching is charged with emotion. A teacher needs to regulate the emotion in all aspects of their work; therefore I propose that teacher professional identity is underpinned by emotional intelligence and this is indicated in green.

The focus of this study is on the training and identity narratives of second career teachers and how they can be used to identify the pedagogical gaps around teacher professional identity in teacher training. Second career teachers represent the cohort for this study. In combination with their particular attributes of responding to a desire to help or a calling, existing expert knowledge and high self-efficacy give them a unique profile as established professionals who are re-skilling. The “call” to teach or conception of teaching as a calling can be understood as the altruistic desire to help young people.

These individuals then enrol in a PGCE to re-skill and certify themselves as teachers. As they re-skill, they will have narratives of the process in which they are exposed to pedagogy in education. The focus of this pedagogy traditionally rests heavily on pedagogical prowess involving specialised content knowledge and teaching strategies. During the re-skilling process, the second career teacher will also be developing a new identity linked to their new career. The narratives explored in this study have been used to strengthen and inform a conceptual framework of teacher professional identity that comprehensively represents the dimensions of a teacher’s role.

Akkerman and Meijer (2010) propose that this identity is multiple, discontinuous and socially constructed. A post-modern conceptualisation of identity allows for the understanding that the inner self is just a myth- there is no singular inner core, but rather multiple perspectives. Furthermore, the self does not always develop in a linear fashion. The self is multiple in that a different part of it is evoked according to different situations. Identity development involves the negotiation and renegotiation between the various parts of the self, and this is not always a sequential and linear process. The multiple self also has to negotiate its position in relation to selves in the particular environment and is therefore social in nature. A coherent and recognisably individual identity is maintained through narratives. These narratives help the individual to make sense of experiences, resolve conflicts between I-positions, and behave in a coherent manner over time (Akkerman & Meijer, 2010).

Akkerman and Meijer (2010) do not go into detail about the nature of the I-positions. In terms of developing a theory of teacher professional identity, the descriptions of the possible I-positions are very important to inform teacher training and teacher

professional development. I propose that each of the aspects of teacher professional identity that make up the psychological, practical and social dimensions of teacher professional identity represents an I-position that teachers may occupy. The data provided by the participants' narratives was analysed with the purpose of identifying specific I-positions that could inform a holistic description of teacher professional identity.

### **1.9. Clarification of concepts**

**The CAPS document:** Curriculum Assessment Policy Standards (Department of Basic Education, 2012). This document outlines the curriculum and assessment guidelines for every subject across every grade in South African government schools.

**Dialogical theory and the dialogical self:** psychological concept, which describes the mind's ability to imagine the different positions of participants in an internal dialogue, in close connection with external dialogue. In this study, dialogical theory was used as part of the theoretical framework as an explanation for the multiple I-positions that constitute teacher professional identity (Akkerman & Meijer, 2010).

**Discourse analysis:** The analysis of the different ways in which individuals integrate language and non-language activities to enact different identities. Foucauldian theory suggests that identity is constructed through discourse analysis (Wiles, 2013). In this study, discourse analysis was used to identify the themes that emerge from the training and induction narratives of second career teachers in relation to identity.

**Emotional intelligence (EI):** The ability of an individual to regulate their own emotions and those of others. It includes being able to perceive, appraise and express emotions accurately and appropriately (Goleman, 1995).

**Narrative research:** The analysis of data provided from the lived experiences of the participants. The experiences are recounted to the researcher who presents them in the form of a story. The sum of the story is a representation of the phenomenon under investigation (Coulter & Smith, 2009).

**Pedagogy:** refers to the method and practice of teaching as an academic subject. Traditionally, pedagogy is defined as the best practices and competencies used to convey content knowledge to learners (Fraser, 2018). Pedagogical prowess is a large part of teacher identity, but teacher training institutions often fail to acknowledge that

identity development and emotional intelligence are an important part of the pedagogy of teacher training.

**Personality:** The dynamic organisation of traits and characteristic patterns of behaviour that are unique to an individual.

**Second career teacher (SCT):** An individual who has qualified and worked in a field other than education and has decided to pursue education as a second career. They can also be defined as individuals who have entered teaching later in life after previously participating in the labour force. This can include someone well over 25, possessing life experiences resulting either from previous careers and/or from parenthood, which potentially enables them to bring important assets, such as maturity and expertise, to teaching (Varadharajan, 2014).

**Teacher professional identity (TPI):** The way in which teachers conceptualise themselves and are viewed as professionals by the public. Teacher professional identity draws from the educational, psychological and sociological paradigms of teaching (Tateo, 2012). This study builds on the work of Tateo (2012), "*What do you mean by "teacher"? Psychological research on teacher professional identity*" to conceptualise teacher professional identity as the holistic and authentic picture of the teacher as a professional. Teacher professional identity does not only consist of professional skills and behaviours, pedagogical prowess and the role of the teacher in society. It also encompasses the individual, interpersonal and cultural narratives as well as the considerable emotional load that a teacher needs specific skills to deal with.

**Teacher training:** The formal, academic degree or certificate that a student undertakes to prepare to become a teacher. Both the Bachelor of Education and the Post Graduate Certificate in Education consist of a theoretical component and a practical component.

## **1.10. Conclusion**

This chapter provided the basis for the study in terms of the background and context. The research questions and the theoretical and conceptual frameworks for the study set the process in motion. The chapters that follow expand on this beginning and provide the following information:

**Chapter 2:** The review of the literature pertaining to the study. This chapter explored the cohort for the study and provided the rationale behind the use of narratives as the methodology. It then opened up the theoretical and conceptual frameworks in detail so as to provide the background information against which the findings of the study later be evaluated.

**Chapter 3:** The research methodology. This chapter is a sequential description of the entire research process. It began with the theoretical underpinnings from which the study was conceptualised and then moved to the functional and technical aspects of how the research was conducted.

**Chapter 4:** The presentation and discussion of the findings. The findings for each of the main themes were presented, and then discussed with reference to the literature study and additional readings.

**Chapter 5:** Addressed the objectives of the study and answers the research questions. In this chapter, the claims resulting from the discussion of each of the themes were evaluated against the original objectives of the study. The research questions addressed and concluding remarks made.

# CHAPTER 2

## Literature review

### Introduction

This chapter is a review of the literature pertaining to the study. The three main areas in which background information is essential to the study are: the use of narratives in research, studies on second career teachers and teacher professional identity, and emotional intelligence in teacher training. The literature available in these three areas was reviewed in general and in the South African context.

### 2.1. Narratives

#### 2.1.1. Narratives in educational research

Narrative research is popular in education, but its methods and purpose are still evolving (Coulter & Smith, 2009). Narratives are typically collected by researchers through observation, interviews, focus groups and document reviews (Al-Bargi & Shah, 2013). After collection, narratives are analysed into themes and categories.

One of the most interesting purposes of narrative research is the portrayal of experiences and the provision of an interpretive space in which to view them. Narrative research is an ideal method for the exploration of a topic as the sum of the stories collected. These can form a representation of the system under investigation (Coulter & Smith, 2009). Unlike positivism which seeks to separate external reality from perceptions and interpretations, the interpretive stance of narrative research allows for events and their interpretations to be considered holistically. It provides a richer understanding of actions as driven by emotion and intention (Coulter & Smith, 2009). In the educational context, it is the enactment of identity, pedagogy and the beliefs surrounding those constructs that determines the results produced by the system.

Coulter and Smith (2009) make an interesting distinction between narratives that are broken down into actions and events that produce themes for analysis, and the analysis of actions and events that produces a story as a narrative construction. They call this “analysis of narrative” and “narrative analysis respectively” (Coulter & Smith, 2009). Their argument is that by using a narrative rather than a research report, the researcher can become a character in the story. However, in narrative research, the researcher’s experience naturally informs the interpretation of the data (Brink, van der



Walt & van Rensburg, 2012). Binti et.al (2019) describe a narrative as an engagement between the researcher and the participant in which experiences are co-created, the story emerges as a result of the collaborative process between them. Therefore, I argue that the research report is the story produced as a result of narrative analysis: it presents the story of the experience of second career teachers.

A narrative is a retrospective retelling of events. This leads to concerns about the accuracy of the data collected from such a source- is the story really what happened? This is where the versatility of narrative research can really be appreciated. It is not limited by quantification, but rather transcends the search for the truth by providing rich and diverse data that can reveal the complexities of a phenomenon, interrogate common understandings and inspire a more questioning stance (Coulter & Smith, 2009). A narrative is merely a specific presentation of information that denies the existence of a single reality. Singer (2004) comments that the potential danger of this approach to research is that it risks providing a descriptive account of a phenomenon, rather than an explanation. Nevertheless, narrative research has the potential to reveal a more accurate understanding of the situation because it includes subjectivity, emotions, motivations and multiple voices, perhaps leading to a more comprehensive explanation than a reductionist approach.

The connection between events in narratives is where meaning is constructed (Coulter & Smith, 2009). This connects narrative research with another popular methodology in educational research: interpretive phenomenology. Interpretive phenomenology takes narrative research a step further by seeking to understand the meaning that research subjects attach to their experiences (Noon, 2018). The double hermeneutic created in this situation perfectly describes the main activity of qualitative research: “the participant is trying to make sense of their world and the researcher is trying to make sense of the participant trying to make sense of their world” (Noon, 2018, p. 75).

Narrative research should provoke the reader to adopt a more questioning stance when it comes to examining values and evaluating ideas (Coulter & Smith, 2009). Singer (2004) describes narrative researchers as free to explore how stories emerge from their contexts and as sensitive to the nuances they present. In this exploratory mode there is also a freedom from ideological stances and predetermined objectives. The power of personal narratives lies in the capacity to encompass thinking and

feeling, and to compel and convince others (Kuipers, 2005). Adler, Dunlop, Fivush, Lilgendahl, Lodi-Smith, McAdams, Pasupathi and Syed (2017) state that narratives are subjective constructs that have objective impacts. They provide individual sources of evidence that sustain a larger social belief.

Tateo (2012) argues that teacher professional identity is usually associated with competence and standards, but this is an incomplete definition of a teacher's role. Teacher professional identity should be an overall concept that has knowledge, skills and personal qualities of respect, care, courage, empathy as well as personal values and attitudes included in it. The versatility of narrative research makes it a suitable method for exploring the complexity of a teacher's professional identity more comprehensively than any quantitative method could.

### **2.1.2. The importance of narratives in identity construction**

The process of identity formation and development is intimately linked to the construction of narratives from experiences. Narratives are an ethical and meaningful source of data for researchers who seek to understand lived experiences (Adler et al., 2017). Throughout our lives we accumulate knowledge in the form of a life story that emerges from causal, temporal and thematic connections between the events that we experience (Singer, 2004). Personal identity is essentially the narrative of the self, involving the construction of meaning over time (Akkerman & Meijer, 2010; McAdams (1995). Experiences are told in order to extract meaning from them. At the core of understanding the self, is the ability to construct a narration of the experiences that encompass the past, present and future (Binti et al., 2019). McAdams (1995) articulates this as "the self of yesterday became the self of today and will become the anticipated self of tomorrow (p. 382)". The telling of those experiences to others and to the self is an interpretive action that is crucial in the application of the knowledge in a broader context (Singer, 2004).

Identity is not a purely internal psychological construct, but a relational phenomenon that interacts with the social environment (Akkerman & Meijer, 2010). Narration is a method whereby individuals negotiate, share and contest meaning related to their own identity and that of the organisation or profession to which they belong (Kuipers, 2005). As experiences add to the life story, this offers an individual the opportunity to evaluate their position in the world and determine their next action (Singer, 2004).

Narratives act as “social maps” that shape the thoughts, behaviours and values of a particular context (Kuipers, 2005). Stories help an individual to position themselves socially and culturally (Binti et al., 2019). These narratives are just as important for the listener as they are for the teller; the listener activates the symbolic meaning of the various claims about appropriate behaviour and values being transmitted and adapts their behaviour accordingly (Kuipers, 2005). This phenomenon describes the effect that the narratives of second career teachers can have on teacher professional identity and teacher training.

### **2.1.3. Narratives in teacher professional identity**

Narratives focus on unique experiences within broader social and institutional contexts (Binti et al., 2019). Professional identity is partly constructed through socialisation, and storytelling within a profession often forms part of a tacit induction process (Wiles, 2013). Narratives offer “thick descriptions” of tacit and implicit knowledge related to the social and professional environment (Kuipers, 2005). These descriptions access and leverage the knowledge of participants and transmit it to those joining the group.

An individual also begins to rely on particular language structures and speech genres (Akkerman & Meijer, 2010). The development of a professional language sustains professional identity development (Akkerman & Meijer, 2010). Bakhtin, in Akkerman and Meijer, (2010) identifies the various languages that develop around certain professions and situations as “social languages” and points out that the voices of influential others also become woven into speech patterns and the enactment of the roles of the profession. Essentially, the professional context in which an individual finds themselves will influence how they tell stories related to the self in that context. Teachers use their professional environments to implicitly construct and negotiate their identity through what Akkerman and Meijer (2010), describe as “teacher talk”, the discourses and narratives surrounding teaching. Professions develop “interpretive repertoires” which manifest as the repetition of certain words and phrases linked to their particular context.

Foucauldian theory and discourse analysis in education suggest that the members of a profession actively construct their identities through spoken language (Wiles, 2013). Teachers learn to be teachers through their interactions with other teachers, they attach their personal identity to a collective professional one through the sharing of

narratives (Czerniawski, 2011). The narratives of teachers provide an implicit sense of what is important to them as professionals; their motivations, relationships and the conditions under which they work. This enables them to maintain a sense of professional identity that is coherent with their developing beliefs and competencies (Tateo, 2012). It also creates a discourse of professionalism based on certain desirable traits (Wiles, 2013).

Furthermore, narratives explicitly shape the professional identities of teachers and teaching as a profession (Tateo, 2012). Tateo (2012) identifies that narratives give a sense of how teachers' knowledge, context and professional identity are connected. Through narratives, teachers are able to construct a coherent sense of how their philosophical beliefs shape their daily actions and place themselves in relation to the perception of what their role requires (Tateo, 2012). The collective narratives of the members of a profession define the boundaries of that specific occupation (Wiles, 2013).

McNinch (2007) highlights the public influence of narratives on teacher identity when he notes that teachers tend to be defined by the media as a mythological construct. A teacher is thought to rely on the power of their personality, which is innate and faux heroic (McNinch, 2007). Furthermore, society can, and does, impose its designs of what teachers should be like when it determines the cultural setting of education through popular media (McNinch, 2007). This highlights the role of social constructivism in the identity of teachers, as they are often positioned in society by the media and political agendas. Tateo (2012) notes that, as society changes, new expectations placed on the education sector lead to new demands on how teachers enact their professional identities. Akkerman and Meijer (2010) support the idea of a socially constructed image of teacher identity as they point out that the positioning of the self is not restricted to individuals but also includes communities. The professional identity of the teacher is positioned within the community and by the community.

Meaning is constructed and reconstructed over time as the individual makes sense of formative experiences through storytelling (Akkerman & Meijer, 2010). One's identity is essentially the narrative of the self and this narrative encompasses both personal and professional contexts (Akkerman & Meijer, 2010). Continuity and the sense of a cohesive self is maintained through narratives.

#### **2.1.4. The existing narrative of teaching**

Teaching has been conceptualised in a variety of ways. Traditionally it has fallen into the category of a quasi-profession or semi-work because of its associations with caring and child-minding (Neilson, 2016). It is also viewed as a calling and part of the pastoral realm, thus almost completely lacking in professional status (Chambers, 2002). Alternatively, but not exclusively, it has been described as an art; relying on various factors related to personality and interaction that cannot be taught. It has also been called a science that requires skills and knowledge that can be learned (Tateo, 2012) and even “a craft of love” in the most traditional sense (Etherington, 2011). One of the most damaging perceptions of teaching is that it is an easy profession (Hilmi, 2019). This leads to the poor public perception of the profession and could have a negative impact on the rigour of teacher training.

Teachers face numerous professional and contextual challenges like constant reforms, declining morale, lack of resources, criticism from the media, low remuneration and low respect for the profession (Sibanda, 2015; Struyven & Vanthournout, 2014). Therefore, it is unsurprising that teacher attrition is a worldwide problem (Pitsoe, 2013) and that there is a shortage of qualified teachers (Bauer & Troesch, 2017). In South Africa in 2005, Human Sciences Research did a study which reported that 55% of teachers would leave teaching if they could (Pitsoe, 2013).

The challenges that teachers experience, and the inferior status of the profession worldwide point towards the need for at least three possible interventions to support the education system: the active recruitment of committed teachers, the development of a coherent professional teacher identity informed by the narratives of teachers and the focus on more holistic teacher training with innovative pedagogy that builds resilience.

## **2.2. Second career teachers**

### **2.2.1. A focus on second career teachers as an alternative cohort**

Hilmi (2019) provides a broad definition of career as one’s professional behaviour over time. A career change means that new expertise, training and investment in human capital are required to affect an occupational transition (Hilmi, 2019). A second career teacher is an individual who has qualified and worked in an occupation not necessarily unrelated to education and has decided to enter teacher training and become a public

or private school teacher (Gao & Trent, 2009). Due to teacher shortages and the high attrition rate in teaching, second career teachers are an important resource in the education system. They are viewed as an attractive cohort because of the professional experience of their previous careers and their high intrinsic motivation (Varadharajan, 2014).

Second career teachers account for an increasing number of teacher recruits worldwide: in Singapore they numbered 1 in 4 in 2012 and in Australia 1 in 3 by 2018 (Puay, 2012; Buchanan et.al, 2018). They represent a desirable cohort of potential teachers because they have a sophisticated professional point of view and they are well adjusted and high functioning (Neilson, 2016). Second career teachers are also generally more satisfied with their career choice than first career teachers and tend to be more inclined to stay in the teaching profession (Bauer & Troesch, 2017).

Available data on second career teachers reveals a heterogeneous group with a variety of previous professional experiences and attitudes that they can infuse into the education system (Nielson, 2016). They are generally not dissuaded by the low professional status of teaching, but rather see it as a career with meaning (Lee, 2011). The desire to make a difference is notable amongst second career teachers, therefore they can be instrumental in educational reform and conceptualising teacher professional identity.

### **2.2.2. Attributes of second career teachers**

Second career teachers represent a valuable resource for schools as they bring many personal and professional attributes to teaching. They are often older and more demographically diverse than their first-year teaching student counterparts (Brindley & Parker, 2010). The life experience and prior careers of second career teachers provide them with an insightful view of teaching and they recognise it as a profession that requires a complex set of skills (Nielson, 2016). Moreover, second career teachers add new insights and bring new perspectives to the field of teaching. They tend to operate in a way antithetical to the traditional semi-work or quasi maternal conceptualisation of teaching by actively demonstrating directness, objective detachment and the willingness to challenge perspectives (Nielson, 2016).

The clear advantage that second career teachers have over first career teachers, is that they enter teaching with expert practical knowledge of the subject matter that they

teach. They have already proven themselves in a professional setting and have established personal strategies to deal with challenges (Chambers, 2002). Second career teachers are, however, not immune to the challenges experienced by first year teachers as teaching is a new professional skill set and requires a different speciality (Hilmi, 2019).

Second career teachers have made a conscious decision to leave what is, in most cases, the relative security of an existing career. Through this act alone, they demonstrate high self-efficacy and internal motivation (Bauer & Troesch, 2017). Nielson (2016) noted that, as mature students returning to university, people who become second career teachers experience a considerable amount of stress and vulnerability during their studies. However, the participants in his research demonstrated persistence, resilience and optimism during the process of reskilling. Furthermore, they have an established work ethic, personal and professional life experience (Buchanan et.al, 2018) and can translate and repurpose their multiple skills in the field of teaching (Nielson, 2016).

The skills and experiences that second career teachers bring to schools also enhance the educational experiences of learners (Puay, 2012). Second career teachers do not only bring potential pedagogical knowledge, but also many so-called “soft skills” related to life experience and human interaction (Chambers, 2002).

However, once second career teachers qualify, they find the realities of the classroom quite different from what they expected. Lee (2011) conducted a study on 12 teachers who had entered teaching from a variety of different first careers. A participant reflected on the experiences of second career teachers, and commented, “the problem with being a teacher is, until you are a teacher, you don’t really know what it is like to be a teacher” (Lee, 2011,p. 10). Despite the challenges involved in transitioning into teaching, the second career teachers in Lee’s study felt content with their choice and were willing to encourage others to pursue the same path. This is an encouraging indicator that second career teachers can actively augment and improve teacher professional identity.

### **2.2.3. What brings second career teachers into teaching?**

Teaching has traditionally been referred to as a calling (Chambers, 2002). According to Hilmi (2019) the primary motivating factors in the career change to teaching are

internal. He identifies personal interests, interest in the job, and the opportunities for autonomy, creativity and innovation as strong motivating factors. Second career teachers are also often motivated to enter the profession by altruism and a type of activism, in the sense that they want to exercise their personal values and give back to the community (Etherington, 2011; Struyven & Vanthournout, 2014). Varadharajan (2014) comments that whether teachers are career changers or not, they tend to be motivated by similar ideals around the desire to work with children and the social service provided to the community.

Hilmi (2019) proposes that in underdeveloped countries, a career in teaching offers job security, professional status and regulated working conditions. Sibanda (2015) noted that first year enrolment of education students in South Africa was rising and that many students realised that a shortage of qualified teachers would provide them with guaranteed employment. Even though many education students acknowledged the low social status of the profession, it was not a deterrent for them. Many believed that they could make a worthwhile contribution to the education sector and enjoy stable employment (Sibanda, 2015). Varadharajan (2014) notes that the extrinsic factors mentioned above also account for younger professionals' decisions to change careers. Older second career teachers tend not to be concerned about low salaries and lack of professional prestige (Varadharajan, 2014).

Many second career teachers move into teaching as a response to changed personal or family circumstances (Varadharajan, 2014), such as having a child or having children who are grown up. Teaching has traditionally been perceived as compatible with family life and family values (Etherington, 2011). Furthermore, post graduate teacher training is often accessible and affordable, especially for individuals who have the support of their family (Bauml & Castro, 2009). Career change teachers may also switch careers in order to fulfil intellectual desires; they may be drawn to teaching by a love of learning, a deep interest in their subject or the desire for personal growth (Varadharajan, 2014).

The change in careers is not always a response to the attractive elements of teaching. Many second career teachers are motivated to pursue teaching because of challenging and dissatisfactory elements of their first career. Stress, frustration,



disillusionment and feelings of isolation are commonly reported as factors that prompt a career change to teaching (Varadharajan, 2014).

“An understanding of the reasons behind an individual’s motivation to change to a teaching career involves acknowledging the uniqueness of each individual” (Varadharajan, 2014, p. 32). Hilmi (2019) echoes this sentiment in his qualitative study of 16 Turkish career change teachers, stating that each career change has a unique set of motivations behind it. Bauml and Castro (2009) theorised that second career teachers make the transition into teaching based on the combination of four factors: the context of the change, the level of support that the individual experiences from others, strategies that the individual employs in the transition, and the personal characteristics of that individual. Varadharajan (2014) states additional factors like the individual’s age, work and life circumstances and the time period in which the career change decision is made. However, both researchers note that the primary element that motivates a career change to teaching is intrinsic. Smith and Watt’s (2016) research into blue collar workers who made the decision to enter the teaching profession supports this claim. Smith and Watt (2016) identified that the participants in their research were highly motivated to reskill as teachers due to the intrinsic value of teaching as a career and the meaningful humanistic work that it entails.

Chambers (2002) identifies two types of second career teachers whom she calls “homecomers” and the “converted”. Teaching has long been perceived as lacking in status, therefore, it is often not a desirable choice for university students. Once a first career choice has been made and engaged in, one of two things happens to second career teachers: either they have always wanted to be a teacher and now have the confidence and conviction to make the transition into teaching (homecomers) or, after a pivotal moment in their lives, they are inspired to pursue teaching as part of their personal development (converted). Buchanan (2018) and Varadharajan (2014) describe this inclination as the pursuit of a “first love” that has evaded them for various reasons. Varadharajan (2014) notes that both of these kinds of career change teachers generally experience a change in perspective on life or a personal experience that triggers the career change.

It is interesting to note that half of the second career teachers in Chambers’ (2002) study were classified as “homecomers”. The findings of this study are somewhat

dated; however, they are echoed by Puay (2012). In his study, ten years later, when he observed that second career teachers in Singapore reported being diverted from teaching as a first career option by negative social perceptions of the career and low remuneration. Struyven and Vanthournout (2014) also identified that the prevailing perception of teaching as a profession of status is low and many second career teachers are perceived by former colleagues as choosing to dumb down or settle for a lower position.

In South Africa, Pitsoe (2013) also notes the low status and poor public image of the profession, which acts as a deterrent to first year university students when they choose their degrees and career paths. Although her study focused of first career teachers, Sibanda (2015) observed the perception of teaching as a dead-end job, lacking in recognition and social and material rewards. One can conclude that numerous intelligent, insightful and dedicated potential teachers bypass the profession, as a first career, due to the negative perceptions that surround it. This points to the need for a coherent teacher professional identity to assist in legitimising the profession and attracting competent and committed people to it.

#### **2.2.4. How second career teachers approach teaching as a career**

In addition to the altruistic perception of teaching as a calling, many second career teachers view teaching from a careerist's point of view in which teaching represents a practical, functional and realistic career (Etherington, 2011). Nielson (2016) also notes that second career teachers bring their previous identities of professionalism into teaching as they already have an established idea of what professionalism is in other sectors. Whilst the traditional view of teaching, as aligning strongly with family values, morals and a selfless commitment, is present in a careerist perspective, the "achiever" and "modern" worldviews of teaching are prominent features of a second career teacher's perception of teaching as a profession (Etherington, 2011).

As a result of their particular worldviews, shaped by the life experiences of a previous career, second career teachers can adopt an "achiever" approach to teaching. According to Etherington (2011) individuals with this worldview approach teaching with an idealistic, goal-oriented mindset, very much influenced by the pedagogy of the business world, in which they are committed to student achievement. They see

teaching as defined by performance, achievement and outcomes and they adopt the role of a “teacher-coach” using the skills of their previous profession.

Similarly, the “modern” worldview of teaching sees it as a job that promises predictability, employment, and engagement with qualified and intelligent people. It is interesting to note echoes of the modern worldview in the South African context, where Sibanda (2015) indicates that many student teachers realised that teaching provided a stable career and almost guaranteed employment. Therefore, through worldviews that are informed by their broader experiences in previous careers, second career teachers are able to reconceptualise teacher professional identity by infusing it with broader paradigms.

It is clear that second career teachers possess the desire to teach and bring very valuable skills and insights to the profession. These factors can improve teacher professional identity. Therefore, it is imperative that they receive comprehensive teacher training are supported through the transition into teaching.

#### **2.2.5. How second career teachers can improve and define teacher professional identity**

Second career teachers arrive in teaching with diverse credentials and a broad life experience (Buchanan et.al., 2018). They have the capacity to enrich and diversify the field due to many qualities that complement the teaching profession. Even as student teachers, second career teachers have the potential to share their knowledge and perspectives with more experienced teachers (Akkerman & Meijer, 2010). As beginner teachers, second career teachers have a strong sense of self-efficacy that stems from their knowledge and previous work experiences (Varadharajan, 2014).

Second career teachers also have the potential to minimise and oppose the detrimental practices of the teaching profession. The way in which the profession treats new teachers comes under scrutiny in the literature. They are often “tested” and given difficult classes and a loaded timetable (Struyven & Vanthournout, 2014). Hunter-Johnson (2015) notes that the “sink or swim” mentality in the teaching profession is one of the main factors responsible for the high attrition rates amongst teachers. Teaching as a profession is also criticised for not applying what it knows about education to the induction of new teachers (Buchanan et.al., 2018).

The decision to change careers can be described as “life-changing” and amongst second career teachers it is rarely erratic or impulsive (Varadharajan, 2014). These individuals often decide to give up well-paid jobs for a variety of personal and contextual reasons (Varadharajan, 2014). As a result of the personal risk of changing careers and the sense of self-efficacy required to reskill (Bauer & Troesch, 2017) second career teachers may well be more resilient and confident in the face of institutional bullying and more willing to put a stop to it.

Second career teachers have a commitment to teaching as a field, and they bring credibility with previous professional experience. Grier and Johnson, in Varadharajan (2014), believe that second career teachers demonstrate “authentic caring” in the classroom. They view learners’ performance as their own responsibility, and they make a point of connecting the lesson content to real-world examples. Second career teachers tend to be forthright about their views and challenge management teams of schools to think beyond their immediate needs (Nielson, 2016). Second career teachers have been identified as a source of positive change in the culture of schools and teaching (Buchanan et.al., 2018). Many of them actively reject the traditional approach to teaching (Gao & Trent, 2009).

The prior professional experience of second career teachers brings new styles of management and organisation to teaching (Buchanan et.al., 2018). They are also noticeably communicative, collaborative and believe in collective improvement (Nielson, 2016). Furthermore, second career teachers bring alternative perspectives of teaching as a modern career in which the goals of personal achievement can be met and an achievement-oriented mindset that is anti-routine and highly technical and practical can be achieved (Etherington, 2011).

Nielson (2016) makes the interesting observation that the professional attitudes that second career teachers bring from their previous professions allow them to be more objective and detached. In this way they engage more with the professional views of teaching: performing tasks, enriching students’ knowledge, being impartial and meeting deadlines without focussing on the more sentimental loyalties (Nielson, 2016). Furthermore, second career teachers often lament the lack of professional development and the absence of a healthy performance system (Hilmi, 2019).

Varadharajan (2014) is somewhat critical of the widespread credit that second career teachers are given for attributes that they are expected to possess. She points out that sometimes second career teachers rely on the rigid perspectives of their own experience of school as learners. Furthermore, the previous careers and life experiences of second career teachers could have served to entrench rigid, traditional educational views and practices instead of encouraging the potential of flexibility and transformation.

The traits of second career teachers and observations about them are important in highlighting the areas in which the professional identity of teaching could improve and be satisfactorily defined.

#### **2.2.6. Specific pedagogical support required by second career teachers in training**

Although second career teachers can appreciate the complexity of teaching as a career, they tend to underestimate the personal and professional demands of the field (Bauer & Troesch, 2017). Varadharajan (2014) notes that teacher educators in alternative teacher education programmes, like the PGCE, may be responsible for failing to warn second career teachers about the challenges of teaching.

It is tempting to assume that second career teachers will handle the transition into teaching relatively easily, given their high self-efficacy and previous professional experiences, but the research proves otherwise. Even if teaching is the career that a second career teacher has always dreamed of, the transition is not an easy one (Lee, 2011). They can feel as vulnerable as any new first career teacher as they too are novices when it comes to teaching (Puay, 2012). A participant in a study on second career teachers' transitions into the classroom, conducted by Brindley and Parker (2010), commented, "They don't tell you how hard it really is because they don't want to scare you from something you are really meant to do" (Brindley & Parker, 2010, p. 586).

Despite the many advantages that second career teachers present when they enter the teaching profession, their skills are not always recognised by teacher training programmes (Buchanan et.al., 2018). In addition to this, the highly relevant skills of second career teachers do not automatically make them good at teaching (Bauer & Troesch, 2017). Second career teachers benefit from support in making connections

between the skills and knowledge of their previous careers and their applicability in the classroom (Puay, 2009). However, the skills transfer needs to be mediated as it involves more than just linking skills and knowledge from one context to another (Gao & Trent, 2009). Second career teachers need to develop teaching techniques and a sound pedagogical approach in order for their learners to benefit from their knowledge (Hilmi, 2019).

The effectiveness of second career teachers is strongly linked to the preparation that they undertake to become a teacher (Varadharajan, 2014). Second career teachers experience a paradox as education students because on the one hand they are very capable, independent but they are also mindful of their own need for support. They experience a conflict between wanting to be recognised for their independence and the need for support in unfamiliar situations (Buchanan et al., 2018). Second career teachers have concerns beyond those catered for by traditional teacher training programmes, which tend to centre around the needs of first career teachers. These students need flexible programmes from which they can gain the most experiential learning while balancing the demands of work and other commitments (Lee, 2011).

The high emotional and material stakes of the transition, and the maturity and previous work experience of second career teachers does set them apart as students of education. They are highly motivated and self-sufficient, and they can adapt quickly to new ways of learning (Buchanan et.al, 2018). They have the resilience necessary to embark on the developmental process of becoming a teacher (Brindley and Parker, 2010). As students, second career teachers experience a period of vulnerability as they undergo the transition in context, rules, relationships and the new role of a teacher (Bauml & Castro, 2009). This vulnerability is not only psychological, it is also material because while second career teachers reskill, most of them already have multiple personal and financial responsibilities that they must uphold (Buchanan et al., 2018). This process is an intensely emotional experience of self-sacrifice and self-doubt (Brindley & Parker, 2010).

Although they need carefully tailored initial support in the beginning of their training, second career teachers have the potential to develop rapidly (Chambers, 2002). Moreover, second career teachers have the ability to correctly understand the education system and can rise to positions of power quite quickly (Nielson, 2016).

They can also effectively translate their previous experiences into meaningful skills in the education context. Therefore, it is important for teacher training institutions to acknowledge that second career teachers need differentiated training and support (Gao & Trent, 2009).

The transition into teaching is a complex one as second career teachers can be understood as “expert novices” (Buchanan et al., 2018). They are as new to teaching as any first career teacher, despite their previous knowledge and skills (Puay, 2012). According to Brindley and Parker (2010), new teachers in many different contexts experience similar stages of development in their professional growth.

However, second career teachers differ from their first career counterparts in other significant ways. Firstly, teaching requires a different speciality or skill set from the previous career (Hilmi, 2019). Therefore, second career teachers are mostly concerned with survival and the mastery of pedagogical content in their training and early careers (Brindley & Parker, 2010). Because most career changers are older than first-time graduates, parents and colleagues may have unrealistic expectations of their abilities, even though they are still novice teachers.

### **2.3. Teacher professional identity**

#### **2.3.1. Conceptualising teacher professional identity**

Professional identity can be conceptualised as a desired set of traits that convey the sense of self of a practitioner and the profession as a whole (Wiles, 2013). It is very much supported by the sociological stance that certain professional groups share particular traits. Established professions have a body of specialised knowledge that is transmitted through professional education at university (Chapman & O’ Donoghue, 2011). Professional accreditation is very important as it defines the standards of the profession and their application in practice (Wise, 2005). Teacher professional identity is legitimised by the conferment of a teaching qualification (Coldron & Smith, 1999).

Professional identity begins to develop when the individual is a student (Nielson, 2016) and an individual teacher’s characteristics and effectiveness are closely linked to the type of teacher training in which they have engaged (Varadharajan, 2014). However, professional identity is not just defined by the curriculum presented during the student’s training; the workplace, media and society in general each has an influence on overall professional identity (Wiles, 2013).

Professional identity can be considered as the culmination of historically constructed elements that influence the daily enactment of the role of teacher. However, even when professional standards are clear, different philosophies of practice will still develop within institutions or groups of like-minded individuals (Wise, 2005). In the workplace, competence and consensus amongst colleagues and research-based knowledge also has the effect of building public confidence in the profession and its practitioners (Wise, 2005).

The public identity of a teacher is a fusion of their individual identity and the collective identity of teachers as professionals (Czerniawski, 2011). This means that teacher identity encompasses how teachers view themselves as individuals and how they believe their profession is perceived by society (Czerniawski, 2011). Coldron and Smith (1999) identify that teacher identity is socially legitimated; it is dependent on being seen as a teacher. McNinch (2007) takes the critical stance that teacher identity is actually composed of oppressive norms and gender roles. He highlights the power of social and cultural perceptions of teacher identity by stating that myths and fantasies of what teachers are like and what society wishes they could be, form the cultural setting of the educational context (McNinch, 2007).

Teacher professional identity is also influenced by political agendas (Czerniawski, 2011) and political mandates have historically controlled what is taught in teacher education (Wise, 2005). If a profession seeks to regulate itself, rather than be vulnerable to the imposition of social and political agendas, a clearly defined sense of what it means to be a member of that profession needs to be established (Wise, 2005). A coherent and explicit conceptualisation of teacher professional identity is important to the profession because it is the basis of professional knowledge and practice as well as the ongoing development of teachers (Tateo, 2021; Flaherty et.al, 2018).

### **2.3.2. Describing teacher professional identity**

Teacher professional identity is critical to the training and development of teachers (Flaherty et.al, 2018). Teacher professional identity can be understood as a theoretical construct derived from psychological, practical and sociological dimensions of teaching (Tateo, 2012). It describes both the social perception of teachers, their personal thoughts and emotions, and the outer enactment of those in their teaching



practice. It also encompasses a large interpersonal component, in which all of these factors interact (Beijaard et.al, 2019).

Teaching is inextricably linked to measurable outcomes in the form of learner achievement and the importance of building a high-quality cohort of teachers is recognised by all countries around the world (Varadharajan, 2014). Teacher identity plays a large role in instructional practice and professional knowledge. This is crucial because quality of teaching is the most important school variable influencing student achievement (Flaherty et al., 2018). The difference that an individual teacher can make to a learner's academic performance is said to account for up to a 30% (Varadharajan, 2014).

Academic prowess is only one dimension of the role that teachers occupy. Wiles (2013) points out that any form of professional identity is more complex than simply adopting certain traits and demonstrating practical competence. Teachers do not simply perform instrumental actions that achieve learning objectives, nor are they simply a scaffold on which learners build their individual capabilities (Tateo, 2012). There is a large part of teaching that can be classified as "non-work": the ethical and emotional nature of teaching is not easily observable and is not quantifiable (Fried, 2011). Teachers are responsible for increasingly complex and multidimensional tasks as the skills that are now required in teaching encompass social, technological, behavioural, civic and economic dimensions (Varadharajan, 2014). Furthermore, in a changing society, there are new expectations of teachers and their role in producing holistically developed, autonomous individuals equipped for the demands of 21<sup>st</sup> century economies (Tateo, 2012).

Although teaching is traditionally conceptualised as a caring, quasi-maternal job, rather than a profession of status, it is slowly taking on more business-like qualities of accountability and performance management (Etherington, 2011). As a result, the need for a coherent teacher professional identity is pressing. The conceptualisation of teacher professional identity needs to overcome the dichotomy between the personal and the professional. They are not two separate identities but rather two contexts that elicit different behaviours from the same person (Akkerman & Meijer, 2010).

Both McNinch (2007) and Tateo (2012) identify that teaching takes place where private and public identities intersect- that emotions and authenticity define the process of

becoming a teacher. McNinch (2007) advocates that the inner and outer lives of a teacher need to be congruent in order for them to maintain their integrity. Furthermore, one's identity as a teacher is naturally constructed in a manner consistent with one's overall approach to life (Chapman & O' Donoghue, 2011).

Teachers are involved in a dynamic process of internal and external dialogical questioning (Tateo, 2012). They need to be able to interpret, reinterpret and evaluate themselves as professionals in relation to their life experiences and the social perception of their role and occupation. The voices and thoughts of significant other are just as important in this dialogue as the voice of the self (Hermans, 2003). For the purposes of this study, the review of the literature pertaining to teacher professional identity will describe three broad categories: the psychological dimension of teacher professional identity, the practical dimension of teacher professional identity and the sociological dimension of teacher professional identity.

### **2.3.3. Teacher training and building teacher professional identity**

There are two broad ways in which the students of any profession can understand their professional identity: through adopting the desired traits and skills associated with the profession and by subjectively negotiating where they place themselves within the collective identity of the group (Wiles, 2013). Teacher training is critical for the formation of teacher professional identity as it gives a sense of the dimensions of the role of being a teacher. It also prompts the development of the self-efficacy required to fulfil it (Ravid & Zur, 2017).

Pitsoe (2013) proposes that the development of highly specific human capital is the key to successful teacher training and the retention of qualified teachers. Human capital refers to the skills that one can acquire in a specific context. Pitsoe's (2013) argument is that the more generic and easily transferrable the skills of a profession are, the more likely it is that people will decide to transfer those skills to other fields of work. This argument can be refined to motivate the identification of the specific human capital required for holistic teacher professional identity, which encompasses the invisible psychological skills that will promote the status of the profession.

Teacher training needs to encompass all the areas of the profession in which skill is required. The difficulty with teacher training is that teaching is still a developing profession and its knowledge base is not fully formed (Wiles, 2005). A teacher is not

only a pedagogical and didactical expert in their field but also a facilitator and mediator (Tateo, 2012). Teaching requires skills that are as closely related to interpersonal dimensions as they are to pedagogical ones and it is the invisible psychological, emotional and empathetic qualities of a teacher that are essential to good practice (Tateo, 2012).

According to Tateo (2012), a notable gap in teacher training is the failure to acknowledge and develop the emotional and empathetic skills required for classroom interaction. There is little focus on what it means to “become a teacher”. A plausible explanation for this gap in teacher training comes from the representation of teachers in the media as being “born to teach” (McNinch, 2007, p 204). The combination of the calling and an inherent talent or powerful personality is the determinant of pedagogical success in the public imagination. These myths and fantasies of what teachers are like and what society wishes them to be undoubtedly affect the entire discourse around teaching and teacher training.

A focus on identity development during teacher training provides the possibility of mitigating attrition in teaching. The highest attrition in teaching occurs within the first five years (Pitsoe, 2013). This could possibly be attributed to training that does not adequately address the demands of the profession (Hunter- Johnson, 2015). Novice teachers are generally very concerned with survival and their performance in the classroom (Brindley & Parker, 2010; Fraser, 2018) and when teachers perceive that they do not have the skills and knowledge that they need to be effective in their roles, they tend to leave the profession (Puay, 2012).

#### **2.3.4. Transcending pedagogy: building on the change in identity**

The professional identity of a teacher begins to develop during teacher training (Nielson, 2016). As this identity develops, it draws on events and interactions that have shaped the individual in the context of life experiences and this process is continuous (Puay, 2009). Gao and Trent (2009) highlight the importance of the background of second career teachers in their transition into teaching as their rich life and professional experiences can inform teacher professional identity.

Puay (2009) explains that identity formation in second career teachers is a dual process of identifying with the distinctions created in a previous career and negotiating the meanings, social configurations and power relations in a new community of

practice. Gao and Trent (2009) concur with the negotiated element of identity formation in second career teachers, but they describe it as a form of “social antagonism” where the previous identity is threatened by the new one. Flaherty et.al (2018) also comment that second career teachers adopt and enact a new identity while still negotiating this with previous professional identities.

Varadharajan (2014) uses what she calls, an “onion model framework” to describe the interplay between “inner level aspects” and the “outer level aspects” of teacher identity in student teachers. The inner level aspects consist of beliefs, personal identity and factors relating to motivation. These aspects influence and are influenced by the “outer levels” of competence, behaviour and the teaching environment. According to Varadharajan (2014), when the inner and outer aspects of identity are in alignment, the student teacher experiences continuity in their identity development. If the inner and outer levels are out of alignment the student teacher will experience a tension that he describes as “change”. There is a constant interplay between the inner and outer levels as professional identity is formed and thus the development of teacher identity is discontinuous as if shifts between change and continuity.

If managed with discernment, the new identity can emerge through discourse and engagement in action. Lee (2011) identifies that the process of forming teacher identity in second career teachers can be a painful one that they are often not prepared for. It involves a shift away from the idealism with which the individual entered teaching, to survival mode in the first year of practice, and then on to a more reflective practice. Holistic teacher training that acknowledges the psychological elements of the transition can assist in this process.

### **2.3.5. Why the explicit study of identity is important**

Teaching can be understood through a symbolic interactionist perspective; as the dynamic between the individual in the role of the teacher, and the broader social context in which they operate (Flaherty et al., 2018). A teacher is also a phenomenological force, as one has a perception of what it is to be a teacher and enacts and embodies that understanding in daily life (Flaherty & Hinchion, 2018). Coldron and Smith (1999) express this as being seen as a teacher and Czerniawski (2011) extends the physical dimension to include the social element of how teachers believe they are perceived by others. McNinch (2007) builds on the notion of social

and public perception when he states that the authenticity of a teacher is determined through the performance of teaching activities and student approval of that performance. It is this physical enactment of professional standards and the transmission of specialised knowledge in a specific context that builds the foundation for public confidence in a profession and the professional identity of the individual (Wise, 2005).

The way in which second career teachers adapt to their new teaching identity will influence their professional development and their outlook on the rest of their teaching career (Bauml & Castro, 2009). Furthermore, the beliefs developed during this change in identity will be central to how second career teachers enact their new understandings of the world of teaching (Brindley & Parker, 2010). It is important to help teachers establish an identity which supports reflection and adaptation, rather than simply leaving them to experience the emotional “baptism of fire” that comes with the first year of teaching (Lee, 2011).

Traditionally, discourse around teachers’ training locates the teacher as an object into which specific skills and forms of knowledge can be loaded. Teacher training generally does not allow the opportunity for teachers to make sense of themselves and how they will approach their teaching practice (Ackerman & Meijer, 2010) The aims of teaching cannot be achieved if teacher education is simply confined to training (Coldron & Smith, 1999). Ravid and Zur (2017) assert that teacher training needs to be the root of teacher identity formation for a teacher to correctly understand their role in society and develop the self-efficacy that attends that role.

Identity has many different facets: while it has traditionally been considered the essential core of a person, it is also sociological, psychological and a physical construct (Flaherty & Hinchion, 2018). However, a more nuanced understanding of identity emerges through the observation of the interaction between the individual and their surroundings; there is a tension between the agency of the individual and the structure that they find themselves in (Coldron & Smith, 1999). This leads to a more post-modern and less concrete idea of identity.

### **2.3.6. Teacher identity as a personal construct**

While policy documents provide a guideline for professional practice, Wiles (2013) suggests that personal identity stems from the person’s occupation. For a teacher,

personal and professional identities are separate but very closely linked. Akkerman and Meijer (2010) are keen to overcome the personal vs professional dichotomy of identity. They argue that perhaps it is just the context of observation that brings out different I-positions or points of view, not two separate identities. Brindley and Parker (2010) describe teacher identity as underpinned by beliefs that are a complex blend of knowledge, emotion and action. Teacher identities are also formed in relation to others making them communicative and social, as most psychological functions exist in close relationship with the social environment of the individual (Akkerman & Meijer, 2010).

McNinch (2007) makes the somewhat controversial statement that teachers must “come naked to teach” (McNinch, 2007, p. 207). He qualifies this by explaining, “We must become ourselves, first for ourselves and then for all teachers, and most importantly for our students, despite the ambiguity and ambivalence of the discourse in the still largely unmapped territory” (McNinch, 2007, p. 212). McNinch’s argument is that the sociological dimension of teacher professional identity is established as a result of oppressive social norms. As a result of the public nature of teaching, teachers can become distanced from their true selves and their learners. They are painfully aware of the expectations, narratives of society and of the teaching community. The need for conformity and approval can negate the authentic self (McNinch, 2007).

Beijaard et al. (2019) describe teacher’s “identity standards” and “interpersonal role identities” in a way that concurs with McNinch’s (2007) description. Beijaard et al., (2019) performed a study of Dutch teachers’ interpersonal role identity in relation to self-efficacy, burnout and work satisfaction. The study revealed that when teachers adopted an identity standard, in terms of the amount of control or affiliation they displayed towards their learners that was incongruent with their own identity and actual classroom management behaviour, they were more prone to experiencing burnout.

Tateo (2012) articulates this same idea within the context of teacher training. He notes that teachers are generally isolated in their work and that the perceptions and standards of an institution, or the broader society, can marginalise and repress individual beliefs. The focus on competency and the technical role of a teacher is so strong that the ethical and emotional nature of the self is often ignored by policymakers and teacher educators (Fried, 2011).

Tateo (2012) goes one step further and branches away from a conception of personal identity as dictated by one's role in society. He proposes that teaching is enacted as a blend of individual peculiarity and the features of the socio-cultural environment. However, teacher professional identity is the way in which a teacher negotiates their own reflective and emotional subjectivity- this is different from the social expectations linked to teaching as a profession. There is a tension between the public conception of teacher professional identity and the everyday experiences of teachers, which they need to resolve subjectively.

### **2.3.7. The psychological dimension of teacher professional identity**

In their review of the literature on teacher professional identity, Akkerman and Meijer (2010) point out that there are recurring themes of multiplicity, discontinuity and the social nature of identity. Teacher professional identity has long been conceptualised as a linear process, from novice to expert, involving the assimilation of content knowledge and various skills that culminate in the enactment of the roles of a teacher. However, Akkerman and Meijer (2010) propose that the very idea that psychological identity is a fixed construct needs critical examination. If this idea is applied to teaching, the teacher is a multifaceted agent and needs to be understood in a holistic manner. Teacher identity can, therefore, be understood as dynamic and continuously constructed in a way that supports the shifts between contexts that teachers routinely make.

Akkerman and Meijer (2010) distinguish between the self as the knower and identity as the known. From this position, they propose that the self can occupy multiple positions of knowing, called "I-positions", that bring out specific viewpoints and sets of intentions. There is a distinction between the substantive self and the situational selves, and these selves all interact in a dialogical manner. Dialogical theory proposes that the substantive self can move to different situational positions while taking others into account and that this shift from one identity position to another is a dialogical relationship of temporary dominance and intersubjective exchange. Hermans (2003) explains the duality of the self by introducing a distinction between the I and the me. The I is equated with the "self-as-knower" and the me with the "self-as-known." The inner self is a multiple self in which inner dialogues occur to maintain coherence and synthesis (Akkerman & Meijer, 2010). Therefore, teacher identity is characterised by the presence of several, potentially conflicting I-positions that are evoked by different

situations. It relies on an ongoing process of negotiating various I-positions related to the self in such a way that a coherent and consistent sense of self is maintained throughout various participations and investments in one's working life.

Teacher identity is comprised of a number of complex facets and Akkerman and Meijer (2010) propose that understanding the development of teacher identity as discontinuous provides a clearer description than a linear process does. The process of reinterpreting past experiences through current perceptions causes the different selves to develop at different rates. Conflicts between the I-positions also arise and need to be resolved and this causes a state of discontinuous development.

Akkerman and Meijer (2010) also propose that the idea that the self is separate from others needs to be surpassed. The self is a relational phenomenon that not only extends into the environment but also does not remain self-contained. The voices and actions of significant others become incorporated into the self, and thus others can also occupy positions in the multi-voiced self. Furthermore, the idea of what is meaningful to the self only reveals itself when it is faced with opposition; therefore the social context is hugely influential in identity development.

The psychological identity of a teacher is more nuanced than a simple understanding of the traits that a teacher should possess or the identification of the numerous I-positions that can be held. Teacher training makes teachers aware of the characteristics that they should possess, without any understanding of how these are informed by the environment in which they practise (Akkerman & Meijer, 2010). An integral part of teacher professional identity is built on how well teachers understand their learners (Fraser, 2018). It is important for teachers to be conscious of the way in which those traits are enacted in the teacher's relationship with the learners (Tateo, 2018). The multiple I-positions that a teacher may occupy, interact with the multiple I-positions of the learners in the professional context. Beijaard et al. (2019) identify that the teacher-learner relationship is crucial in teacher professional identity. When a teacher experiences tensions in identity they can often be related back to teacher-learner relationships. Puay (2012) recommends that more emphasis should be placed on assisting first year teachers in forming good relationships with their learners.



### **2.3.7.1. The role of personality in teacher professional identity**

One's personality can be understood as a dynamic organisation of traits and characteristics that are unique to the individual (Akhter et al., 2012). There is a well-established taxonomy of personality traits that are called "The Big Five". A personality trait is understood as a describable characteristic that is more than just a habit. It is a propensity to behave in a certain way or adopt a certain outlook consistently, over time (Akhter et al., 2016). The Big Five personality traits are identified as: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Corcoran & O'Flaherty, 2016).

Personality traits have been widely used by various organisations as a reliable predictor of performance across the domains of life, school and work and this has lead Corcoran & O'Flaherty (2012) to suggest that universities should use data about applicants' personalities when selecting teaching students. They suggest that identifying and understanding the personalities of pre-teaching students can be useful in predicting their performance once they enter the teaching profession. An important factor in having a successful and enjoyable professional life is to have personality traits suited to one's profession therefore becoming aware of one's personality type and types of others can also be helpful for inter and intra-personal development and can enhance one's communication skills (Akhter et al., 2016).

McAdams (1995) argues that the knowledge of personality traits alone is not enough. Personality manifests on three loosely related levels in which individual differences may be organised. The "Big Five" taxonomy described above only accounts for the first level identified by McAdams (1995). These identifiable traits only allow for superficial comparisons and are decontextualised and linear. The second level describes how traits interact with contextual factors and the various environments that an individual interacts in. The third level of McAdam's (1995) model relates to identity. It is how traits, interacting with the contextual environment over time inform the who an individual is in the world. It is essentially the individual's life story.

The personality of a teacher is an extremely significant factor. A teacher's personality determines their choice of teaching methods, the learning experiences that they choose for the classroom and the way in which they interact with their learners (Akhter, 2016). Corcoran and O'Flaherty (2012) concur with this saying that teacher personality

is positively related to teaching performance: the engagement and relationships with learners, pedagogical approaches and learning experiences. Akhter et al. (2016) suggest that, across cultures, the personality of the teacher is a more important predictor of their effectiveness than their cognitive abilities.

Corcoran and O'Flaherty (2012) suggest that teacher personality, and personality in general, has a significant effect on professional relationships. Teacher personality affects the emotional atmosphere of the class and this, in turn, affects learner behaviour as well as cognition. Akhter et al. (2016) state that a teacher is said to have an "enviable personality" when they can create and preserve a learning environment where students feel content and are encouraged to learn. Learners respond to teacher personality and rate teachers who are warm and mentally stable as effective and performing well in their subjects (Akhter et al., 2016). Learners can also adopt the personality traits of their teachers as studies now suggest that teachers with high levels of conscientiousness improve learner conscientiousness (Corcoran et.al, 2012). Furthermore, learners learn from teachers' personalities even when they do not have any formal engagement with that teacher (Akhter et al., 2016). Emotional stability in teachers encourages academic performance and engagement with the school environment (Corcoran & O'Flaherty, 2012).

Akhter et al. (2016) also identify McNinch's (2007) point, that the public conception that good teachers are born and not made, as being detrimental for teacher development. When it comes to personality, there is a wide diversity of personality traits observed among efficient teachers. Although teacher effectiveness is generally positively related to emotional stability and conscientiousness (Akhter et al., 2016; Corcoran & O' Flaherty, 2012), this does not provide an exclusive model for the ideal teacher personality.

Corcoran and O'Flaherty (2012) identify, in their study of the literature related to personality, that the traditional understanding of personality is that the traits associated with an individual remain relatively stable over time and across different social contexts. However, recent research into personality suggests that it is malleable to a degree and that it does change in response to context. There are certain normative changes that occur as individuals age: people generally become more conscientious and emotionally stable. Both Akhter et al. (2016) and Corcoran and O'Flaherty (2012)

suggest that teacher training institutions should take advantage of the opportunity to promote the development of the desired and effective personality traits associated with teaching.

### **2.3.7.2. The role of emotional intelligence in teacher professional identity**

Emotional intelligence is the ability to recognise, regulate and express emotions, as well as to generate emotions that facilitate thought, emotional regulation and emotional growth (Cabello et al., 2017). When it is broken down on an interactional level, emotional intelligence is the ability to recognise one's own emotional state, identify the emotional state of another and regulate the interaction to achieve the best outcome. Teachers also need to be able to recognise main communication dynamics around them and apply the appropriate use of emotions in response to these dynamics (Tuluhan & Yalcinkaya, 2018). Teaching is a form of emotional practice; therefore if teacher training only focuses on academic knowledge and instructional skills, a large contributing factor to cognition, well-being and learning may be lost (Li et al., 2018).

Emotional intelligence is also strongly linked to job satisfaction, which is in turn linked to students' optimal development and overall school effectiveness (Li et al., 2018). Given the importance of emotions and emotional regulation in the teaching profession, emotional intelligence is a vital skill for teachers to master. Another important factor influenced by emotional intelligence is teacher well-being. This is the degree to which a teacher feels good at school and can operate free of psychological or psychosomatic problems. It also includes self-efficacy and work engagement (Beijaard et al., 2019).

The emotional atmosphere in the classroom is one of the vital factors that determines the quality of learning that takes place (Corcoran & O'Flaherty, 2012). If a teacher is not well equipped with the necessary emotional intelligence and communication skills, it can have a detrimental effect on the learners, the teacher and the quality of teaching and learning in the classroom (Tuluhan & Yalcinkaya, 2018). Teachers can unconsciously transfer tensions and unresolved conflicts to learners via disturbed emotional interactions, and pathological interface patterns from a teacher can cause considerable damage to the mental and physical health of learners (Akhter et al., 2016). Teachers have a pivotal role in learners' life learning and emotional well-being; therefore teacher emotional well-being is essential for themselves and their students (Cabello et.al, 2017).

Emotions need to be regulated in the school system because of rules for social conduct (Fried, 2011). It is crucial for a teacher as a role model to be able to regulate his or her own emotions when they face situations that make them angry, frustrated and sad they and need to find appropriate ways of regulating this (Fried, 2011). Ghanizadeh and Royaei (2015) investigated the relationship between emotional regulation and emotional labour strategies as predictors of teacher burnout. They argue that emotional regulation helps teachers to demonstrate effective teaching strategies and model emotional regulation for their learners. Teachers who regulate their emotions can also make better decisions in the classroom which causes them to perform more effectively and enhances their own self-efficacy beliefs. Therefore, emotional regulation is often a means to an end for most teachers as they recognise that it assists in achieving other academic, cultural, instructional and management goals.

Ghanizadeh and Royaei (2015) identify another way in which the ability to regulate emotions assists teachers; it is in combatting burnout. Burnout can be understood as a broad range of psychological and physiological factors that manifest in an equally broad range of conditions such as: low self-esteem, muscle pain and a sense of exhaustion and alienation. Cabello et al. (2017) have found a wealth of literature to support the importance of emotional intelligence in preventing burnout amongst teachers. Teachers know that they have to regulate their own and their learners' emotions and they often report this as a main stressor in their jobs (Fried, 2011). Sometimes teachers perceive emotional regulation as the repression of emotion, and this can have the opposite effect and cause burnout (Ghanizadeh & Royaei, 2015). Teachers who use emotion regulation strategies, as opposed to repressing emotions, experience less risk of burnout than those who cannot manipulate their emotional states (Beijaard et al., 2019). The studies mentioned above have linked burnout to attrition amongst teachers; therefore strategies that can prevent it are very important.

Emotional intelligence and emotional regulation can also enhance interpersonal ability (Ghanizadeh & Royaei, 2015). The intrinsic nature of teaching involves high levels of social interaction (Li et al., 2018) and Tuluhan and Yalcinkaya (2018) state that teachers need to be competent communicators to perform well in the classroom. Naturally, the quality of the teacher's ability to communicate affects the quality of learning in the classroom. Communication skills are intimately linked with emotional

intelligence because they include the ability to convey feelings, thoughts, beliefs and attitudes in an understandable and appropriate manner. Tuluhan and Yalcinkaya (2018) argue that learners pay close attention to what teachers communicate through language, attitudes and values and that they view teachers as a reliable source of verbal and non-verbal information. Therefore, if a teacher is not equipped well with the necessary emotional intelligence and communication skills, this can have a far-reaching and potentially negative effect on the learner body of a school.

Emotional intelligence and emotional regulation have long been believed to be innate skills (Tuluhan & Yalcinkaya, 2018). However, the work of Abraham Maslow from 1943 onwards introduced the idea that emotional strength can be consciously cultivated, and this has eventually led to the recognition that emotional intelligence and emotional regulation are important for education (Fried, 2011). Li et al. (2018) note that even though emotional intelligence can be developed through training, most institutions focus on developing learner emotional intelligence but not teacher emotional intelligence. Pre-service teachers generally tend to have lower than average emotional intelligence (Lee et al., 2013). This suggests that universities and teacher training institutions could do more to actively train their students in emotional intelligence, but it also suggests that emotional intelligence requires practice.

The discussion above suggests that the development of emotional intelligence in teachers could be a potential pedagogical gap in teacher training. The opportunity to develop emotional knowledge in supportive forums assists teachers in understanding themselves and what happens in their own classrooms (Ghanizadeh & Royaei, 2015). Ghanizadeh and Royaei (2015) and Tuluhan and Yalcinkaya (2018) all concur that developing emotional intelligence will help teachers to manage negative emotions and enhance well-being, as well as enhance the enjoyment of the work environment and reduce loneliness.

Each study discussed in the review of the literature pertaining to emotional intelligence in teaching has its own recommendations for the inclusion of emotional awareness in teacher training and development. Beijaard et al. (2019) recommended that teachers be made aware of interpersonal identity standards and be taught to pay attention to appraisals of the emotional atmosphere in the classroom. Fried (2011) suggested that teachers need a clearer understanding of the role of emotions in teaching and that

training can help them to regulate emotions in their teaching practice. Cabello et al. (2017) stated that training in emotional intelligence would be an effective intervention to promote teacher well-being and effectiveness. Li et al. (2018) argues that emotional intelligence is central to job performance, and can be optimised through targeted training and they suggest that administrators and policy makers value its importance and suitability for improving educational practises. Tuluhan and Yalcinkaya (2018) highlighted the importance of emotional intelligence and communication skills for teachers and state that communication skills can be learned and developed and Akhter et al. (2012) supported this by stating that training programmes can enhance teacher effectiveness through training in empathy and interpersonal skills.

### **2.3.7.3. Teacher identity as a professional construct**

A clear definition of what constitutes teacher professional identity is lacking in educational research (Akkerman & Meijer, 2010). Teacher professional identity is both strong and weak; strong in the sense of personal, emotional and ethical commitment required to be a teacher but weak in terms of how teaching as a profession is largely undervalued, poorly remunerated and is subject to social pressures (Tateo, 2012). However, a teacher's conception of their identity transcends these issues and is strongly linked to their beliefs about teaching and their ability to be active agents in their own contexts (Tateo, 2012).

Self-efficacy and work engagement are two important factors in the professional context of teacher identity. Puay (2012) describes self-efficacy as the degree to which teachers believe they have the capacity to organise and accomplish tasks pertaining to the teaching environment. It is interesting to note that it is the perception of one's own competence that is important, not the actual level of competence. Puay (2012) states that self-efficacy is a very important factor that determines the extent to which teachers will engage with educational reforms and any new approaches that they feel are consistent with their individual approach to teaching. It also affects the level of effort that a teacher is likely to invest. The greater the teacher's self-efficacy, the more they will engage meaningfully with their work.

Puay (2012) conducted qualitative a study of second career teachers in Singapore in their first year of teaching to determine their beliefs about self-efficacy. He highlighted key areas that contributed to teacher self-efficacy: performing difficult tasks

successfully, gaining the respect of the learners, learner achievement and teaching performance that is on par with respected colleagues. Beijaard et al. (2019) point out that self-efficacy is usually only related to pedagogical outcomes, which concurs with some of Puay's (2012) findings.

Work engagement is defined by Beijaard et al. (2019) as a high level of energy and strong identification with work characterised by vigour, dedication and absorption. It is easy to see why this engagement is fuelled by self-efficacy. Personality is also a contributing factor as conscientiousness has also been identified as one of the biggest contributors to work performance (Corcoran & O'Flaherty, 2016). Work performance is strongly related to job satisfaction as teachers who enjoy their jobs are naturally more involved with them (Li et.al, 2018). Job satisfaction contributes to learners' optimal development and overall school effectiveness and teachers who are satisfied with their jobs are less likely to leave teaching (Li et.al, 2018).

When the practical and situational demands of teaching exceed the teacher's ability to meet them, there is what Bauer and Troesch (2017) call a "stress reaction". The impact of stress related to the individual's perception that they are not meeting the practical expectations of teaching has a negative impact on teacher effectiveness and job satisfaction (Bauer & Troesch, 2017). When individuals perceive that they are not meeting the criteria for effective performance, their self-efficacy suffers (Beijaard et.al, 2019). This results in the risk of burnout and teacher attrition.

#### **2.3.7.4. Being a "good" teacher**

The conceptualisation of the professional identity of a teacher rests on the implication that what it means to be a good teacher is the core of that identity (Tateo, 2012). The ideal of teacher quality is usually measured against quantitative data linked to competence and standards and it is aligned with meeting the needs of various stakeholders (Tateo, 2012). Varadharajan (2014) acknowledges that there are studies that link teacher quality to the characteristics of teachers, namely, their motivations, skills and life experience. A good teacher is not only an individual who has good subject and pedagogical knowledge. A good teacher must be passionate about their subject and be able to inspire their learners to pursue it (Varadharajan, 2014). Therefore, the concept of a good teacher provides a good bridge between the psychological and practical and sociological dimensions of teaching.

Donsita-Schmidt and Zuzovsky (2014) make the distinction between how a good teacher is characterised under the “technical-rational practice” of teaching and under the “reflective practice” of teaching. The technical-rational practice of teaching rests on the principle that teaching is a set of generic principles that can be learned theoretically and then applied in practice. It derives professional authority from a specific knowledge base. The reflective practice model describes teaching as a response to unique and problematic situations where professional knowledge is embedded in action. Being a good teacher in the technical-rational paradigm means being a knowledgeable and skilled expert. A good reflective teacher is creative, inventive and more of an artisan. Donsita-Schmidt and Zuzovsky (2014) make a further distinction between being a good teacher and being a successful teacher. A good teacher is judged on their ability to adhere to professional norms and standards, whereas a successful teacher achieves the intended learning outcomes.

However, as discussed in the description of emotional intelligence, much of the skill involved in good teaching consists of elements that are not traditionally valued by the economy (Tateo, 2012). A good teacher fulfils the practical dimension of teaching but has the qualities of empathy, respect, care, courage and moral and ethical discernment but, unfortunately, these qualities are not developed or supported by any of the stakeholders in education (Fried, 2011). Good teaching goes beyond the acquisition of knowledge, competency and even beliefs surrounding education (Akkerman & Meijer, 2010).

### **2.3.8. The practical dimensions of teacher professional identity**

In school, teachers are dependent on interactions with many other stakeholders to achieve their teaching goals (Li et al., 2018). Cochran and Woolhouse (2017), state that teacher identity is dictated by government education policy therefore the practical dimension of teacher professional identity rests on the job description of a teacher and the ability to perform that job.

According to Li et al. (2018), job performance can be understood as a set of behaviours performed to achieve the goals of an organisation. Fraser (2018) states that the development of teacher identity progresses alongside the development of subject knowledge, pedagogical strategies, the acquisition of professional skills associated with those pedagogical strategies and the ability of the teacher to achieve the



curriculum objectives. He goes on to state that, “teachers will always define themselves in terms of their understanding of teaching and learning strategies, command of subject content and knowledge of cognitive demands of their learners” (Fraser, 2018, p. 2).

The South African Council for Educators’ (SACE) Teacher Handbook identifies and describes 21 “Main Responsibilities” that South African teachers should fulfil. As SACE is the official regulatory body for teachers in South Africa, it is mandatory for all teachers to register with SACE to be employed. The aim of the handbook is to assist teachers when it comes to being aware of their rights and responsibilities (SACE, 2020). The responsibilities of the teacher include administrative, pedagogical and interpersonal functions. Schoeman (2011) identifies seven roles that teachers need to be able to assume: a learning mediator, an interpreter and designer of learning programmes and materials, a leader, administrator and manager, scholar and researcher, a pastoral role, the role of the assessor, and a subject specialist. These roles and functions will be elaborated on in the section below.

#### **2.3.8.1. The role of the teacher as the assessor**

One of the primary roles that a teacher occupies is that of an assessor. In the 21<sup>st</sup> century, a teacher’s classroom practice is largely dictated by standardised testing and a rigid curriculum (Wayne, 2011). Wayne’s (2011) paper reviews the literature around assessment and its effect on curriculum with the aim of offering a critical analysis of how high-stakes assessment practices control curriculum management and classroom practice. He argues that the agency of the teacher is largely usurped by school accountability and policy control that is connected to assessment results. While many teachers do manage what he calls “real teaching” in the face of stringent controls, he laments that high-stakes testing and the high level of prescriptive behaviours that come with it, widen racial, social and economic gaps.

Steinberg (2013) discusses how assessment underpins the relationship between the internal and external results of teaching. The internal result of teaching is the knowledge and skill that a learner can take with them once they leave school. This is mostly assessed formatively or informally by a teacher. The external good is the domain of policy makers and financial stakeholders: the results of summative assessment. Teachers are usually invested in developing both the internal and

external results of teaching and this leads to them experiencing tension (Steinberg, 2013). Summative assessments produce marks that are permanent, public and comparative. The media as well as educational authorities generally hold teachers accountable for poor learner performance in summative assessments. This can undermine their self-efficacy and ability to perform effectively in the classroom. Some teachers feel such pressure to produce good summative results that they forego the internal good of teaching and focus simply on preparing learners for summative assessment.

#### **2.3.8.2. The role of classroom management**

Coldron and Smith (1999) propose that teacher identity is manifested in classroom practice. In a situation where behavioural choices are limited and boundaries are imposed by customs and traditions, a sustainable identity as a teacher requires taking a position in social space within the pertinent array of possibilities. Beijaard et al. (2019) state that the teacher-learner relationship is one of the most important elements in the formation of teacher professional identity and one of the most influential in the development of that identity throughout a teacher's career. According to Brindley and Parker (2010), an individual's own school experiences as a learner as well as their beliefs about education influence their idea of classroom practice before they even enter education.

The demands of teaching include emotionally caring relationships with learners that play a vital role in classroom management as they support instructional strategies as well as teacher and learner self-efficacy (Beijaard et al., 2019). Research shows that classroom learning is an emotional experience accompanied and accelerated by positive affect and a relaxed atmosphere (Akhter et al., 2016). Steinberg (2013) argues that the relationship that a teacher has with their learners is deeply connected to their identity. As mentioned previously, emotional regulation plays a large role in classroom management, but many teachers believe that this involves the suppression of emotions (Ghanizadeh, & Royaei, 2015) rather than cultivating an authentic relationship with learners.

It is important for a teacher to be able to evaluate the classroom situation (Haganauer, Hascher & Volet, 2015). Haganauer et al. (2015) refer to Frenzel's model of teacher emotions (2014) in their study of teachers' emotions in the classroom. Frenzel's model

suggests that teachers evaluate the engagement and behaviour of their learners in relation to the teaching goals that they have set for a particular lesson. When the learner behaviour and the goals are congruent, a teacher experiences satisfaction, perhaps joy, and a boost in feelings of self-efficacy (Haganauer et al., 2015).

McNinch (2007, p. 204) points out that most pre-service and novice teachers crave the “gift of control” and this can cause them to be at odds with their true identity. Brindley and Parker (2010) find evidence to support this, stating that novice teachers often suppress individual beliefs to conform with the varied demands of teaching. Beijaard et al. (2019) conducted a study on the classroom management styles of Dutch teachers. They found that teachers who managed their classrooms with a high level of control and affiliation and were aware of the need for authentic relationships and consciously shaped their interactions with students to produce them, experienced a number of benefits. These teachers were able to employ effective instruction strategies and experience a greater feeling of well-being.

Tateo (2018) investigates the teacher-learner relationship in more depth. Firstly, he identifies that the teacher-learner relationship can be important in promoting learner self-development, not only in the classroom but in areas outside of the school. Secondly, Tateo (2018) looks at the affective quality of teacher-learner relationships. Good teachers are usually understood to be caring, encouraging and empathetic. They have high expectations and provide consistent and relevant feedback to their learners. However, even excellent teachers can be unaware of subtle inconsistencies in their communication with their learners. It is not only communication, but meta communication in the form of tone, gestures, facial expression and posture, that influences learner behaviour and beliefs in the classroom. Tateo (2018) argues that it is the quality of the teacher’s relationship with each individual learner that matters. All of this puts substantial emotional pressure on 21<sup>st</sup> century teachers.

### **2.3.8.3. The role of subject knowledge in teacher identity**

A teacher’s subject knowledge can be cultivated both through university level modules and appropriate professional development. Appropriate subject knowledge is the foundation for a teacher’s self-efficacy and their ability to select and use suitable pedagogical approaches (Cochrane & Woolhouse, 2015). For prospective teachers, acquiring subject knowledge is the beginning of their development of teacher

professional identity and their integration into a professional community of practice (Cochrane & Woolhouse, 2015). A teacher's subject knowledge can be further enhanced through professional development. This enables teachers to identify themselves as life-long learners and can help them to be more mindful of the pedagogical tools that they use in the classroom.

Ball, Thames and Phelps (2008) trace the development of how the role of subject knowledge has been understood in teaching. Traditionally, the focus in teacher training was on classroom management styles and pedagogical principles. It was only in the 1980s that it was argued that quality teaching relied heavily on sophisticated and professional subject knowledge. Ball et al. (2008) draw on the work of Shulman (1986), who categorises subject knowledge or content knowledge into three categories: content knowledge, which is knowledge of the subject and its organising structures, curricular knowledge, which organises the content into age-appropriate tasks, and pedagogical content knowledge, which represents and formulates subject knowledge in ways that are easy for others to understand. Their research focuses on what they call "the work of teaching" and concludes that subject knowledge for teaching is multifaceted and extremely important for learner achievement.

Jansen, in Cross and Maodzwa-Taruvunga (2012), highlights the importance of content selection within the broader framework of subject knowledge. Even though Jansen is critical of educational reforms in South Africa in the late 1990s and early 2000s, Cross and Maodzwa-Taruvunga (2012) argue that his thesis outlines arguments that are still valid years later. Jansen is concerned that learner centeredness and constructivism as theoretical frameworks for generating subject content cannot work in the South African context. He advocates that a formal knowledge base in terms of content knowledge and content pedagogical knowledge is vital for a workforce of teachers still grappling with the inequalities left over from the apartheid regime. A formal knowledge base that is accessible to all teachers and learners across all social and economic levels would go a long way towards addressing inequalities in teacher training and learner socioeconomic backgrounds.

#### **2.3.8.4. The role of pedagogy in teacher identity**

Established professions all have a specialised body of knowledge that is transmitted intentionally through specific training (Wise, 2005). In teaching, the essential role of

pedagogy is the connection formed between educational theory in training and embodied practice in the classroom (Curcio & Eutsler, 2019). Teacher professional identity has traditionally been conceptualised as linked exclusively to expertise in subject matter, pedagogy and didactics (Akkerman & Meijer, 2010).

The way in which good teaching is identified and legitimised is predominantly quantitative (Tateo, 2012); good content knowledge and pedagogical skills can, in theory, produce good results from learners. There is a strong belief that the professional development of a teacher is complete once quantitative standards have been met. The identity of a good teacher rests substantially in the attainment of those standards (Tateo, 2012) and consequently, much of teacher training is focused on “how to teach”.

However, McNinch (2007) warns that an exclusive focus on pedagogy can overshadow authentic identity and that the pursuit of technical skills and competence can sometimes even be at odds with a teacher’s personal identity. Tateo (2012) echoes this concern by commenting that teaching should not be reduced to the simple enactment of strategies to achieve learning objectives. Therefore, the pedagogical gap in teacher training occurs in the psychological dimension of teacher professional identity; teachers need to be trained to face the demanding emotional dimension of their work (Tateo, 2012).

#### **2.3.8.5. The “how” of teaching: content mediation**

Tateo (2012) points out that educational expertise is not only planning and executing lessons. Teachers are required to be mediators, facilitators and scaffold learners’ understanding. Effective teachers understand the need to be flexible and creative in adapting the curriculum content to suit the needs of their learners (Varadharajan, 2014) and a good teacher is said to have “rich organisational insights” (Evans, 2011, p. 610).

Shulman, in Ball et al. (2008), refers to content mediation as pedagogical content knowledge. It is the process of representing ideas, creating analogies, selecting appropriate examples and presenting knowledge with the understanding of the ability of learners to receive it. Ball et al. (2008) describe pedagogical content knowledge as the bridge between content knowledge and the practice of teaching. They go on to state that it is “the unique province of teachers — a content-based form of professional

knowledge". This makes content mediation a significant element of teacher professional identity as it represents the highly specific human capital that Pitsoe (2013) identified as key to retaining teachers in the system.

Cross and Maodzwa-Taruvinga (2012) describe two ways in which content mediation can be implemented. Firstly, through the provision of content pedagogical knowledge in the form of textbooks and prescribed exercises. Secondly through a form of constructivism that is dedicated to learner-centred instruction. Constructivism is a learner outcomes-based design that requires the teacher to have expert subject knowledge.

In order to mediate the content prescribed by the curriculum, the teacher has to develop a bank of resources that can be drawn upon. A teacher can select resources from those available, but often has to develop their own. The development of resources must naturally rest on good content knowledge (Ball et al., 2008). The discussion by Jansen, in Cross and Maodzwa-Taruvinga (2012), demonstrates how South African teachers in the late 1990s struggled to select and develop appropriate content and mediation tools because they did not have adequate subject knowledge to underpin their choices.

Fraser (2018) elaborates on the mediation of content by identifying that an expert teacher would not only be able to select and apply appropriate strategies, but also evaluate if the context they are in is fitting for the application of those strategies. Ghanizadeh and Royaei (2015) argue that emotional regulation helps teachers to demonstrate effective teaching strategies and make good decisions in the classroom as to what is taught. Therefore, it can be argued that emotional intelligence plays a role in the teacher's ability to mediate the content.

### **2.3.9. The sociological dimension of teacher professional identity**

Society and significant others have a profound impact on identity and teachers implicitly construct and negotiate identity in relation to people and communities (Akkerman & Meijer, 2010). Teaching is one of the most important and challenging occupations in modern society (Li et al., 2018) as well as being one of the most public.

When it comes to understanding identity in a social context, Coldron and Smith (1999) concur with Akkerman and Meijer (2010) that identity is not a stable entity. They place it firmly in the social context by explaining that it is used to justify, to explain and to

make sense of the self in relation to people and contexts around them (Coldron & Smith, 1999). The identity of a teacher is a result of the powerful interaction between the teacher's personal history, and the contextual influences of the workplace (Akkerman & Meijer, 2010). Akkerman and Meijer (2010) state that when the self comes into contact with a community, one is defined by the principle of inclusion or exclusion depending on the willingness to adapt to the core behaviours expected in a particular context.

There are heavy sociological demands related to teaching as teachers are seen as being responsible for learners' academic achievement as well as social and emotional development (Li et al., 2018). Changes in society lead to ever-evolving expectations about the role of education which leads to new demands on teachers' quality and competencies (Tateo, 2012). When policy changes fail and educational targets are not attained, teachers are implicated in the social narrative of that failure (Cross & Maodzwa-Taruvunga, 2012).

Goleman (1995) identifies that since almost every child will attend school in their lifetime, schools are increasingly relied upon to provide basic lessons in emotional and social competence. He states that, "Whenever a teacher responds to one student, twenty or thirty others learn a lesson" (Goleman, 1995, p. 279). Even as far back as 1995 Goleman stressed the need for schools to become "society's agent" in delivering the essential lessons of emotional literacy to learners and in working towards societal change. Donsita-Schmidt and Zuzovsky (2014) concur by stating that an ideal teacher is one who is an agent of a culture, able to transmit its wealth and knowledge and socialise learners into it. A teacher can also be an agent of social change as well as someone who fosters individual growth. Kutcher, Wei, McLuckie and Bullock (2013) state that schools can play an important role in the promotion of mental health and Steinberg (2013) suggests that there is room for hope that if individuals and institutions can work with emotions productively, it will mean "increased human flourishing".

#### **2.3.9.1. The pastoral role of the teacher**

Tateo (2012) points out that traditional psychological and educational research positions teachers' work in the pastoral field as a caring profession. The literature shows that emotions are at the epicentre of teachers' work and it is the intangible emotional and empathetic qualities that define a good teacher. Teachers' jobs are also

seen to consist of “non-work” in the sense that there is no economic benefit for caring (Fried, 2011). However, the pastoral role of the educator can be seen as mandatory for a number of reasons. For example, in South Africa, the National Education Policy Act 27 of 1996 clearly stipulates that concern for the well-being of each learner is part of being a qualified and competent teacher (Schoeman, 2011).

Fraser (2018) argues that the caring role of a teacher is one of the most important in teacher identity. He states that teachers who care about their learners will also care about what and how they teach. They will deliberately engage in professional development to remain “more than merely competent.” Fraser (2018) asserts that this big part of teacher identity results in teachers who “care deeply about their pupils and like them”. However, Tateo (2012) points out that teachers often experience emotions that disrupt or oppose this traditional stereotype, and that teachers can and do experience negative emotions towards their learners.

Traditionally, the educator’s pastoral role was seen as largely pragmatic. It involved waiting for problems to arise and then dealing with them in a rational and detached manner. However, in post-apartheid South Africa and undoubtedly in many other countries in the world, the pastoral role of a teacher provides many implicit and explicit values that are important for moral and spiritual development as well as for social transformation (Schoeman, 2011). The moral and ethical dimensions of teaching are a vital component of the education system (Tateo, 2012). This is because teachers have the power to transform the norms of society as education interacts with the whole of society (Tuluhan & Yalcinkaya, 2018).

### **2.3.9.2. The role of the teacher in learning**

The teacher plays a pivotal role in learner achievement. In fact, there is a large body of evidence that asserts that teacher quality is one of the most significant determinants of learner achievement (Varadharajan, 2014; Geeraerts, Tynjäläb, Heikkinenb, Markkanenb, Pennanen & Gijbelsa, 2015). Teacher quality is not only the ability of a teacher to manage a classroom and convey content knowledge. It is also the individual qualities of the teacher that contribute to the success of the learners and the entire school culture. This situation works both ways, as the desire for schools to meet accountability-based targets in terms of learner achievement promotes the recruitment of skilled and qualified teachers.



In her 2013 study of teacher emotions towards assessment, Steinberg found that many of the teachers whom she interviewed felt personally responsible for learner achievement. She found that teacher experiences “strong emotions” like pride and satisfaction when learners achieved well, and frustration, hurt and distress when learners did not achieve. The reasons behind teachers becoming emotionally involved in learner achievement range from feeling job satisfaction when learners achieve their learning goals, to concern for the knowledge that learners will carry with them into their lives beyond the school gates, to the single moment in a classroom where learners’ faces, “light up with understanding (Steinberg, 2013, p. 143)”. Teacher emotions have recently been recognised as being “at the heart of teaching and teacher’s lives” (Jin, Lee, Yin & Zang, 2013, p. 137). The emotions that teachers experience directly impact the quality of learning for learners as emotions guide a teachers’ approach to teaching. According to Jin et.al (2013) positive teacher emotions result in a learner focused approach to teaching whereas the negation of teacher emotions result in a transmission approach.

Teachers’ character, classroom management skills, stability, and leadership qualities may contribute to smooth school and classroom functioning, yet this situation may not be adequately reflected in learner achievement. Thus, policies should not be shaped solely by test scores but should take into consideration the many important ways in which teachers make a positive impact on the lives of learners, the success of colleagues, and the culture of schools (Varadharajan, 2014).

### **2.3.9.3. The role of emotions in teaching**

It is essential to understand the nature of emotions in a school as they are intimately involved in almost every aspect of the teaching and learning process (Ghanizadeh & Royaei, 2015). Emotion is a fundamental component of effective teaching. Hargreaves (2003) makes a case for linking emotions with the basic purposes of schooling. He argues that “Teaching is either a positive emotional practice by design, which motivates teachers to perform at their best with those around them; or it is a negative emotional practice by neglect, where teachers disengage from their teaching and lose quality in the classroom as a result” (Hargreaves, 2003, p. 90).

Emotions are shaped under the influence of organisational, social and cultural factors and the approaches that one consciously and purposefully employs to harness,

reinforce or reduce emotions determine our emotional state (Ghanizadeh & Royaei, 2015). Haganauer et al. (2015) identify that there is not much research into teacher emotions, but the research that does exist points to a positive correlation between teachers' positive emotions and their use of learner centred strategies in the classroom. Interactions with learners are the most powerful influence on the emotions of a teacher. Teachers need to apply a host of strategies to increase learners' motivation and accomplishment while avoiding emotional exhaustion (Ghanizadeh & Royaei, 2015). Beijaard et al. (2019) state that emotions are inextricably linked to teaching, professional development, and teacher's role identity. Ghanizadeh and Royaei (2015) point out that a teacher's workload does not necessarily create stress, it is emotional-related demands. Teaching requires considerable emotional labour and the effort, planning and control that goes into the emotional aspect of teaching often results in exhaustion and burnout (Beijaard et al., 2019).

Fried (2011) asserts that schooling is an emotionally laden process for both teachers and learners. Emotions are intimately involved in every aspect of teaching and learning process and are a powerful vehicle for enhancing or inhibiting learning. Emotions influence cognitive and motivational processes, and they impact cognitive, regulatory and thinking strategies. Positive emotions can enhance levels of intrinsic motivation whereas stress causes the majority of the brain to shut down and revert to survival mode. This can cause learners to exhibit defensive and attention seeking behaviour.

#### **2.3.9.4. The role of emotions in learning**

Emotions can be understood as value judgements about any concept that has meaning in one's life (Steinberg, 2013). Furthermore, emotions are strongly linked to cognition and are therefore important for learning, attention, memory, decision making and social functioning (Fried, 2011). This means that it is very important for a teacher to be able to identify and regulate the emotional atmosphere in the classroom as emotion is an essential motivator and guides the amount of effort that a learner will put into their work (Goleman, 1995).

Emotions are a key factor in determining the effectiveness of a teacher in the classroom (Steinberg, 2013). Steinberg (2013, p. 5) describes "the emotional quality of the classroom" as a statistically significant factor in learning. A teacher who models

the qualities of being passionate and motivated teaches learners to respond to the learning of their subject in the same way (Steinberg (2013).

Goleman (1995) describes the ideal emotional state for learning as flow. Flow is when emotions are regulated and aligned with a specific task. In an educational context a state of flow can be achieved through correct mediation of the content and the attitude and approach of the teacher to the task. Goleman states that if a task is too easy, it will be perceived as boring. If a task is too difficult, it could be anxiety provoking. Goleman (1995,) cites the work of Howard Gardiner on multiple intelligences, and asserts that, “achieving mastery of any skill or body of knowledge should ideally happen naturally, as the child is drawn to the areas that spontaneously engage her” (Goleman, 1995, p. 94). Many teachers will realise that classroom learning is certainly not a spontaneous act and most teachers know that the selection of appropriate content and activities as well as an encouraging delivery of these does assist in getting learners engaged.

#### **2.3.9.5. How teachers perceive teaching as a profession**

Fraser (2018) proposes the definition of teacher identity as the perception that teachers have of themselves. Teachers believe that they are professionals and constantly battle against the perceived lack of rigour in the profession (Nielson, 2016). However, teachers also struggle with feelings of anxiety and vulnerability as they grapple with complex moral decisions that are often followed by quite public consequences (Steinberg, 2013). If society judges teachers, teachers often judge themselves more for not having achieved enough.

Teaching has been described as one of the most stressful and challenging occupations of the 21st century (Beijaard et.al, 2019). It requires resilience and innovation under difficult circumstances and requires not only the mastery of technical and pedagogical skills, but also an awareness of morals, ethics and an array of psychological factors (Tateo, 2012). Steinberg (2013) identifies that, because the boundaries of teaching are not well defined, teachers are often prone to feelings of guilt and inadequacy. There is an expectation of perfection from teachers that persists despite increasing administrative and accountability measures that can lead to teachers judging themselves very harshly.

Teaching is often rejected as an avenue of study because high school graduates perceive it as an unambitious career (Lee, 2011). Many novice teachers also experience disappointment once they enter the teaching profession as they tend to feel subject to instructions related to educational reform policies (Struyven & Vanthournout, 2014). Furthermore, novice teachers tend to experience “obscure pitfalls”, such as shortages of resources, obstructive colleagues and education policies that are difficult to implement, when they enter teaching (Ravid & Zur, 2017). They also experience an immense emotional load from some of the negative aspects of schooling and receive little support in dealing with it (Tateo, 2012).

Steinberg (2013) points out that teachers feel a variety of both positive and negative emotions towards their work. She directs teacher emotions to three areas: the relationship with learners, the relationship with other adults such as colleagues and parents, and emotions that arise regarding rules and reforms. In general teachers experience pride, excitement and satisfaction when learners progress, when they feel supported by colleagues and parents and when they feel that they are able to teach well. Negative emotions like anxiety, frustration and anger arise when it becomes unclear if a teacher is being effective, when learners, colleagues and parents are uncooperative and when educational reforms become taxing.

Teachers tend to be treated as workers or quasi professionals (Nielson, 2016) or teaching is often conceptualised as a technical occupation (Brindley & Parker, 2010). It is imperative that the perception of teaching as a career is transformed from that of a quickly and inexpensively trained workforce (as described by Hargreaves in Nielson 2016) to a committed, prepared and continuously developed profession.

#### **2.3.9.6. Teacher professional identity in South Africa**

In the South African context, a study performed by Sibanda in 2015 highlighted that the negative perception of teaching as a profession did not appear to affect the enrolment of first-year students in education programmes. Although the study took place at one institution and has only first career teaching students as respondents, it is an encouraging indication that students are making informed decisions to engage in teaching as a career. However, in Steinberg’s (2013) later review of the literature on South African teachers, she found a description of teachers who felt isolated, insecure and dissatisfied with the profession.

Teaching in South Africa is regulated by The South African Council of Educators (SACE), which has a code of professional ethics that governs the practice of teaching. SACE also regulates the professional development of teachers through Continuous Professional Development points (CPTD). Teachers can also apply for membership of various teacher unions like the South African Democratic Teachers Union (SADTU, 2016) or the National Professional Teachers' Organisation of South Africa (NAPTOSA, 2018) to name the two with the most members.

Both SACE and the various unions have a code of conduct for their members that stipulates the standards of professional conduct. All three bodies stipulate behaviours that correlate with the three psychological dimensions of teacher professional identity: psychological, practical and sociological (Tateo, 2012). For example, the SACE Code of Conduct states that registered teachers should “acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession” (SACE, 2018) determine the behaviour of a teacher at the individual level. NAPTOSA has an annexure detailing how a breakdown in interpersonal behaviour amongst its members can be dealt with (NAPTOSA, 2018). SADTU provides an example of the sociological identity of a teacher in its requirement that teachers act “in a manner which maintains the honour and dignity of the profession” (SADTU, 2016, p. 2).

It is interesting to note that the bodies that regulate teaching are all aware of how the psychological identity of a teacher manifests in practice, but teacher training does not actively train and support any of these facets. Tateo (2012) observes that no teacher training programme accounts for the intense emotional load of teaching- especially the negative dimensions of everyday practice at a school. It is socially unacceptable for teachers to experience difficulties and negative emotions about themselves, towards peers and learners or even about the profession; therefore, this entire dimension is ignored by policy makers and teacher training. This makes it clear that teacher professional identity is certainly identified and regulated, but not developed or supported.

## **2.4. Reconstructing pedagogy**

### **2.4.1. Emotional labour strategies**

Ghanizadeh and Royaei (2015) point out that strategies for regulating emotion do exist, but teachers need to be made aware of them to use them effectively. They refer

to these strategies as emotional labour strategies and identify three areas in which they are pertinent: face to face contact between teachers and learners, the demands of teaching that create strong emotions, and external factors like school rules and cultural norms. Emotional labour can be defined as, “the management of feeling to create a publicly observable and bodily display” (Jin et al., 2013, p. 138). When it comes to teaching, the display of emotion must match the beliefs and expectations held about the teaching profession. Steinberg (2013, p. 64) observes that emotional labour is necessary when “an emotional style of offering the service as part of the service itself”.

Teachers employ emotional labour strategies to present socially desirable emotions. Ghanizadeh and Royaei (2015) state that emotional labour can be pleasant when teachers can follow their goals and when job-related situations permit them to function well. Lee et al. (2013) state that skilled teachers actively use emotional competence in teaching as an effective skill set. However, the inability to manage emotions means that uninformed emotional labour contributes to burnout as confirmed by Cabello et al. (2017).

The professional norms of teaching require considerable emotional regulation and emotional labour to enact and maintain (Steinberg, 2013). Lee et al. (2013) performed one of the first quantitative studies aimed at linking teacher’s emotional intelligence, emotional labour strategies and teaching satisfaction. What I want to draw out of their discussion of the literature and their study, is a basic outline of the emotional labour strategies that could be taught to teachers and the beneficial impact that they have. Lee et al. (2013) identify three emotional labour strategies: surface acting, deep acting and natural acting. Ghanizadeh and Royaei (2015) outline the same strategies in their study of how emotional labour strategies predict teacher burnout.

Surface acting is essentially the ability to present emotions that are not being felt at the time. It often requires hiding emotions that are deemed undesirable. Fried (2011) identified that most teachers recognise the importance of regulating their emotions but believe that it means hiding their true emotions. Ghanizadeh and Royaei (2015) have found that surface acting actually yields positive results as a short-term coping strategy in combatting teacher burnout. Lee et al. (2013, p. 142) on the other hand, have found

that surface acting is negatively correlated with teaching satisfaction and may be described as “faking in bad faith”.

Deep acting requires significant emotional effort as it involves using cognitive techniques to try to modify the emotions that one feels in real time so that desired emotions are displayed and felt (Lee et al., 2013). Lee et al. (2013, p. 142) describe deep acting as “faking in good faith”. However, because it takes great effort for teachers to monitor and change their inner feelings and outer emotional expressions, deep acting does not increase work satisfaction. Ghanizadeh and Royaei (2015) have found that deep acting increases emotional exhaustion and can lead to teacher burnout.

Natural acting strategies involves the display of naturally felt emotions that are still somewhat regulated to conform with the behavioural expectations of a teacher (Lee et al., 2013). Lee et al. (2013) have found that natural acting has a significant positive effect on teachers’ job satisfaction. They state that this finding highlights the importance of a teacher’s ability to express real emotions. They also state that teachers with higher emotional intelligence recognise the value of expressing their genuine feelings in a way that is appropriate in the school context. Ghanizadeh and Royaei (2015) confirm that natural acting strategies are the most effective protection against emotional exhaustion and teacher burnout.

Lee et al. (2103) strongly advocate that teacher training institutions strengthen teachers’ emotional skills. They propose a strategy that will support the facilitation of natural acting as an emotional labour strategy: if pre-service teachers are able to internalise the norms of teaching, they will be better able to perform natural acting as an emotional labour strategy. The norms of teaching and the emotions associated with these are an integral part of teacher professional identity (Tateo, 2012). A redefined pedagogy for teacher training would ideally make an explicit link between the professional standards of teaching, the emotions of the teacher, and teacher professional identity.

#### **2.4.2. How does one effect a change in policy?**

Narrative research is a qualitative method. The difficulty that qualitative researchers face is that qualitative methods have been recognised as legitimate, but not scientific (Anderson & Dumas, 2014). This leaves qualitative research susceptible to criticism

and makes it difficult for the findings to inform policy reform in a system driven by accountability. Ball et al. (2008) confirm that without empirical testing, many interesting and profound ideas around changing the curriculum for teacher training, professional development and policies for certification will merely remain points of discussion in the informal sector.

Whatever approach is taken, it is vital to gain the approval of teachers in the field, for a change in policy to be introduced successfully (Cochrane & Woolhouse, 2015). Cochrane and Woolhouse (2015) reviewed literature around the United Kingdom's Subject Knowledge Enhancement programme and their discussions with student teachers on the effect of this policy change for prospective PGCE students. A change in policy will naturally lead to the need for parts of the teacher cohort to reconceptualise their professional values. If the proposed change contrasts with values that teachers perceive to be important, they may become critical and resentful of the change (Cochrane & Woolhouse, 2015). However, policy change can also act as a catalyst, encouraging teachers to pursue their own professional development.

In the South African context, Cross and Maodzwa-Taruvunga (2012) review Johnathan Jansen's assessment of the implementation of Outcomes Based Education and the alter South African Curriculum reform, Curriculum 2005. Jansen (in Cross & Maodzwa-Taruvunga, 2012) argues that many of the South African teachers of the time did not have the qualifications, skills or confidence to implement the new policy changes in the classroom. This resulted in the eventual failure of the policy change. Calls for professional development and additional time were largely ignored. Teachers resisted the implementation of the changes and the politically driven educational mandates could not progress without the support of the teacher body.

#### **2.4.3. Whose responsibility is it to define and develop teacher professional identity?**

Multiple experiences shape embodied understandings and actions that lead to what an individual considers being professional (Nielson, 2016). If I approach this question as a teacher, rather than a researcher, I feel that personal experience may be a better guide than what I can find in the current literature. As a teacher, I have experienced identity development or resistance to identity development from four sources: my



teacher training, the school/s where I have taught, SACE and the Department of Basic Education.

The Department of Higher Education and Training subsidises public universities and colleges for the initial qualifications and further professional development of teachers (SACE, 2016). When addressing pedagogical change in teacher training institutions Weinberger (2017) proposes that two central principles are necessary for implementing and sustaining change: the vision of the change must be clear, and it must be clearly communicated to teacher educators. What is important is creating a unity of purpose with principles that guide achievement. It is also important for flexibility to be encouraged in which teacher educators can personalise the innovations while remaining precise and committed to professional learning.

In general, universities do not explicitly teach the development of teacher professional identity or emotional intelligence even though there are strong recommendations that they should (Gao & Trent, 2009; Tateo, 2012). Li et al. (2018) warn that if teacher training only focuses on academic knowledge and instructional skills, a large contributing factor to cognition, well-being and learning may be lost. The PGCE, which I am investigating in this study, aims to address the pedagogical element of teacher training and rarely includes any form of training on professional identity development, emotional intelligence or the mediation of personality. As I mentioned in Chapter 1, in a review of the PGCE courses on offer in South Africa, out of seven public and private institutions (University of Johannesburg, University of the Witwatersrand, Rhodes University, UNISA, MANCOSA, Varsity College and Tshwane University of Technology) only one institution offers a course partially related to identity awareness, called "Life Skills". Universities certainly hold the mandate to educate potential teachers but are often criticised for not being able to respond to the needs of second career teachers entering the field (Buchanan et al., 2018). Anderson and Dumas (2014) also point out that the idea that knowledge comes from universities and is disseminated through journals, workshops and trained practitioners has never had much influence on policy change.

The ethos of a school plays a large role in the professional identity of a teacher. One's identity and one's personality both respond to changes in context (Akkerman & Meijer, 2010 and Corcoran & O'Flaherty, 2016) and the school where a teacher works

provides the most substantial context for that change. Professional identities are built on prototypes of beliefs and behaviours developed through everyday social norms in a particular environment (Nielson, 2016). Many schools have a code of conduct that defines teacher responsibilities and demeanour. This, combined with the culture and identity of a school, shapes an individual's idea of teacher professional identity. Schools often make use of private providers of professional development and select the courses that align with the identity and values that they wish their teachers to adopt. The drawback of an established school culture and strong ethos is that there is often little room for innovation and the acceptance of individuals who do not fit the school's culture. Teaching, as a profession, has been criticised for failing to apply what it knows about teaching to new teachers and their diverse needs and styles (Buchanan et al., 2018) and often schools alienate or disregard teachers who come with values and attitudes that differ from established norms.

The SACE mission statement says that the body exists in order to “enhance the status of the teaching profession, and promote development of educators and their professional conduct” (SACE, 2016, p. 1). SACE is well positioned to influence teacher professional identity as it explicitly stipulates the norms of professional behaviour for teachers through its code of conduct. One of its core mandates is also to regulate professional development. SACE has developed guidelines for professional development and encouraged teachers to regulate their own professional development with the aim of improving the status of the profession. The aim of professional development is to maintain the professional standards and professional identity within teaching (SACE, 2016).

The Department of Basic Education (DBE) is also involved in the professional development of teachers as a matter of legal obligation. The DBE's focus is mainly on classroom practice and professional development takes place through mandatory workshops. However, the main focus of the DBE is the provision of educational policy documents that regulate the following areas: access to schools, school management, school funding, and curriculum and assessment (DBE, 2019). The current education policy in South Africa is the Curriculum and Assessment Policy (CAPS) of 2012. The CAPS policy is highly focused on accountability measures (Steinberg, 2013) and has a huge influence on teacher behaviour. Nielson (2016) notes that it is the external

requirements of policies that shape behaviours of professionalism. This, in turn, will have an impact on teacher professional identity.

Each of the institutions mentioned above has a role in defining teacher professional identity. All are governed by an adherence to the South African Schools Act 84 of 1996. The act serves to provide “a uniform system for the organisation, governance and funding of schools” (1996, p. 1). This outlines the operational structures of schooling and also informs the professional norms that are required to set such procedures in place, thus informing a large part of teacher professional identity but does not address emotional competence.

## **2.5. Gaps in the literature**

In reviewing the literature for this study, it has not been possible to find any research on second career teachers in South Africa, and literature on teacher professional identity and the psychological and emotional development of teachers in South Africa is very scarce. The primary focus of research into teaching rests heavily on pedagogical techniques, and teaching and learning outcomes. Even a recent study by Fraser (2018), an investigation into developing teacher identity in student teachers, focuses on reflection about the various expert roles of a teacher. These expert roles cover the content knowledge, teaching techniques and classroom management skills, all traditionally linked with pedagogy, but do not address the concept of identity as a psychological construct nor does it recognise the role of emotions.

The study claims that “Teachers will always define themselves in terms of their understanding of teaching and learning strategies, command of subject content and knowledge of cognitive demands of their learners.” (Fraser, 2018, p. 3). The focus on pedagogical expertise as the dominant factor in teacher identity is not confined to the South African context. For example, Curcio and Eutsler (2019) performed a recent study in the United States on how preservice teachers grapple with teacher identity that defines teacher identity solely as the response to pedagogy.

There may be a heavy focus on pedagogy because the emotional qualities and soft skills of teaching cannot be measured by policy makers and are, therefore, not taken into account (Tateo, 2012). Accountability measures should not focus exclusively on the technical and pedagogical skills of a teacher, but should also provide support for

professional approaches to the occupation of teaching that require resilience and the ability to face vulnerability and change (Tateo, 2012).

Therefore, a clear gap in the literature exists concerning the psychological aspect of teacher professional identity and development of second career teachers in South Africa as well as the role of emotions in teaching and learning. Mansfield (2016) also notes that very few studies explore how teacher training can be used to enhance the emotional resilience of teachers. This study can hopefully augment the scarce knowledge on second career teachers in South Africa and draw attention to the need for more studies on teacher training and emotional intelligence in schools.

## **2.6. Conclusion**

The review of the literature demonstrates the value of narrative research and the importance of narratives in identity construction. The narratives that teachers express are the ways in which they construct their identity. Emotional intelligence underpins every aspect of teacher professional identity across the three dimensions discussed in this literature review. Teachers need to be adequately trained in both the practical aspects of teacher professional identity as well as emotional intelligence, in order to step fully into the role of agents for societal change and take their place as recognised professionals in modern society.

# CHAPTER 3

## Research methodology

### 3.1. Introduction

#### 3.1.1. Arriving at the research methodology

This chapter provides a description of the research methodology for the study and its philosophical underpinnings. It will provide a guideline as to how the study has been conceptualised and conducted. The research methodology chapter is the space where the study finally becomes operational. It is where my worldview, the questions that have arisen from my experiences and the responsibility of seeking valid answers to them, all come together.

In order to find a starting point in conceptualising and organising this element of the research, I decided to ask myself a series of questions that would help me to find a basis upon which to construct the philosophical underpinnings of my study:

- What are my research questions and how do they fit into the gaps identified by the literature study?
- How did my worldview contribute to my arrival at these questions (philosophical underpinnings)?
- How have I gone about attempting to answer these questions (methods and methodology)?
- How have I ensured that my data is reliable, valid and acceptable as research?

#### 3.1.2. Reviewing the research questions as a starting point

The research questions can now be reviewed with the benefit of having read the literature. The literature review provided the conceptual links between the questions, and also helped me to generate the codes that I used to analyse the data.

The primary research question for my study is:

How do the central themes that emerge from South African PGCE students' narratives indicate pedagogical gaps around identity and emotional intelligence in teacher training?

This question originates from a pragmatic concern that has arisen from years of teaching and of watching others teach. I return to the quote with which I began this

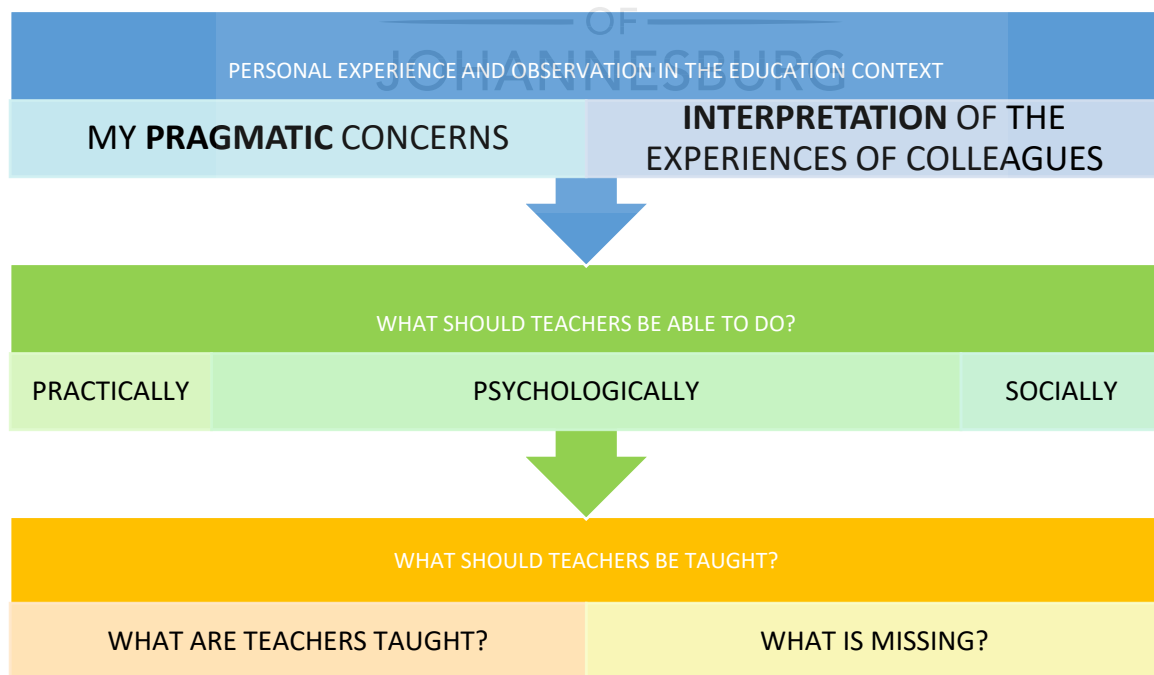
thesis, “They don’t tell you how hard it really is because they don’t want to scare you from something you are really meant to do” (Brindley & Parker, 2010, p. 586). As Ploger et al. (2018) point out, the theoretical pedagogical background gained in universities and teacher training is not always easily applied in the classroom. However, it is impossible to implement something that one does not know about. There have been countless times when I have thought to myself, “I wish someone had told me this”. I have heard these words from countless colleagues too.

There are skills that are vital to teaching that universities do not teach, and these are highlighted quite boldly in the literature. Tateo (2012) states that emotional intelligence and the interpersonal skills related to it are just as important as pedagogical skills, but this is an area that is rarely touched upon in formal teacher training. Beijaard et al. (2019), Tuluhan and Yalcinkaya (2018), Li et al. (2018) and Cabello et al. (2017) all provide examples of where recent studies still identify the need for emotional awareness in teacher training.

Addressing the primary research question required that the data be approached from an interpretivist stance. This will be discussed at greater length in the next section.

**Figure 3. 1**

*Conceptualising the research question: From personal experience to research*



**Secondary research questions:**

1. How can the training and induction narratives of second career teachers be used to develop a conceptual framework for teacher professional identity?
2. What recommendations can be made to include an awareness of identity formation and emotional intelligence in traditional teacher education programmes in South Africa?

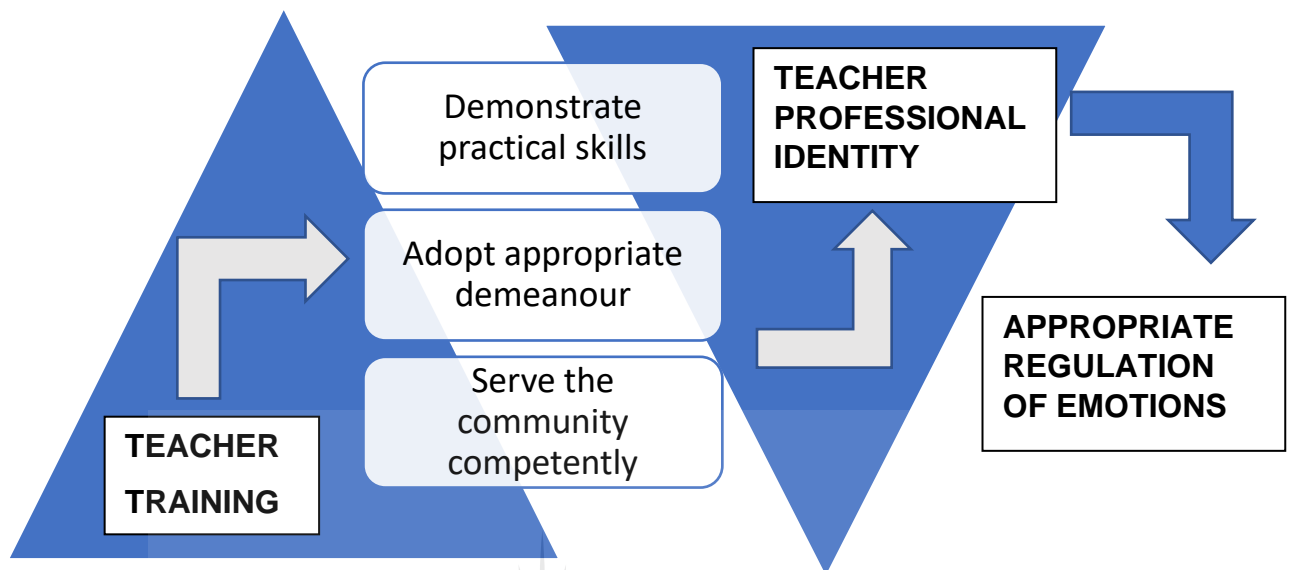
The first of the secondary questions is linked to the primary question in two ways:

Firstly, teacher professional identity informs teacher training. If we focus on the most operational definition of professional identity as provided by Wiles (2013), it is a desired set of traits that convey the sense of self of a practitioner and the profession as a whole. This sense of self and the sense of the profession rests on the teacher being able to demonstrate the practical skills of the profession, adopt the demeanour associated with the profession and serve the community in the ways that are expected from that profession (the practical, psychological and social dimensions of teacher professional identity). The sense of the practitioner, and the profession, stems from the training that one undergoes to enter that profession (Wiles, 2013). Therefore, teacher training informs teacher identity. However, the relationship between these concepts may also hold true for what is lacking in teacher training. The gaps in teacher training can result in an incomplete teacher professional identity.

Secondly, in order for teachers to regulate their emotions, they need to engage in emotional labour strategies. Emotional labour strategies are adopted based on the knowledge of what is the appropriate behaviour for a teacher. When teachers have a clearly defined sense of their professional identity, it is much easier to perform emotional labour and regulate the emotional interactions in the classroom. Therefore, when the gaps in teacher training are addressed, and teacher training becomes more holistic, teacher professional identity is strong enough to correctly inform emotional labour strategies.

**Figure 3.2.**

*The relationship between teacher training and teacher professional identity.*



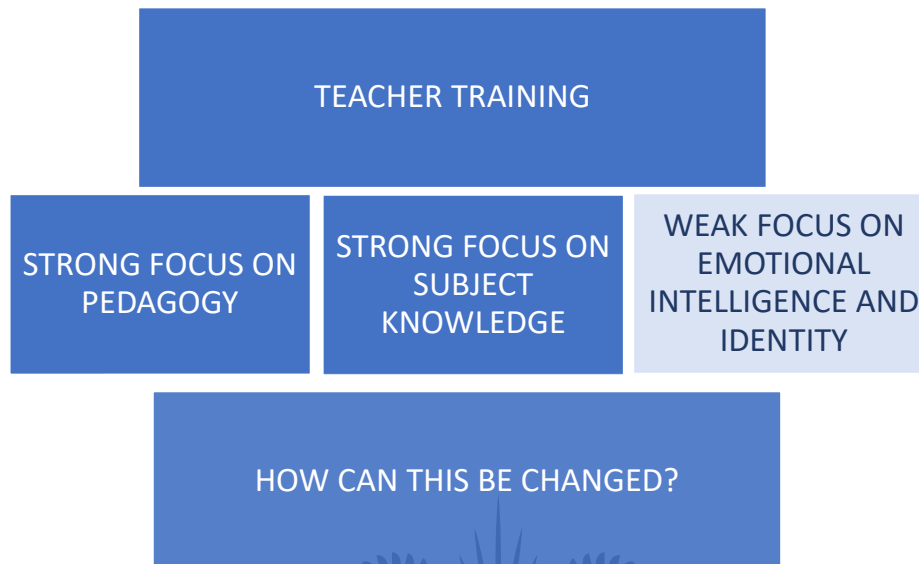
The second of the secondary questions was strongly underpinned by the literature review. The literature revealed a growing concern that the pedagogy of teacher training is incomplete. The recommendations that came out of the literature review, as stated above, were for the inclusion of identity awareness and emotional intelligence strategies in teacher training. The aim of this question is to provide some direction as to how these recommendations can be put into practice in the South African context.

UNIVERSITY  
OF  
JOHANNESBURG



**Figure 3.3**

*The traditional focus of teacher training*



### **3.2. The philosophical underpinnings of the study**

To begin this section, I quote the words of Lichtman (2013, p. 164):

*“Because it is the researcher who is the conduit through which all information flows, we need to recognise that the researcher shapes the research and, in fact, is shaped by the research. As a dynamic force, the researcher constantly adapts and modifies a position with regard to the research topic, the manner in which questions are formulated, and the interpretations given to the data”.*

My worldview, and the way in which I view knowledge, is central to how I have constructed the study as a whole. However, my interpretation is not the only interpretation of the data that is available. Understanding the lens that I have used will enable the readers of this study to draw their own conclusions from the data.

#### **3.2.1. The paradigm: interpretivism underpinned by pragmatism**

A paradigm is the world view of the researcher that provides the lens through which the study is conceived. Grix, in Sefotho (2015, p. 25), states that “all research takes place in a paradigm”. A paradigm can be understood as a philosophical perspective that is informed by the researcher’s own view of the world (Sefotho, 2015). Paradigms enable us to relate a meaningful and coherent story that depicts the functionality and subjectivity of the research context (Maree, 2016).

The researcher needs to match the methods used in the study with the assumptions that she has already made about the nature of reality. This relationship between theory and practice provides a sense of harmony and coherence between the two concepts. However, the relationship should not be accepted as absolute: the acceptance of one particular paradigm could potentially blind the researcher to insights that fall outside that framework of thought (Brink, van der Walt & van Rensburg, 2012). Lichtman (2013) also supports the idea that certain paradigms can accommodate one another.

It is important for a researcher to make a clear paradigmatic stance, both to orient the course of the research and to make her worldview clear to the community of practice that she aims to impact. Because the study is focused on identity in its multiple forms, I feel that the interpretivist paradigm is a suitable lens. Interpretivism acknowledges multiple interpretations of social phenomena and allows for these different views to be held simultaneously (Sefotho, 2015). It also acknowledges the cultural and historical contexts from which situations arise (Al-Bargi & Shah, 2013). Interpretivism allows for the construction of meaning in the natural context of the phenomenon and provides an opportunity to understand the perceptions of people about their own environments. The drawbacks of interpretivism are that it can fail to take into account the influence of power relations connected to social structures and that it postulates that finding a single correct interpretation is possible (Sefotho, 2015; Maree, 2016).

As interpretivism allows for multiple interpretations of social phenomena and acknowledges the multiple paradigms from which they stem (Sefotho, 2015), it may be useful to acknowledge the impact that pragmatism can play an underpinning role in interpretive findings. Pragmatism aims to solve the practical problems of the real world while taking multiple realities into account (Sefotho, 2015). It is suited to the educational context because of its focus on useful, workable and practical solutions.

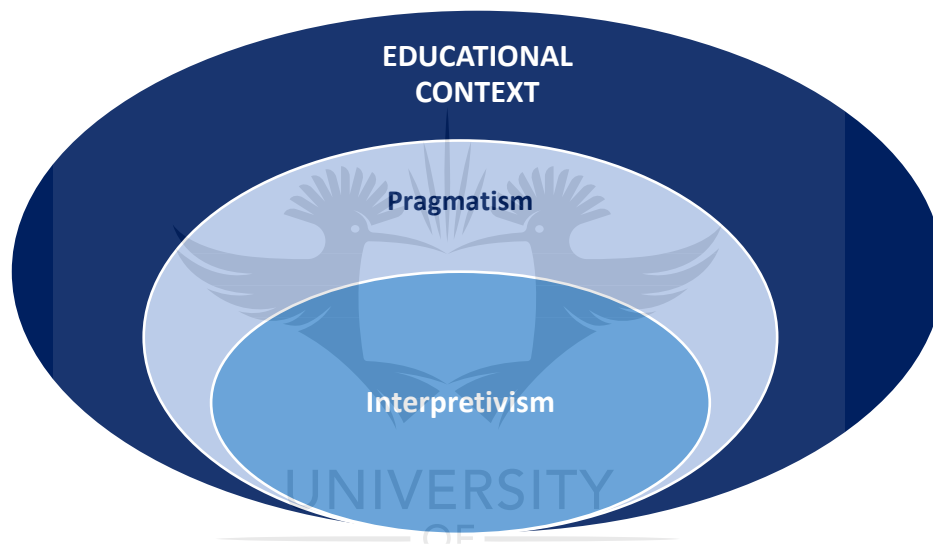
This study is focused on analysing the data from an interpretive stance. This approach is well suited to addressing my primary research question, "How do the central themes that emerge from South African PGCE students' narratives indicate pedagogical gaps around identity and emotional intelligence in teacher training?" and the first of my secondary research questions, "How can the training and induction narratives of second career teachers be used to develop a conceptual framework for teacher professional identity?". The data that can be used to answer these questions will come

from the narratives of my participants, and the meaning that each participant ascribes to these concepts will need to be interpreted.

The data linked to the last secondary question was also analysed using interpretive methods, but this question is essentially pragmatic in nature, “What recommendations can be made to include an awareness of identity formation and emotional intelligence in traditional teacher education programmes in South Africa?”. Therefore, this is an interpretive study, but it is underpinned by pragmatic aims.

### Figure 3.4

*Interpretivism underpinned by pragmatism in educational research.*



### 3.2.2. Ontology: interpretivism characterised by idealism and realism

Ontology is how reality is conceptualised within the study (Sefotho, 2015). The researcher is able to take a position on the nature of this reality and thus begins to frame questions that will discover more about it.

The ontological assumption behind interpretivism is that reality is characterised by multiplicity, but that a correct interpretation of a phenomenon is possible (Maree, 2016). However, this interpretation is relative to the persons or groups under investigation, and it is socially constructed (Al-Bargi & Shah, 2013). This fits into the basic position of idealism where reality is knowable through the human mind and socially constructed meanings. The theoretical framework for the study is predicated on the work of Akkerman and Meijer (2010), which describes identity as multiple,

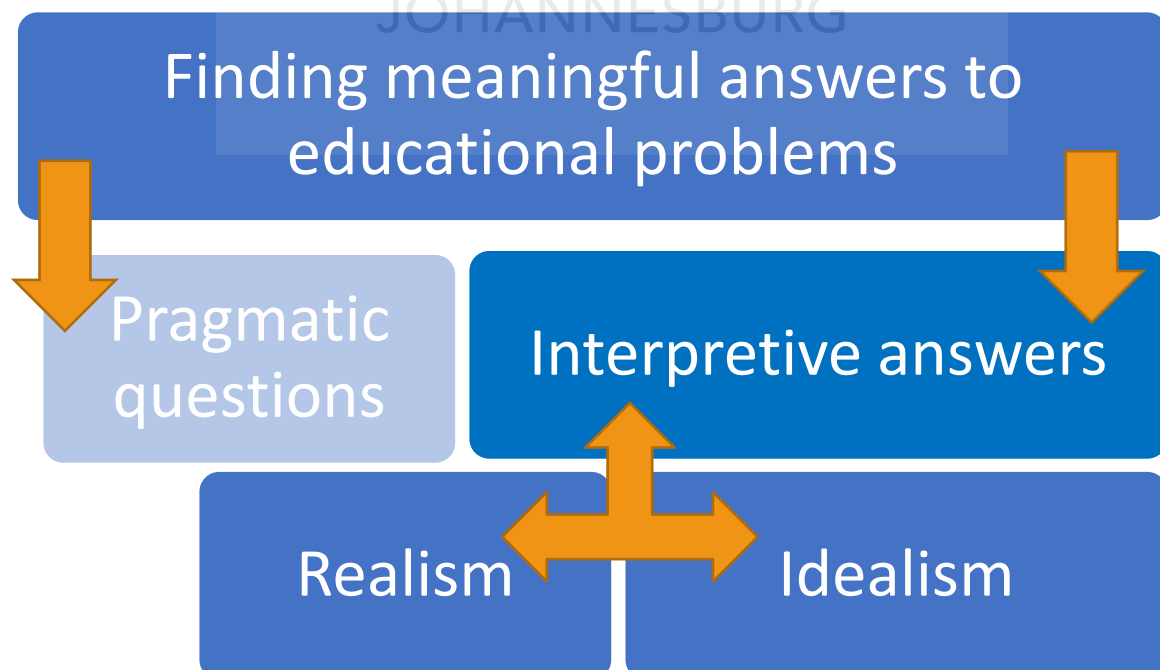
discontinuous and socially constructed. Therefore, an idealistic and interpretivist approach to reality will support this study.

Because the study includes a pragmatic stance, the ontology also acknowledges the realist approach to knowledge. Realism makes a distinction between the way the world operates, and the meaning and interpretations ascribed to it (Creswell, 2016). This view of reality aligns with the pragmatist stance and the context of education. Whilst multiple interpretations of reality are acknowledged, there is a need for a unifying policy that can be widely applied to improve teacher training.

Therefore, the ontologies used in this study are those of idealism and realism. The study aims to investigate the formation of teacher professional identity through teacher training and the gaps therein. This aim presupposes that the realities of teachers' experiences are knowable through narratives, which have socially constructed meanings. However, it is also an aim of the study to make recommendations about pedagogical gaps in the PGCE. The multiple realities that are identified during the study will need to be arranged in such a way that a coherent recommendation can be made that is operational across contexts. Thus, realism is also a relevant ontology in this study.

**Figure 3.5**

*Finding the balance between realism and idealism in interpretive research*



### 3.2.3. Epistemology

Epistemology relates to how things can be known and the nature of that knowledge (Maree, 2016). Research seeks to establish what can be known through enquiry. This presupposes a relationship between the knower and what is to be known (Sefotho, 2015). Al-Bargi and Shah (2013) state that, “the inquirer and the inquired are fused into a single entity and their interaction leads to certain findings” (Al-Bargi & Shah, 2013, p. 257)”.

In an interactive enquiry, particularly one based on narratives, the findings of the study will not be completely objective. In fact, Lichtman (2013) states that the idea that the researcher is objective and removed from the data is not a requirement of qualitative research at all. In narrative enquiry, the process of data capturing and analysis involves making sense of the lives of others. This will naturally be influenced by the experiences, beliefs and values of the researcher. If the researcher fails to acknowledge this, the research could be compromised by the researcher’s need to control the knowledge process (Bathmaker & Harnett, 2010). A researcher should, instead, be aware of how their presence affects the research and adopt a decentred and reflexive position (Lichtman, 2013).

The acknowledged subjectivity of the researcher leads to concerns about the objectivity of knowledge. The knowledge generated by this study will be largely subjective in which personal opinions count (Berthelson, Brownlee & Shaw, 2012). Maree (2016) proposes that in qualitative research, it is important that the emergent knowledge is meaningful to insiders in the research context. This supports the subjectivist and relativist approaches to obtaining knowledge about identity formation in second career teachers. The participants, and not the researcher, determine what counts as knowledge (Creswell, 2016). This makes knowledge gathered in qualitative studies, like this one, credible and defensible even when it is not strictly objective.

However, the aim of the study was to use the knowledge gained through narrative enquiry to make some generalisable statements about teacher training in South Africa, which is very difficult given the social nature of education. Berthelson et al. (2012) describe an evaluative perspective in which knowledge claims are made by acknowledging various perspectives, but ultimately coming to one conclusion based

on the evidence that is gathered. Therefore, the recommendations that I have made, based on the subjective knowledge that is gathered, are evaluative.

#### **3.2.4. Axiology**

Axiology refers to what the researcher believes is valuable and ethical and acts as a guideline for the ethics employed in the study (Killiam, 2013). This compels the researcher to make value-based decisions and guard against bias and personal prejudices (Sefotho, 2018).

Sykes, in Bathmaker and Harnett (2010), points out that writers of research have the power to create versions of reality and legitimise them because of the connotations of the word 'research'. In light of this, the writers of narrative research have to be particularly careful about how participants are presented.

The values of the researcher cannot be completely removed from the research. However, a qualitative researcher should strive to adopt a position that is value-free (Lichtman, 2013). Teacher education has traditionally valued pedagogical prowess or the pedagogical identity of the teacher (McNinch, 2007; Akkerman & Meijer, 2010; Fraser, 2018). This has led to what I believe is a pedagogical gap in teacher education and teacher professional identity. The study has focused on the previously undervalued area of holistic identity development as described by second career teachers in training. The information gathered through the interpretivist paradigm will be shaped by the values of the participants (Lichtman, 2013). My values as a researcher have been present, as they framed the study, but I also did my best to suspend them during the data collection and analysis to allow the voices of the participants to shape the findings.

The duties of the writer towards the participants in the study are delineated by deontological concerns (Bathmaker & Harnett, 2010). Deontological ethics provide the basis that protects the rights of the research participants. The focus is on the process of data collection being conducted with the utmost care for the participants. However, in narrative research, protection from harm is not enough. Writing has a temporal permanence and therefore the consequences of documenting the narratives and ultimate advancement of the general good have to be considered too (Bathmaker & Harnett, 2010).

### 3.3. The research methodology

The interpretivist paradigm does not attempt to nail down the truth and pretend that it is one thing; it acknowledges that it is often multiple, just like identity is conceptualised by Akkerman and Meijer (2010). A powerful statement made by Al-Bargi and Shah (2013) awoke me to the nature of qualitative research on a topic that is so close to the researcher's heart, "the inquirer and the inquired are fused into a single entity and their interaction leads to certain findings" (Al-Bargi & Shah, 2013, 257). The researcher is not separate from the process but must be reflexive enough not to control the findings. I have the power to create a version of reality, but I must step back and allow the narratives to speak for themselves (Bathmaker & Harnet, 2010). I have endeavoured to be mindful of the multiplicity of interpretation and my role in it when I chose my methodology.

According to Maree (2016), methodology can lean very strongly towards pragmatism in research. However, it is important to recognise that the choice of methods and procedures when approaching a research problem, will naturally be an indication of the researcher's philosophical stance. The practical operations of the study are informed by the way in which the researcher understands the world around them (Steinberg, 2013; Varadharajan, 2014).

The methodology of a study is the rationale behind the choice of a particular research method, while the method itself is the tool. Methodology is concerned with the process rather than the product of the inquiry (Cohen et al., 2010). However, I found it useful to keep the objectives of the study in mind while I considered my approach to the methodology and methods. Maree (2016) identifies two main approaches to methodological enquiry: nomothetic and idiographic. A nomothetic approach aims to discover general laws and is strongly associated with positivism. An idiographic approach has a focus on understanding the individual and is a suitable approach to the study of the social and educational world (Cohen et al., 2010).

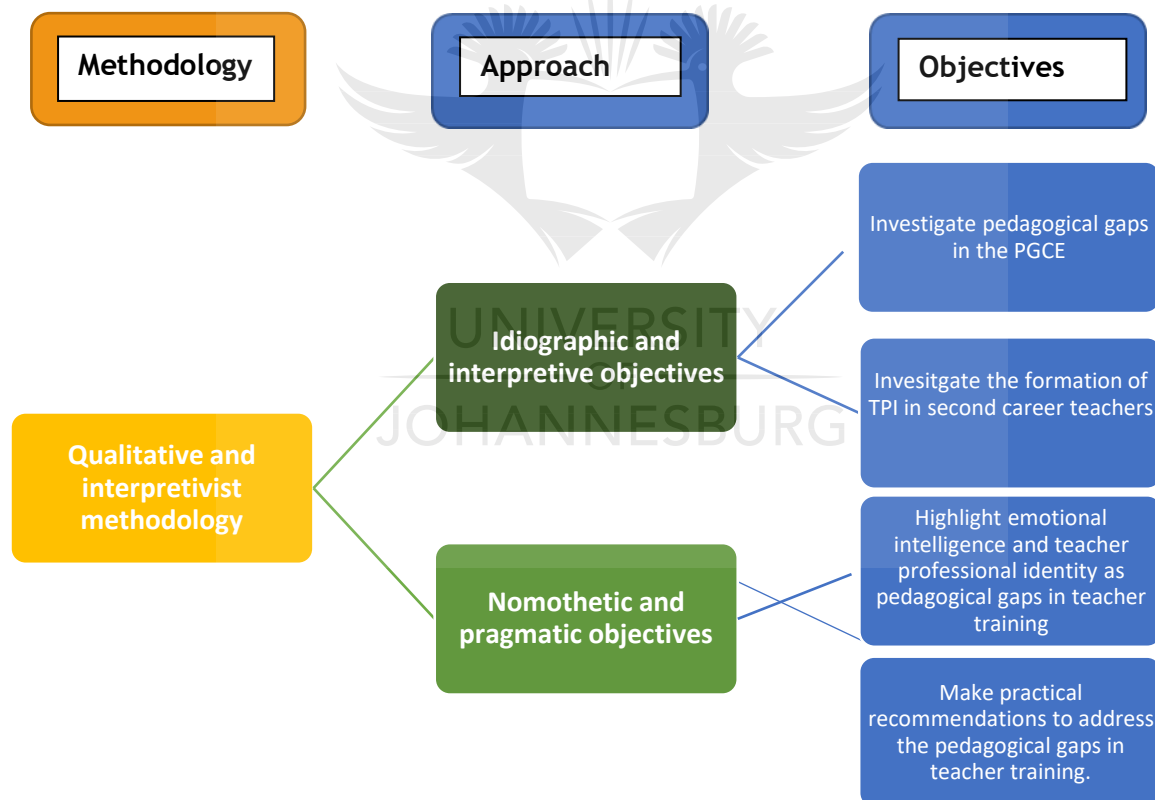
The methodology that guided this study is qualitative and idiographic. Lichtman (2013) describes the type of research questions that fit well with the qualitative domain as those that ask *why* and *how* regarding human beings and how they interact and perceive themselves. Methodology must be informed by a paradigm, and in keeping

with this, I refer to the choice of the interpretivist paradigm as the primary lens through which the data is viewed.

However, I do want to acknowledge the pragmatic background from which it originated. Interpretivism lends itself well to idiographic enquiry. The study aims to investigate the narratives of individuals who are second career teachers and have qualified through the PGCE, therefore, an understanding of the individual and the multiple interpretations of their experience, complement one another. However, the study does have pragmatic objectives, like making recommendations to address the pedagogical gaps in teacher training and, therefore, may include some nomothetic aspects.

**Figure 3.6**

*Meeting the objectives of the study through interpretive methodology*



### 3.3.1. Research design and approach: Narrative research within a phenomenological framework

Lopez and Willis (2004) state that it is important to clearly link the methodological framework of a study back to its philosophical underpinnings. If this is not done, it could result in a study whose purpose, structure and findings seem somewhat ambiguous,



and this affects its overall validity. Since this study is located in the interpretivist paradigm, interpretive phenomenology is the most obvious link between the paradigm and the methodological framework. Interpretive phenomenology seeks to go beyond the description of an event and investigate the meanings that emerge from the data (Lopez & Willis, 2004). The role of the researcher is firmly acknowledged in this approach as these meanings are not always apparent to the research participants but are the acknowledged interpretations of the researcher.

The research design is an outline of how the data has been gathered. This study aims to focus on a real-life situation, offer a detailed description of people's beliefs and actions, and explore the meaning and applications of these beliefs and therefore, will have a qualitative design (Brink et al., 2012). The study has a phenomenological approach to the selection of participants and the collection of the data. The data gathered from the research process is both collected and presented in the form of a narrative inquiry.

This study used a phenomenological framework to examine the experiences of second career teachers through their own narratives. Phenomenology provides a framework for clarifying the relationships between tacit, implicit, and narrative knowing. All knowing is realised through narration of embodied acting and the experiential process of enactment (Kuipers, 2005). Phenomenology itself is a philosophical reduction of human thought and experience (Converse, 2011). Therefore, it is also very useful as an approach in understanding the lived experience of a group of individuals who have undergone a particular experience (Maree, 2016) - in this case, the process of studying a PGCE and starting to teach as a second career.

Varadharajan (2014, p. 77) describes phenomenology as a "double-edged sword". On the one hand, the researcher's aim is to discover the experiences of another and let the themes present themselves. However, the researcher's experiences and understandings naturally present themselves too due to their own lived experience and the amount of investigation that they have done on the topic. This is where the importance of researcher reflexivity is felt. Converse (2011) highlights the goal of the phenomenological approach as to discover the essence of something and come to a new understanding of it. There are two processes whereby one can arrive at this new understanding, the focus on cognitive meaning and the focus on non-cognitive

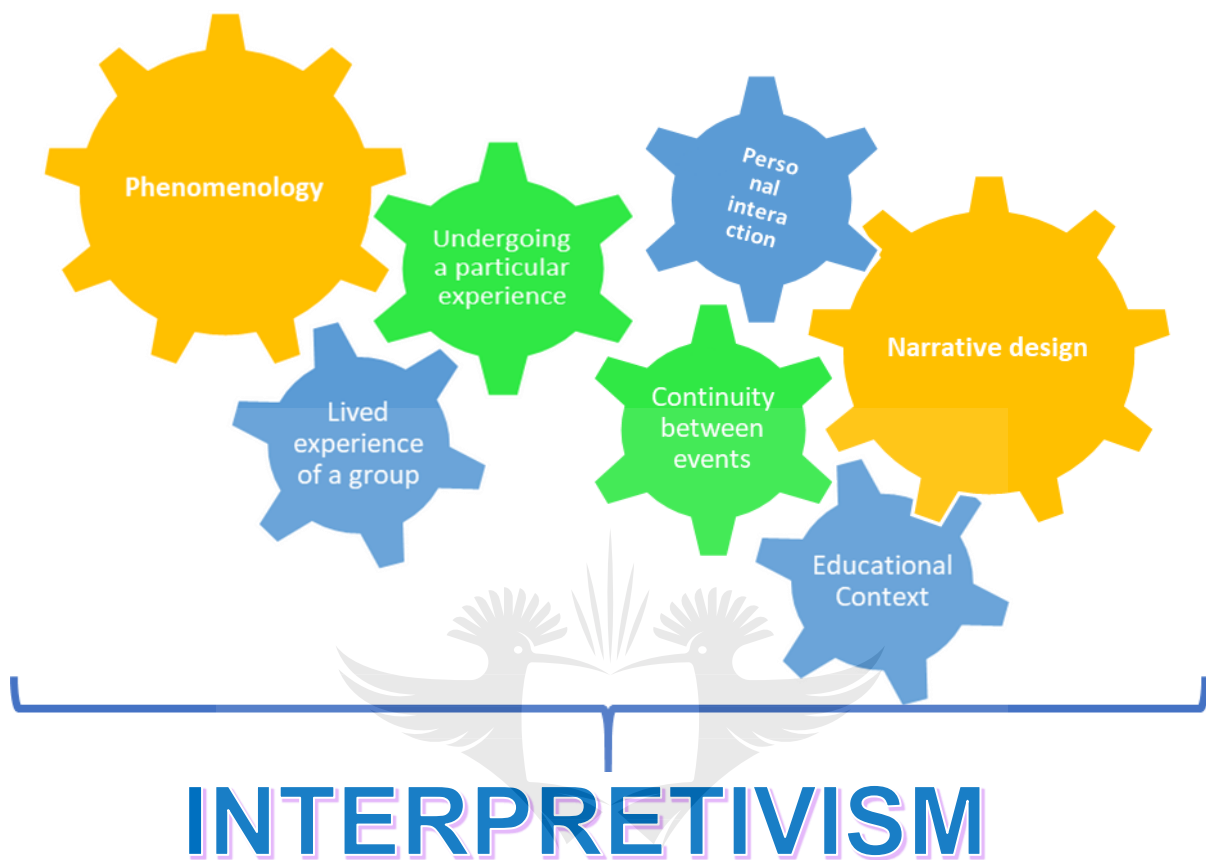
meaning. Cognitive meaning is drawn from the transcriptions of the data and any text or language that can be analysed. Non-cognitive meaning is a product of the interaction between the researcher and the text. It is what the researcher can intuitively draw from the data with which they interact (Converse, 2011). While the researcher and the researcher's experiences are vital in the interpretation of data, it is important to be aware of and declare any potential biases. Wimpenny and Gass (2000, p. 1486) refer to the phenomenological approach of Heidegger and Merleau-Ponty to provide and state that the absolute bracketing of the researcher's influence is impossible as all people are, "too much beings-in-the-world". This is an accepted feature of interpretive phenomenology.

The narrative, in research, is a form of personal storytelling that relies on the written and spoken word (Lichtman, 2013). Narratives are a textual representation of part of social reality (Punch, 2009). Narrative enquiry is grounded in the experience of personal interaction, continuity between events and a context in which these events occur (Clandinin & Connelly, 2000). Clandinin and Connelly (2000) conclude, after twenty years of study in the field of education, that narrative enquiry is the best way of understanding and representing experience. They refer to the work of Schon (1983, 1987, 1991) in formulating the academic significance of narratives.

The important message that Clandinin and Connelly (2000) wish to convey about narrative inquiry is that memory is legitimate, and experiences are an important resource for the education of professionals. The research methodology pertaining to narrative research is qualitative and employs an investigative and inductive process. Data is typically gathered through interviews which are then subjected to interpretive data analysis (Al- Bargi & Shah, 2013). This will be discussed in greater depth in the method section 3.3.2.

**Figure 3.7**

*Phenomenology interacts with narratives due to the binding factor of interpretivism*



### **3.3.1.1. The limitations of narrative enquiry**

During the planning of this section, I had a rather disturbing and anxiety provoking realisation. With the researcher being undeniably central to the qualitative research process (Lichtman, 2013), the research, the data, the analysis and the claims can only be as sensitive and enlightened as the researcher is at that moment in time. Lichtman (2013) states that qualitative research also plays a part in developing the researcher. So, my conclusion is that this study, despite all the reading and investigation that I have done, is only as in-depth as my current understanding, only explores aspects of the topic that I am aware of, only asks the questions that occurred to me, and only draws the conclusions that I am capable of making at this point in my understanding. To put it in more scholarly terms. I, the researcher, am the most significant limitation in this study.

Polkinghorne (2007, p. 473) reiterates much of the argument against narrative research in that it has been criticised for rejecting the realist epistemology and cannot

make transferrable claims. Research into education is concerned with measurable cause-and-effect relationships and conclusions about “what works”. However, the main purpose of narrative enquiry is to explore neglected, but significant areas of human experience and add to the knowledge base on human existence. As Bruce, Beuthin, Sheilds, Molzahn, and Schick-Makaroff (2016, p. 1) put it, narrative enquiry is “emergent, nonlinear, and often messy”. There is also no single approach to the analysis of narrative data (Punch, 2009) but that will be discussed in greater detail in the data analysis section. However, De Witt and Ploeg (2006) argue that the development of generic criteria and approaches to phenomenological inquiry and thus, narrative inquiry, can stifle its rigour. It is the unique approach of each researcher, grounded in their own unique and articulated philosophical position that provides the rigour of interpretive phenomenological inquiry (De Witt & Ploeg, 2006).

Sefotho (2013) points out an important nuance to be aware of when dealing with narrative data. As a researcher one must strive to record and represent the words of the participants as faithfully as possible to avoid bias. However, sometimes, using data in its raw form and quoting the participants verbatim can actually distort their words. I had a very poignant example of this when I asked Participant 8, whom I felt was a highly impressive and professional woman, to verify the transcription of her interview. Her response, via email, was, “I have read through the transcript, and apart from the fact that I read like one of Donald Trump’s speeches, everything is in order. I sound positively illiterate!?”. This has prompted me to strive for greater faithfulness to my participants in firstly asking them to write a small portion of their narrative in their own words, to edit the transcripts slightly when quoting (as suggested by Steinberg, 2013) and also to rewrite the interviews in the form of a narrative.

### **3.3.2. Research methods**

Research is a powerful tool for uncovering information about a particular phenomenon. However, it needs to be conducted in a systematic and methodical manner in which the researcher can assume a principled and self-critical position (Al-Bargi & Shah, 2013). Any research that aims to understand the nature of a social reality aims to explore the perceptions of individuals, examine their meanings and develop insights based on these observations (Al-Bargi & Shah, 2013). The method that the researcher uses to gather information acts as a basis for inference, interpretation, explanation and prediction (Cohen et al., 2010).

On a practical note, the method is the tool with which the data is collected (Creswell, 2016). The data for this study was gathered from the primary sources (the newly qualified teachers) through a semi-structured interview and from the more experienced teachers through a focus group interview. The interview was structured to provide basic biographical information, as well as the thick narrative descriptions for thematic analysis. The decision to include the biographical information is to aid the thematic analysis of the data that emerges through the narratives, as identity is so closely linked to one's biography.

While using the various tools for data collection, I also tried to remain cognisant of the phenomenological approach. If the interview is the action or method I was employing, the phenomenological approach is the intention with which I used that method. According to the phenomenological tradition, meaning is created as a result of a collaboration between the researcher and the researched. This requires a research tool, like the interview, that allows for this interaction (Wimpenny & Gass, 2000). Varadharajan (2014) identifies six principles of phenomenology that can guide the methods employed in the research process: exploring the nature of the lived experience, investigating that experience as it is happening, exploring emergent themes, describing the phenomenon through text, having a strong pedagogical relation to the phenomenon, and balancing the research in terms of the parts and the whole. The methods that I employed to collect the data relate to the first two principles of a phenomenological study: exploring the nature of the lived experience, and investigating that experience as it is happening.

### **3.3.2.1. Research method 1: The interviews (conducted in-person and online)**

Punch (2009, p. 144) identifies the interview as a prominent data collection instrument and "one of the most powerful ways we have of understanding others". Wimpenny and Gass (2000) state that the interview is the primary method of data collection within the phenomenological framework as it provides contextually situated information that can be verified. Lichtman (2013) also notes that the interview is the most efficient way of gathering narrative information. Interestingly, she notes that options more remote than face-to-face interviews, like Skype, web conferencing and telephonic interviews add a component of reflexivity to the process rather than detracting from it. Although, at the time, I considered the remote interviews conducted on Zoom to be less ideal, from reading through the transcripts I found that often the technological challenges forced

me to phrase questions differently, sometimes type them into the chat, consider whether they were necessary at all, and really listen carefully and clarify the participants' responses. I had to be reflexive in the moment and set aside my beliefs about how the interview should proceed. In some cases, I needed to relinquish control of the process and follow suggestions made by the participants.

Seidman (2006) recommends drawing up an interview guide as well as applying certain techniques to the interview process. Structured interviews are also a good way of ensuring standardisation (Punch, 2009). Lichtman (2013) prefers an unstructured approach to interviewing, but also offers technical guidelines. Both Seidman (2006) and Lichtman (2013) highlight the importance of active listening, which entails following up on participants' responses and clarifying points that are not easy to understand. They also both focus on open ended questions that elicit experiences and reflect a neutral stance on the part of the interviewer.

Although an interview guide is important, Seidman (2006) recommends following one's instincts and asking different or difficult questions when the need arises. It is important to remember that the aim of the interview is not to test the researcher's hypothesis, but to ask participants to reconstruct their experiences and gather meaning from that. Therefore, I decided to use a very structured interview guide, but also be ready to deviate from the set questions and explore an idea in more detail should it be necessary. I found this approach was particularly necessary in the interview with Participant 10.

For the individual interviews, I prepared a set of questions that I designed around my three research questions (appendix A). I took care to phrase the questions in such a way that they would elicit stories and recounted experiences from the participants. I found that in my first interview I was very nervous, and I stuck quite rigidly to the set questions. I was also striving hard to portray a neutral-yet-friendly demeanour, not to get too excited when the responses echoed something that I had read or also felt was important and also not to interrupt the participant. The complication of conducting the interview remotely also gave me additional variables to consider: would the internet connection remain stable? Would there be any noisy interference on either side of the call? Would the transcription app on my cell phone pick up both voices? Had I pressed record on all my devices? As more interviews were conducted, I became more

comfortable with the techniques and technologies and I was able to deviate a bit more from the set questions and behave (to my mind) a bit more naturally and adopt a more conversational approach. Clandinin and Connelly (2000) recommend a conversational approach to interviewing to mitigate any potential inequalities. Although this was a technique that I aimed to present in all of my interviews, in reality it took me some time to develop.

Each interview was recorded in two ways. Firstly, in an audio recording and secondly, using a transcription app to record and transcribe in real time. The transcription from the app needed to be edited thoroughly afterwards as it was not completely accurate. The transcription was then sent to the participant, with a copy of the audio recording, for them to verify. The transcriptions then underwent a further round of editing after the participants had reviewed them. Steinberg (2013) noted in her PhD thesis, in which she also transcribed interviews, that the written word is very different from the spoken word. A transcription can look very rambling and unstructured next to the carefully edited words of the researcher in the thesis. I decided to follow this lead and tighten up the expression in any sections quoted in the study. I also felt that it took into account Sefotho's (2013) comment that the data in its raw form did not always do justice to the views of the participants.

Lichtman (2013, p. 295) makes a critical point about the participants in qualitative research that I felt was pertinent to all of the people with whom I interacted in my research. She says, "... those studied in qualitative research are real people with real needs, ambitions, fears, and desires. Their stories touch the researcher and touch the readers. I believe that is why we are so captivated and energised by them". I found that I was so excited and energised by the stories of all of the people involved in my research. This spurred me on to incorporate new dimensions into the study and develop it further.

### **3.3.2.2. Research method 2: Written responses**

Asking a participant to write a short account of an event or to answer a particular question in writing is an established and acceptable element of narrative research (Cohen et al., 2010). Lichtman (2013) identifies responses written by participants as a way to capture their thoughts and ideas and it can provide an important insight into their worlds. I have two sources of written responses in my study. Firstly, I have done

the entire verification process pertaining to the transcripts via email. The comments and insights of my respondents have helped me to understand the data that they have provided. Secondly, the participants each filled in a Google Form (appendix B) in which some additional questions were asked after the interview.

### **3.3.2.3. Research method 3: The focus group interviews**

In her description of a focus group interview that she attended as a participant, Lichtman (2013) identifies two key features of a focus group interview that set it apart from a one-on-one interview: it is managed by the participants and it essentially runs itself: "It emerges because individuals who share a common experience stimulate each other to talk" (Lichtman, 2013, p. 207). Cohen et al. (2010) remark that the use of the focus group is growing in educational research. The benefits of focus group interviews that Cohen et al. (2010) identify are that they take up a small amount of time and yet produce a large amount of data and the interaction between the group members ensures that it is their views, rather than the views of the researcher that emerge.

A semi-structured approach was used to conduct the focus group with the more experienced teachers. I developed three questions (appendix C) and circulated them to the participants before the interview. I then left a copy of the questions on the table during the interview itself. As I had observed these people interacting comfortably with one another over the week that preceded the focus group, I decided to play the most minimal role that I could as a moderator. The focus group was also recorded on two devices, one of the audio recording and one for the transcription. The transcription was edited to make it as accurate as possible. Finally, the transcription and audio recording were then sent to each of the participants to verify. One of the main attractions of the focus group interview was that it would help me to triangulate my data (Cohen et al., 2010).

## **3.4. The research processes**

### **3.4.1. A change of plan**

The original study was aimed at tracking teacher professional development by following a group of PGCE students from June of their PGCE year, through their school practical and then into their first year of teaching. I had planned to choose between six and eight participants and interview them three times each within the of the course of



a year. One interview just before the school practical (September 2020), one after the practical (November 2020), and one after the first term of their teaching career (April 2021).

In March 2020 South Africa went into an official hard lockdown due to the outbreak of Covid- 19. This meant that only essential services were permitted to operate. I received my ethical clearance from the university on 8 June 2020. By that time, most institutions of higher learning had moved online. In June 2020, I approached the PGCE coordinators of the universities with my research request and asked them if I could approach their students. I met with a unanimous refusal from all universities that I contacted. The lecturers explained that their students were struggling with the online interface and not managing to submit their own work on time. Their lecturers were worried that If the students were distracted and had to give their time to something other than their studies, that they would never catch up with their PGCE course work. Furthermore, all school visits and thus the school practical, had been cancelled until further notice.

This posed a significant dilemma for me as, at the time, it was unclear when normal schooling for basic education and for higher education would resume. What I decided to do, with the support of my supervisor, was to focus on people who had already done a PGCE and who were already in the school system. I decided to change the parameters of my sample to focus on people who had entered teaching after having a first career, who had done a PGCE within the last five years and who had some teaching experience.

I also needed to change the way in which I contacted participants. In accordance with the Protection of Personal Information (POPI) Act of 2013, universities could not give me access to information pertaining to past students. I describe the process whereby I contacted my participants in greater detail when I discuss the sampling methods used in the study. My supervisor also recommended that I did not pursue a longitudinal study but focus on the retrospective accounts of recently qualified second career teachers for the information that I had originally hoped to gather.

The cohort for this study was comprised of second career teachers. The title of the study, 'Narratives of pedagogical gaps in emerging professional identities of second career teachers in South Africa' places them at the centre of all of the data and all of

the discussions. The input of the focus group of more experienced teachers serves as a means of verifying and triangulating the data provided by the second career teachers. Whilst second career teachers provide valuable insights into teaching as newcomers to the profession, there is an understanding of the teacher professional identity that is developed from a longer engagement with the career. This is what the focus group teachers provide in the study.

I made contact with ten people who had completed a PGCE between 2015 and 2019 and conducted interviews with them between 4 August and 2 September 2020. As the year progressed and I edited the transcripts, verified them with the participants and mulled over the information that I had gathered, it appeared that I needed two more, and two different rounds of data capturing. Firstly, I wanted to be completely sure that my participants had waived the additional privacy of a pseudonym and I wanted to give them the opportunity to write sections of their own narrative. A Google Form (Appendix B) was sent out with some additional questions.

I also considered the second of the secondary questions in my study, “What recommendations can be made to include an awareness of identity formation and emotional intelligence in traditional teacher education programmes in South Africa?”. At the time, I was at a marking centre for the National Senior Certificate Examinations, and I was surrounded by teachers, heads of department and facilitators with decades of experience. Listening to what these men and women said in passing conversation, it struck me that they were perfectly positioned to comment on the gaps in teachers training and to make recommendations to mitigate them. I asked my supervisor for guidance and checked my ethics document (appendix D) and conducted a focus group interview with five volunteers from this group of markers in December 2020.

### **3.4.2. Sampling techniques**

Patton, in Maree 2016, states that sample size in qualitative research is not bound by any rules. In general, for qualitative studies, sample sizes should be relatively small because the researcher needs to extract detailed data and rich descriptions from the participants to achieve saturation (Maree, 2016).

Qualitative research generally makes use of purposive sampling based on certain criteria. People entering teacher training to become second career teachers represent a homogenous group in terms of the overarching characteristic of the switch in

careers. However, second career teachers can also be examples of critical case sampling as they can draw attention to the particular features of teacher training (Maree, 2016).

It would be difficult, under any circumstances, to ensure that the sample of second career teachers is a representative one as there is little information available on second career teachers in South Africa. Representativeness is important when the research aims to draw conclusions about the group from which the sample comes but, in terms of this study, it is not clear what the parameters of the population are, and this may lead to an apparent bias in selection (Brink et al., 2012).

The sampling method that I eventually employed was snowball sampling. Snowball sampling involves the researcher asking a participant who has already been identified, to identify other participants (Lichtman, 2013). This technique is widely applied across studies in the social sciences and is useful in identifying organic social networks.

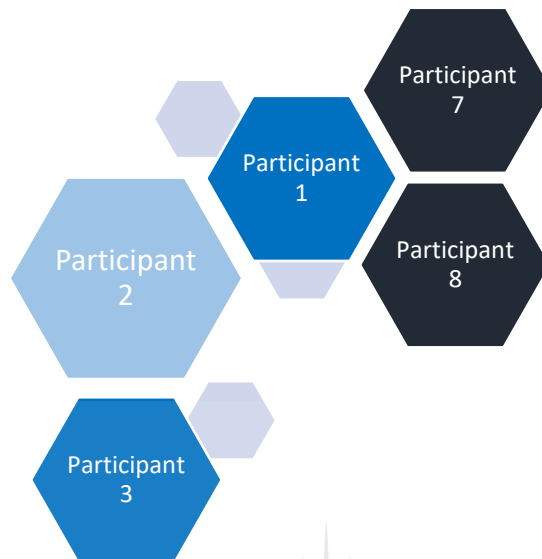
After the emails of rejection from the universities, I was very concerned about where I would find participants in time to begin my data collection. During the peak of the Level 5 and 4 lockdown restrictions schools and universities had barred all visitors to their campuses and, in line with the Protection of Personal Information Act 4 of 2013 (POPI), course coordinators could not share any contact details of their students with me. What I decided to do was to put out an appeal on social media. Using WhatsApp, Facebook Community Groups and LinkedIn I sent out an appeal for participants. The criteria that I set for participation was as follows:

- A person who has had a career before entering teaching.
- A person who has done a PGCE within the last five years.
- A person who is currently employed or was at least employed briefly after they qualified.

My initial set of responses only yielded three possible participants: Participant 2, Participant 9, and Participant 10. After speaking with Participant 2 to set up the interview, she told me about a parent at her child's school who had also done a PGCE, this was Participant 1. When I set up the interview with Participant 1, she offered to contact Participants 7 and 8 with whom she had studied.

### Figure 3.8

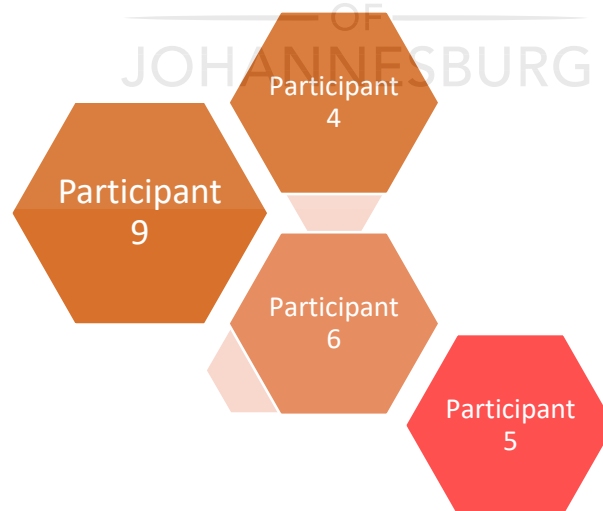
*The first cluster of participants*



Participant 9 overheard me explaining my dilemma to a colleague at work and offered herself as a suitable candidate. She identified Participants 4 and 6 as suitable candidates and Participant 6 pointed me towards Participant 5.

### Figure 3.9

*The second cluster of participants*

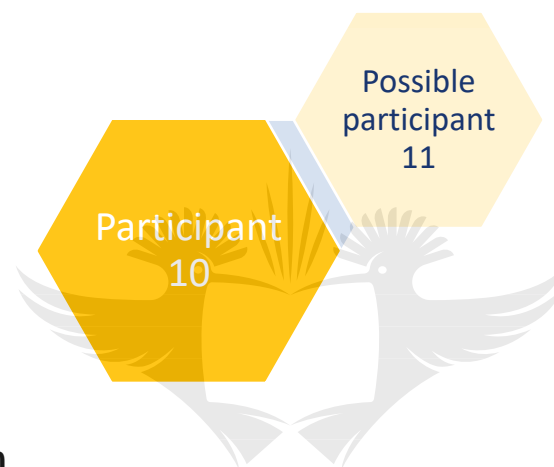


Participant 10 contacted me in response to a Facebook appeal that he had seen that was shared by one of my colleagues (a colleague who was not a participant). After his interview, he promised to refer me to a colleague at his school, but he was not able to

follow up with me about this. At this stage my supervisor suggested that I had sufficient participants and should focus on the data that had already been collected. Noon (2018) suggests that for an interpretive study with a phenomenological approach, having between 8 and 12 participants is sufficient, therefore 10 participants was a happy medium.

### **Figure 3.10**

*The final participant and the end of the snowballing*



### **3.4.3. Data collection**

In narrative studies, data can be collected in many forms. For the purposes of this study, data was collected through interviews, email correspondence, observations, written responses to specific questions and a focus group interview. Interviews are time consuming but also useful in obtaining in-depth responses and observing non-verbal behaviour (Brink et al., 2012).

The interview process was challenging to organise and conduct due to the Social Distancing protocols in place due to Covid-19. The interviews were conducted between the 4<sup>th</sup> of August 2020 and the 4<sup>th</sup> of September 2020. During this time, South Africa was in Levels 3 and 2 of Lockdown. Level 3 commenced on the 15<sup>th</sup> of June 2020 and Level 2 began on the 15<sup>th</sup> of August 2020. During both of these levels of Lockdown, the wearing of a cloth face mask was mandatory, as was the strict maintenance of 1.5m social distancing between people. There was also considerable anxiety about the potential of contracting the Corona virus as the number of daily

infections was rising significantly during this time with the peak occurring in mid-August of 2020.

I felt that the most ethical thing to do was to allow my participants full control over the medium through which the interview was conducted as well as the protocols they wished to observe. For example, if a participant asked to remove their mask during the interview, I made a conscious decision not to object. My main aim was for the participants to feel as comfortable as possible and feel that they had as much agency over the process as I could allow. The use of electronic platforms for the interviews introduced the problems of poor connectivity, poor or absent visuals and poor sound quality, particularly with Participant 10.

**Table 3.1**

*The quality of the individual interviews.*

<b>Participant</b>	<b>Medium</b>	<b>Visual</b>	<b>Mask</b>	<b>Audio Quality</b>
1	Zoom	Yes	No	Good
2	Face to Face	Yes	No	Good
3	Zoom	In the beginning only	N/A	Average with some connection problems
4	Face to Face	Yes	Yes	Good
5	Face to Face	Yes	Yes	Good
6	Face to Face	Yes	Yes	Good
7	Zoom	Yes	No	Good
8	Zoom	Yes	No	Good
9	Face to Face	Yes	Yes	Average
10	Zoom and WhatsApp Voice Call	In the beginning only	No	Very poor

All of the interviews were recorded. Where possible, I made a video recording but for most of the interviews it was only possible to get an audio recording.

Transcripts were made of each interview as a record of the research and as a reference for interpretation. An application called “Otter AI” was used to generate the transcripts. The automatically generated transcripts were not completely accurate as

the application sometimes misinterpreted words that were spoken with strong accents or substituted similar sounding words in some cases. I went through each transcript carefully, while listening to the audio recording of the interview, and edited it to make sure it was an accurate representation of the conversation. The transcripts were also reviewed by the participants for further discussion and interpretation as suggested by Maree (2016). The emails that the participants sent back to me, with their comments on the transcripts, also form part of the data for analysis.

Seidman (2006) recommends piloting the interview before beginning the data collection process. Following this recommendation, I practised the interview on a friend who had done her PGCE with me. I used this opportunity to test my audio recorder as well as the Otter AI app so that I was comfortable with the technology I was using and would not get flustered and distract my participants during the interviews.

#### **3.4.4. Data analysis**

##### **3.4.4.1. The relevant possibilities**

Due to the interpretivist approach that frames the study, I decided to employ an abductive approach to analysing and interpreting the data. Abductive reasoning relies on using the data to infer something about the factors behind a particular phenomenon (Sefotho, 2018). Abduction is presented as the middle path between inductive and deductive reasoning and is aligned with pragmatism (Sefotho, 2018).

Narrative research is concerned with meaning-making. The study of a narrative is a study of subjectivity, one that employs the tools of science for examining issues of personal meaning (Adler et al., 2017). Inductive reasoning is suited to qualitative studies like this one because it is closely aligned with subjectivity and meaning (Sefotho, 2018), which will naturally be the focus of personal narratives. However, the study aims to use the subjective meanings to establish a valid conclusion that can be used to inform teacher training. Therefore, it needs to embrace some form of deductive reasoning too.

The data was analysed using an analytic framework described by Conrad and Serlin (2006); data was organised into themes, coded, the emergent understandings tested, and the findings reported. Brink et al. (2012) concur with the organisation and thematic categorisation of qualitative data to aid coding. If this is done during the data collection process, it helps the researcher to make sense of the categories and patterns early on

(Conrad & Serlin, 2006). I did not manage to code the data while it was being collected. What I aimed to do during the data collection process was to keep up with the administrative ethical requirements as recommended by Steinberg (2013). I made sure that I had received each participant's consent form, worked on editing each transcript and sending it for verification within a week of the interview and then attended to any further editing. It was a few months before I was able to look at the interviews again for coding purposes.

In terms of the analysis of narrative data, it is important to be aware that meaning will be conveyed at different levels and that narrative analysis has its own methodology that is distinct from conversation analysis (Maree, 2016). Bruce et al. (2016) also caution that the researcher needs to be sensitive to the emergent nature of narrative inquiry. A researcher needs to be responsive to the data, not compelled by the need to adhere to a set sequence of techniques to apply to it.

Narratives provide strings (similarities across respondents), threads (major themes) and temporal or spatial themes that are present across contexts (Maree, 2016). Clandinin and Connelly (2000) address the important process of then turning narrative data into a narrative inquiry text. They identify three important elements that should be included in a narrative text: argument, description and narrative.

I did consider the use of a qualitative data analysis software package; however, I noted Maree's (2016) caution that such a package can only act as a support system. Fox (2004) identifies that computer software has the advantages of being able to store large amounts of coded data and it can easily recognise that the same group of words possibly falls into multiple categories. However, I wanted to make sure that the themes were emergent rather than pre-figured. The transcription app used in the study, Otter AI, has a function that identifies the key words used in the conversation. I decided to make a note of all the key words and use them as supplementary codes should the need arise.

The phenomenological approach to the study underpinned the data analysis process as the study focused on the meanings linked to identity and experiences in the educational context. A phenomenological approach enables a nuanced understanding of the experiences of second career teachers (Maree, 2016). Here I could apply the rest of Varadharajan's (2014) principles: exploring emergent themes, describing the



phenomenon through text, having a strong pedagogical relation to the phenomenon, and balancing the research in terms of the parts and the whole.

#### **3.4.4.2. What data had I collected?**

In considering how to analyse my data, I took stock of everything that I had collected:

- Ten interview transcripts from the newly qualified second career teachers (appendix E).
- I had turned five of these into narrative summaries (appendix F).
- Eight written responses from my interview participants (appendix G).
- Email responses from the participants verifying the transcripts and summaries and commenting on them.
- The transcript from the focus group interview with the more experienced teachers (appendix H).
- Email responses from the experienced teachers verifying the transcript.

#### **3.4.4.3. The decisions and process around data analysis for this study**

The amount of data collected and the various forms in which it appeared was overwhelming for me. Richards (2015) states that this is where the process of selectivity comes in. Richards (2015), Huberman, Miles and Saldaña (2014) and Lichtman (2013) each present coding as the natural first step in narrative data analysis. Coding is the first step to understanding what the data that has been collected actually means (Richards, 2015) and arriving at the common themes that it presents (Lichtman, 2013). Seidman (2006) also advocates categorising as an effective way to organise narrative data.

I looked to my conceptual framework and my literature review for the initial codes that needed to be developed and began with a set of provisional codes as recommended by Huberman et al. (2014) (Table 3.2). My thought process here was not to prescribe or control the findings, but to apply the same framework used in investigating the concepts related to the study to investigate the data collected by the study. My aim was to reduce, categorise and organise the information as recommended by Lichtman (2013) into a form that was easier to manage.

I used four categories: Second career teachers (SCT), Teacher professional identity (TPI), Emotional intelligence indicators (EII) and future recommendations (FR). Each category was further divided into a number of subcategories using key words from the conceptual framework and from the interview transcripts themselves (Table 3.2). This process is more clearly depicted in the figures detailing the presentation of results, Figures 4.1, 4.2, 4.6, and 4.8. I also wanted to differentiate between the two sources of the information: the newly qualified second career teachers and the experienced teachers. A lower-case (n) was added for the newly qualified teachers and an (e) for the experienced teachers.

I deliberately kept the categories very broad in the initial stages of coding to allow for additional insights to emerge. In doing this I felt that I had acknowledged the conceptual relationship that I had built between the literature review and the phenomenon under investigation (Varadharajan, 2014).

**Table 3.2**

*Table of initial codes*

Theme	Second Career Teachers	Teacher Professional Identity	Emotional Intelligence Indicators	Future Recommendations
Codes	SCT(n) SCT(e)	TPI (n) TPI (e)	EII(n) EII(e)	FR(n) FR(e)
Subcategories	Attributes Motivations Innovations	Psychological Practical Sociological	Self Others Situation	Theoretical Practical In-Service
Codes	SCT(n) -Att -Mot -Inn SCT(e) -Att -Mot -Inn	TPI (n) -Psy -Pra -Soc TPI (e) -Psy -Pra -Soc	EII(n) -Sel -Oth -Sit EII(e) -Sel -Oth -Sit	FR(n) -The -Prac -InS FR(e) -The -Prac -InS

Firstly, the biographical information from the participants was tabulated. I used the responses from questions 1.1, 1.2, 1.3, 1.4 and 2.1 to draw up two tables (Table 3.3 and 3.4.). I divided the participants into two groups at this stage: second career teachers with coherent first career identity and second career teachers with undeveloped first career identity.

**Table 3.3**

*Participants with defined first career identities*

Participant	1	2	3	7	8	9
<b>Name</b>	Kathy	Jenny	Gwen	Fiona	Liezl	Angela
<b>Age</b>	52	46	50	39	47	49
<b>Demographic</b>	White Female	White Female	White Female	White Female	White Female	White Female
<b>Province of Origin</b>	Gauteng	KwaZulu Natal	Gauteng	Gauteng	Western Cape	KwaZulu Natal
<b>Marital Status</b>	Married	Married	Single	Married	Married	Committed partnership
<b>Children</b>	2	2	0	2	2	1
<b>First Qualification</b>	BSc Occupational Therapy BHSc Medical Sciences	BA Human Resource Management	BSc	BA Hons Environmental Science	BA (LLB)	BA English and History Hons English Dip. Librarian MBA
<b>First Career</b>	Occupational Therapist	Events Manager	Pharmaceutical Research Clinical Trials	Environmental Consultant to the Mining Industry	Lawyer Legal Advisor in Insurance	Librarian
<b>Year of PGCE</b>	2018	2016	2017	2017	2016	2019
<b>Phase and Subject</b>	FET Grades 10- 12 Biology Life Orientation	FET English Business Studies	FET Life Sciences Physical Sciences	FET Geography GET Social Science	Foundatio n Phase	FET English History
<b>Currently teaching</b>	Intermediate Phase Grades 4-6 English	GET Grades 7-9 English	GET Natural Sciences FET Life Sciences	Intermediate Phase English Maths	Foundatio n Phase Grades 0-3	GET English Social Sciences

	Life Sciences				Afrikaans Subject Teacher	School Librarian
--	---------------	--	--	--	---------------------------	------------------

**Table 3.4**

*Participants with undefined first career identities*

Participant	4	5	6	10
<b>Name</b>	Sibusiso	William	Tamara	Patrick
<b>Age</b>	28	27	28	47
<b>Demographic</b>	Black Male	White Male	Indian Female	Black Male
<b>Province of Origin</b>	Gauteng	Mpumalanga	Gauteng	KwaZulu Natal
<b>Marital Status</b>	Single	Engaged	Single	Single
<b>Children</b>	0	0	0	2
<b>First Qualification</b>	BA Psych	BA Political Science and Media Studies	BA Media Studies and Psychology Honours Publishing Studies	BA Hons Dramatic Arts
<b>First Career</b>	Retail Manager	Junior Graphic Designer	Publishing Assistant	Actor Events Manager
<b>Year of PGCE</b>	2016	2015	2017	2015
<b>Phase and Subject</b>	FET Business Studies Life Orientation	FET English Life Orientation	FET English Life Orientation	FET English Dramatic Arts
<b>Currently teaching</b>	FET Business Studies Life Orientation	FET English	FET English	FET Dramatic Arts

I coded each interview as a whole, then grouped the individual answers for each participant to each question so that I could see the trends in the way in which the questions were answered. This was the implementation of cross-case analysis. This allowed me to analyse each question conceptually. Emergent themes and trends were

identified and the responses grouped accordingly while making a general statement about each one. After this, I made a table of my findings which included illustrative quotes from each participant under the relevant theme (appendix I). This table also recorded the frequency that each code emerged in each question.

After this, I planned to cluster the coded responses in their different categories in order to establish the similarities or strings between the respondents as well as ascertain whether my codes actually did represent the major themes in the participants' responses (Maree, 2016). The coded sections were transferred into a table (appendix J) under the heading of each category and subcategory. Cruzes, Dyba, Host and Runeson (2015) state that the accumulation of any form of scientific knowledge comes from studying the diverse aspects of a phenomenon. Therefore, data needs to be integrated and interpreted to provide new insights. If I consider the information provided by each participant as a miniature case study, comparing the responses of each participant to the others provides a valuable tool for integration (Richards, 2015). Sefotho (2013) identifies one of the main advantages of cross-case analysis as the preservation of the data even though it is further condensed. In being able to cluster the responses of various participants under the same codes, this was the moment when the themes emerged. I had a thematic synthesis of the data (Cruzes et al., 2015). This corresponded with the third principle of the phenomenological approach: exploring emergent themes (Varadharajan, 2014).

With the codes established, I now needed a strategy to bring everything together. As Cruzes et al. (2015) point out, cross-case synthesis allows for exploration and summarising but does not lend itself to addressing a strict research question. The initial stage of patterning or the identification of strings (Maree, 2016) is very similar to cross-case analysis. I decided to work with Huberman et al.'s (2015) description of pattern analysis and add codes for causes/explanations, relationships among people and theoretical constructs (Tables 1-4, appendix K). My hope was to begin to interpret the data and relate the data back to the theoretical framework for the study.

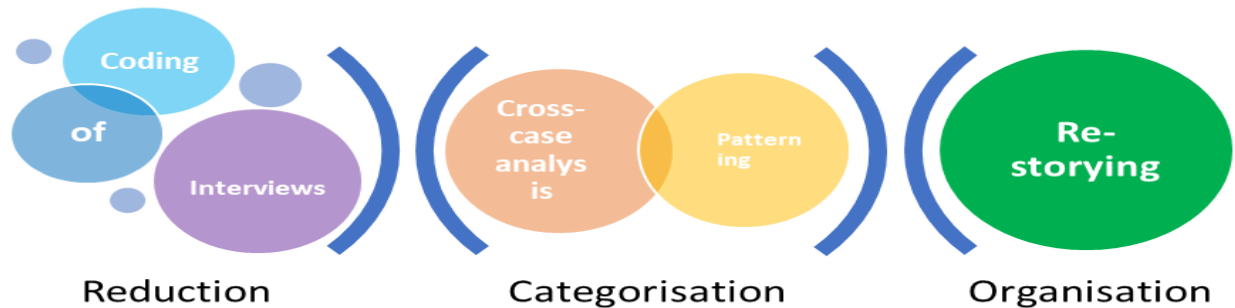
I also looked at the narratives that I had written from the interviews with Participants 1, 4, 7, 8 and 10 (appendix F) and realised that I had intuitively used the basic principles of restorying, which I expanded upon later in the analysis process. The only element missing from Clandinin and Connelly's (2000) requirements for narrative

analysis was the argument. What I had, at this point, was a clear understanding of the broad themes, but nothing else. The inductive reasoning approach had reached its limits and the analysis needed to swing more towards deduction if I was going to achieve the abductive reasoning that I originally hoped for. Punch (2009) notes that narrative data can become fragmented and decontextualised during the coding and analysis process and, therefore, suggests a process of recombining and recontextualising it. Zahavi (2019, 13) affirms that the purpose of the phenomenological approach is not simply to reproduce the original data unaltered, the experience “must then be made to articulate its own sense”.

I decided to return to narrative analysis using the argument, description and narrative approach described by Clandinin and Connelly (2000). Cruzes et al. (2015) comment that the synthesis of data has two steps: the organisation, which I had already done, and finding a way to bring it all together. I decided to organise the data into thematic narratives, using the process of restorying. Steinberg (2013, p. 212) expresses this form of analysis very well by beginning with the words, “the story of..”. Re-storying or narrative synthesis is a process of shaping a narrative to represent a diversity of perspectives (Stornaiuolo & Thomas, 2016). The purpose of restorying is to link the data to form a chain of reasoning (Cruzes et al. 2015) thus providing an argument (Clandinin & Connelly, 2000). It is a dialogical process that rests on the relationship between the text, the reader and the author. The process of restorying involves the researcher reading the interview transcripts, striving to understand and categorise the information and then writing that understanding into a new story (Creswell & Ollerenshaw, 2002). Restorying perfectly acknowledges the role of the qualitative researcher in reading the data and subsequently authoring the research text.

**Figure 3.11**

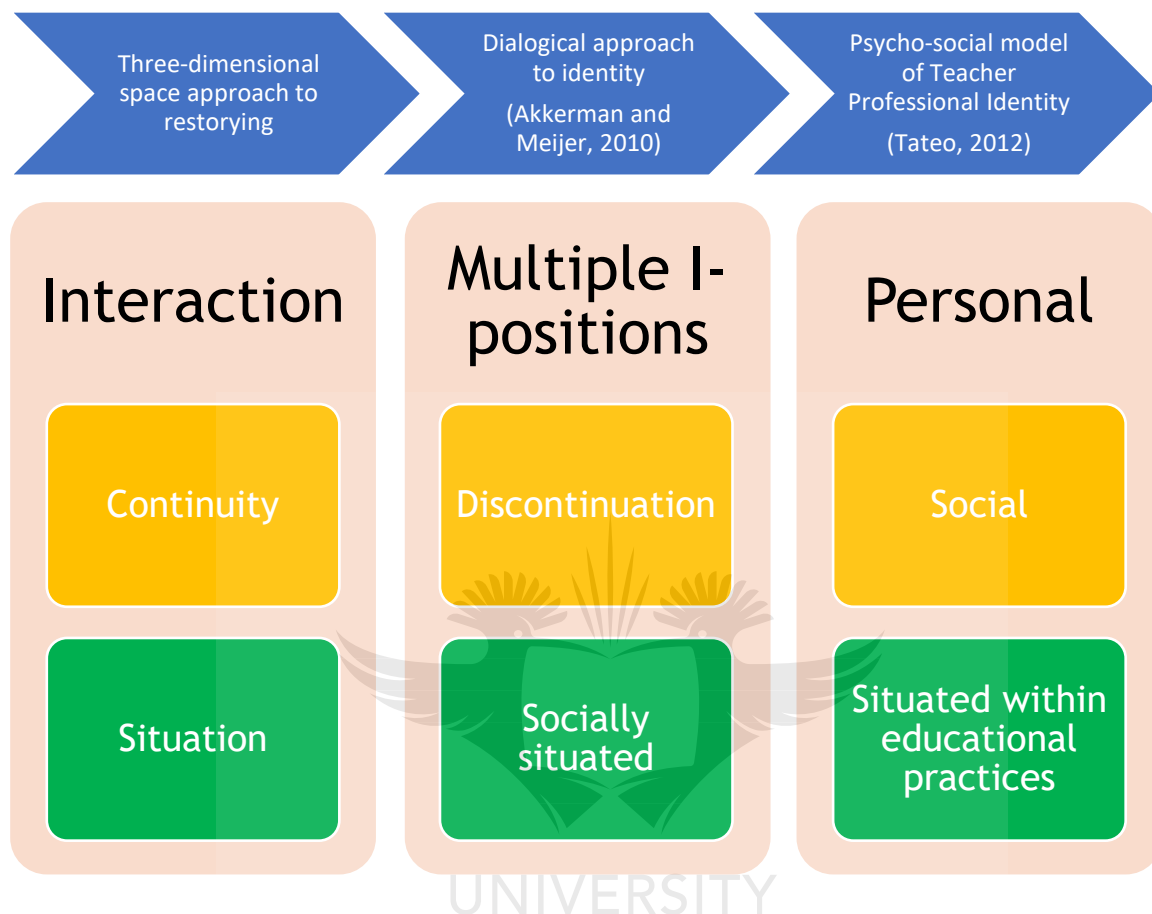
*Moving from data analysis through presentation to discussion*



Creswell and Ollerenshaw (2002, p. 339) identify this approach to narrative analysis as holistic-content analysis. The specific approach that I have chosen can be further categorised as “The Three-Dimensional Space Approach”. The retelling of the story involves paying particular attention to three aspects of the narrative: interaction, continuity and situation. This approach fits in well with the theoretical framework for the study for two reasons: It corresponds with Akkerman and Meijer’s (2010) assertion that identity is multiple, discontinuous and socially constructed. It also aligns with Tateo’s (2012) proposal of a psycho-social model of teacher professional identity that is personal, social, and situated within educational practises and relationships.

**Figure 3.12**

*Re-storying the data using the principles of the theoretical and conceptual frameworks*



I felt that the key to arriving at any meaningful claims, as well as worthy responses to my research questions, would be in the following organisation of the data: the narrative analysis format suggested by Clandinin and Connelly (2000), argument, description and (re-storied) narrative and then the restorying of the narrative to highlight interaction, continuity and situation (Creswell and Ollerenshaw, 2002).

In organising my findings in this way, the remaining principles of the phenomenological approach could be addressed, balancing the research in terms of the parts and the whole (Varadharajan, 2014).

The approach used in this study combines a number of established narrative analysis techniques. By having various layers of analysis: coding, cross-case analysis and re-storying, the reliability of the study is strengthened and this analysis process could perhaps be used by other researchers as a method of providing thick narrative descriptions.



#### **3.4.4.1. The limitations in the analysis of narrative data**

Creswell and Ollerenshaw (2002) make the comment that some methods of conducting narrative research and narrative analysis are either still developing or not very well understood. They identify holistic-content analysis as particularly complex because of the restorying element. Cruzes et al. (2015) state that some researchers consider cross-case analysis to be unnecessary and that it could potentially suppress the interpretive process. Converse (2011) adds to the limitations by highlighting the problem that the phenomenological approach to narrative inquiry offers little guidance on how to reduce the data in order to uncover its essence. She also points out that restorying or narrative synthesis has many variants and a lack of agreed upon procedures. It is completely vulnerable to the biases and prejudices of the researcher. Punch (2009) points out that narrative analysis techniques certainly organise the data but they by no means exhaust the possibilities for its exploration.

Richards (2015) looks to the heart of qualitative analysis methods for the limitations of coding in narrative research. Analysis depends on interpretation and individual agency. As I mentioned earlier, the greatest limitation comes from the researchers themselves. Lichtman (2013, p. 261) hints at yet another, essential, limitation, or lack thereof: there is no defined end to qualitative analysis. She refers to an awareness that one has reached “theoretical saturation” when one finds that the data is not yielding anything new.

#### **3.4.5. Researcher’s role**

Steinberg (2013) identifies that in qualitative research, the researcher becomes the main instrument in the research and is central to the process. Therefore, it is important for the researcher to be cognisant of their position within the research and the role that their individual philosophy will play (Sefotho, 2018). Lichtman (2013) distils this idea even further and identifies the researcher as the conduit through which data is collected and interpreted, as discussed in the philosophical underpinnings of the research. She takes another step in this thought process and personalises qualitative research to the extent that, “our work is an expression of who we are and who we are becoming” (Lichtman, 2013).

In approaching this research, it was important for me to combine an issue that I felt personally invested in with a clear gap in the literature and substantial need in the field,

and be mindful of how much I could either aid or derail the process. Given how personal qualitative research is to the researcher, the best thing that I could do to ensure the validity of my research was to be aware of myself and the way that I shaped the process at every step.

Furthermore, the researcher needs to consider the wider implications of the study: the shaping of existing theory. Casanave and Li (2015) point out that a qualitative study draws upon existing theory and adds to it. The research is grounded in existing theory and the collection and analysis of data will push the researcher to build a model that can make its significance clear. This model may either strengthen an existing theory, modify it, or lead to the creation of a new theory. It is also very important for this study to connect to the work of others in the field (Casanave & Li, 2015).

#### **3.4.6. Researcher reflexivity**

Reflexivity in research can be described as a process of critical reflection on the role of the researcher in the practice and process of the research (Lichtman, 2013). The history of the researcher will naturally affect the way in which they carry out their research and interpret their findings and it is important for the researcher to be aware of this.

Bathmaker and Harnett (2010) describe writing about people as an auto/biographical process. They stress the importance of the researcher being aware of and declaring their own beliefs, values and positionality. She states that a researcher who cannot acknowledge how much they affect the interpretation of information, seeks to control the process too closely. Not only do the researcher's beliefs affect the data and its analysis and representation, but Richards (2015) also identifies that researchers make the data.

Reflexivity is a large part of the ethical consideration of the study. A researcher should be able to give an account of their interest in a topic and how and why it relates to them personally (Bathmaker & Harnett, 2010). It is not in a researcher's position to rectify their interest and personal relationship to their study. It is not bad for the research; its centrality is what makes it important for the researcher to explore it and declare it (Richards, 2015).

This study is important to me as I am a second career teacher. I found the process of changing my personal and professional identity to be one of the pivotal events of my

life. However, I was and am dismayed by the lack of insight and practicality that was offered in the PGCE programme. I have mentored many education students in my time as a teacher and I have seen them struggle with the same problems that I did. I have felt for a long time that teacher training has still not risen to address these pedagogical gaps. I realise that I am entering the research with ideals and pre-conceived ideas and that I need to be ready to put them aside.

I am very aware that my personal experiences as a second career teacher are both valuable to the study and potentially harmful to it: I have much of the contextual knowledge that can guide my reading and access to participants, but I must not let my own thoughts and experiences unduly influence the interpretation responses that I collected.

In this context I see my role as a researcher as part of a collaborative process described by Maree (2016): while I designed and administered the questionnaire, developed questions for the interviews, recorded the interviews and analyse them, I was also deeply invested in the process as the topic is important to me as an individual. Brink et al. (2012) state that the researcher's self-understanding is an important part of ensuring the rigour of qualitative research. The willingness to acknowledge and be willing to set aside pre-conceived ideas and judgements is also very important.

### **3.5. Research credibility and ethical considerations**

Coulter and Smith (2009) identify the misconception that a narrative implies a fictional account. Furthermore, Clandinin and Connelly (2000) state that narrative research can end up being strongly autobiographical as the researcher's narratives of experience will naturally shape the way in which they conduct their research. Narrative enquiry allows for the researcher to not only engage with the experiences of the participants but to also illuminate how social and theoretical discourse shapes that experience (Clandinin & Connelly, 2000). This depth and breadth of information is an important part of scientific enquiry; therefore, certain measures have to be taken to ensure that it is presented credibly and conducted ethically.

#### **3.5.1. Validity**

In qualitative research, validity is usually internal. The researcher needs to establish an authentic account that is credible in the context of the study (Brink et al., 2012). The biggest concern in ensuring validity is to try to eliminate bias as much as possible

(Cohen et al., 2010). The researcher can do this by being aware of their own attitudes, opinions and expectations, allowing the participant the freedom to be themselves and express themselves, clarifying any misunderstandings or misconceptions that occur during the process.

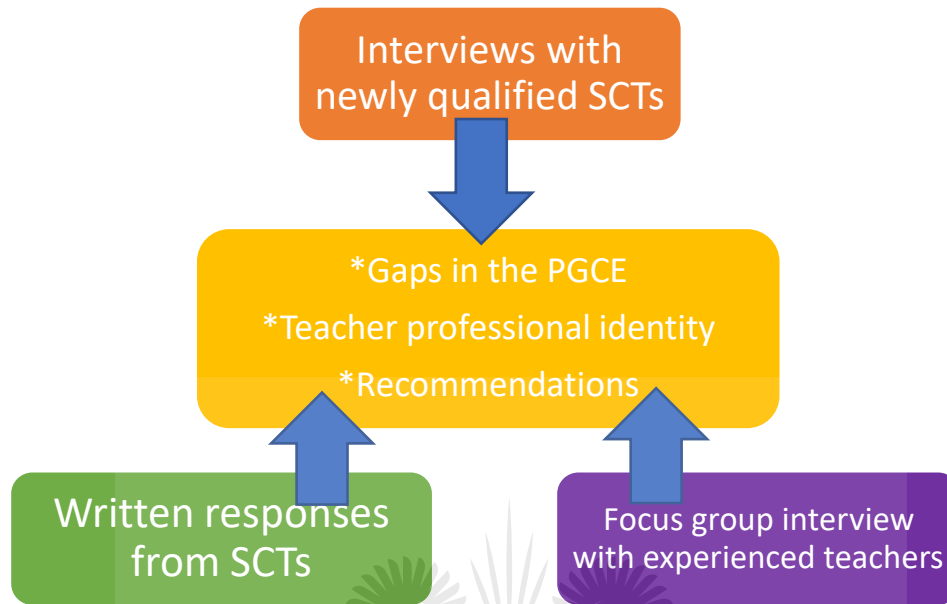
Lichtman (2013) conceptualises validity in qualitative research in two ways: a transactional approach to validity and a transformational approach to validity. The transactional approach is more traditional and requires the researcher to use techniques such as member checking, bracketing and triangulation. Transformational validity is more radical in its approach and claims that validity is ensured because the research itself will promote action.

Lichtman's (2013) discussion on validity in qualitative research highlights the concern that qualitative research is often not as seriously regarded as quantitative research. Interpretivism is open to more criticism than positivism. Anderson and Dumas (2014) sum this up perfectly by stating that qualitative methods have been recognised as legitimate, but not scientific. This does not automatically make qualitative research unscientific or unobjective. I think that the difficulty comes in when this kind of dualism is expected, and the researcher tries to overcompensate for fear of the supposed scientific and objective prejudice of everyone who evaluates their research. I agree with Lichtman (2013) when she says that qualitative researchers must have ethical responsibilities and there should be criteria for judging qualitative research that are not too mechanical and objectified.

Since I am keen for my research to be taken seriously, and I hope for it to have the transformational impact that is suggested in the transformational approach (Lichtman, 2013), I am going to opt for traditional validity. During the research process I have built in multiple opportunities for member checking. The participants had the opportunity to clarify anything they wished to during the interview itself, they had the opportunity to edit and verify the interview transcript and the interviews that were turned into narratives were further checked and verified by the participants. The bracketing of the researcher's views has been discussed in greater detail under the heading: "The role of the researcher (3.4.5)". I have attempted to ensure triangulation by gathering data from different sources, the interviews, the written responses and the focus group interview.

**Figure 3.13**

*Drawing together the three types of data collect to ensure validity*



### **3.5.2. Reliability**

Reliability is related to the consistency, stability and repeatability of the participant's responses and the researcher's ability to collect and record them accurately. In qualitative research reliability is key in assessing the data-analysis, findings and conclusions of the study (Maree, 2016). Cohen et al. (2010) identify that one way of ensuring reliability in a series of interviews is to have a highly structured interview with set questions that are phrased in the same way for each participant. Seidman (2006) also recommends that the interviewer avoids asking leading questions.

Qualitative research requires what Brink et al. (2012) refer to as a thick audit trail. Data needs to be carefully recorded, checked and re-checked by participants and, since qualitative researchers usually work alone, this can be a demanding process.

To ensure reliability in this study, I have recorded the interviews and transcribed them. I used two devices during the interviews to ensure that I had an accurate record of the interaction. I used one device for an audio recording or, if the interview was conducted on Zoom, I had a video and audio recording. I also used a transcription app called Otter AI to transcribe the interviews in real time. The app was not always accurate, so I went back through the transcripts while listening to the recordings so that I could

correct them. The participants were then invited to review the transcriptions to ensure that they correctly represented their views during the interviews.

Reliability also extends to the analysis of the data and the specific excerpts of a transcription that are selected for analysis by the researcher (Cohen et al., 2010). It is important to ensure that excerpts from transcripts do not become decontextualised or depersonalised and I have done that as mindfully as possible.

### **3.5.3. Trustworthiness**

Maree (2016) outlines four criteria for ensuring trustworthiness: credibility, transferability, dependability (synonymous with reliability discussed above), and confirmability.

Credibility is enhanced through thick descriptions and facilitated by developing familiarity with the participants. I believe that the data that I have collected does provide a thick description of the training and initial classroom experiences of second career teachers. Where I have been worried that there is a gap, I have contacted the participants for clarification or further information.

Although qualitative research does not seek to generalise, transferability allows the researcher to determine if their findings are transferrable to another context. Transferability is also known as external validity and this is the degree to which the findings of the study can be generalised to a wider population. The best that I can do in the context of my own research to ensure transferability is to take the advice of Cohen et al. (2010) who state that the researcher can only provide a clear and detailed description of the process so that others may decide on the extent to which their findings are generalisable to another situation.

Finally, confirmability is the degree to which the findings are shaped by the participants and not the researcher. I have reviewed many arguments made by Lichtman (2013), Steinberg (2013) and Cohen et al. (2010), to name a few, about the role of the researcher and the difficulty of separating oneself from the shaping of the research process and the findings. I go back to Lichtman's (2013) description of the researcher as a conduit in the case of confirmability. There can be no separation of the researcher and the research in qualitative analysis. Therefore, the best that I can do is to ensure that the conduit (myself) through which the information passes and is processed is clean. By clean I mean that I do not harbour any biases (Cohen et al., 2010), I have

used good ethical practices (Lichtman, 2013 & Steinberg, 2013) and recommended facilitation techniques (Seidman, 2006) to gather the data. I have done my best to bracket and set aside my concerns (Varadharajan, 2014). I have taken care to shape myself and my research practices so that I make a conduit that collects and supports the participants' data, not one that traps and distorts it. I also took good care to check my interpretation of the data with my participants insofar as I could. I asked each of them to verify their transcripts and the summaries that I had made of each one.

The emergent themes and examples were discussed in relation to the existing theory as outlined in the theoretical framework. Fox (2004) identifies that it is also important to look for data that may challenge or contradict established theory. In discussing the results, one should not commit to a simple explanation too quickly as valuable insights may be neglected. I also took this into consideration during the data analysis.

### **3.6. Ethical considerations**

Steinberg (2013) outlines two aspects of the ethics that guide research and that need to work together: the administrative side and the behaviour of the researcher. The administrative ethical considerations are concerned with gaining the necessary ethical clearance from the university (appendix D), obtaining informed consent from the participants in the research (appendix I) and having made the necessary provision to protect the participants' identity and protect them from harm. The behaviour of the researcher is addressed because of the intimate nature of narrative research. Bathmaker and Harnett (2010) state that the collecting and writing of narratives for research purposes is a site of moral responsibility. Because it represents a real-life situation, research writing carries considerable ethical weight and must be done with the correct ethical guidelines as well as the correct ethical behaviour in place.

#### **3.6.1. Informed consent**

Informed consent ensures that participants can take part in the study free from coercion, harm or disadvantage (Sefotho, 2013). Cohen et al. (2010) identify that informed consent is a vital component of any democratic society and arises from the participant's right to freedom and self-determination. Informed consent also implies informed refusal; meaning that the participant can withdraw at any time during the research process (Cohen et al., 2010). Therefore, it is vital that the researcher makes

sure that the participant is informed of all the facts pertaining to the research that would be likely to influence their decision of whether to participate or not.

The participants in the study were each given a consent form (Appendix I) that provides details about the nature of the research, the aims and how data would be captured. I also took care to explain the process verbally in each interview before the interview started so that it also appeared on the transcript.

Cohen et al. (2010) identify four elements that should be present, in the informed consent process, that can provide researchers with the assurance that the participant's rights have been given appropriate consideration: voluntarism, competence, full information and comprehension. Due to my having to make appeals on social media platforms and by word of mouth in the teaching community, many of the participants in my research approached me. Some were suggested as participants by others who had already been interviewed and I contacted them. The interaction with me was initially all conducted via email or WhatsApp and the participants were not even compelled to reply to my communication. The information and consent form also specifically refer to the voluntary nature of the participation in the interviews.

The competence aspect of Cohen et al.'s (2010) criteria does not apply to my participants. None of my participants were minors or psychologically impaired in any way. Cohen et al. (2010, p. 53) warn that full consent is rarely possible in practice as the researcher is often unaware of every detail of how the data will eventually be treated in analysis. The best alternative to this is "reasonably informed consent" in which the researcher gives a fair explanation of the procedures, an offer to answer any enquires that may arise, and the instruction that the person is free to withdraw participation at any time. It is also important that the participants comprehend the nature of the research project.

I did not, as Cohen et al. (2010) suggest, give my participants an indication of the benefits of participating in the research, nor did I outline the potential discomforts that could be experienced. I felt that I did not and still do not know what impact this research will have, and to speak about benefits may be a somewhat premature action on my part. Furthermore, in the interview situations, the focus fell more on the physical discomfort of wearing masks and communicating remotely, rather than any other discomforts. The only other potential discomfort could have come from the participant



being identified by a past or current employer or the institution in which they studied. I have taken care, as described below, to ensure that the participants' full identities remain confidential.

### **3.6.2. Confidentiality and privacy**

Research participants have the right to expect that their personal information will be kept confidential. As the researcher will publish certain information that the participant has provided, anonymity is important so that the participant will not be connected with the data that they provide (Brink et al., 2012). Cohen et al. (2010) provide three perspectives that can be used to evaluate whether the privacy of participants is adequately protected: the sensitivity of the information given, the setting being observed, and how the information will be disseminated.

The information provided by the participants in my study was not particularly private in that it did not question any religious ideologies, sexual practices, or general prejudices. It did require the participants to evaluate the education that they had received during the PGCE and this is why the transcripts have been edited (with the participants' permission) to make sure that any institution that they refer to by name is not identifiable. The setting of the research is very much in the public and professional domain. The concerns around dissemination are to do with the ability of a reader to match personal information with the identity of the participants. I have taken every precaution to prevent this from happening by removing names of institutions and colleagues from the interview transcripts. The deletion of identifiers is also an important aspect of confidentiality (Cohen et al., 2010).

In interviews and focus groups absolute anonymity is not possible; therefore, it is up to the researcher to take certain measures like providing a pseudonym for the participant and changing certain details to ensure that the participant cannot be identified by their connections to a specific context (Brink et al., 2012). However, Cohen et al. (2010) note that sometimes research participants voluntarily relinquish their rights to privacy. All of my participants have done this in a small way by not wanting to use pseudonyms despite being given two opportunities to do so. Therefore, what I have decided to do, in order to respect their wish to use their own names but also protect their privacy, is to delete any names of institutions, acquaintances or landmarks that may lead to a reader being able to identify them.

### **3.6.3. Protection from harm**

Sefotho (2013) asserts that informed consent is considered sufficient protection for most research participants. This, with strict adherence to the protection of privacy, ensures that the participants are aware of the implications of the study and the potential risk of being involved.

However, Sefotho (2013) also points out that all people may be vulnerable at some point in their lives for a variety of reasons that the researcher may not be aware of. Tateo (2012) identifies that teaching carries an unacknowledged emotional load. Steinberg (2013) states that teachers' emotions expose them and make them vulnerable, not only to colleges and learners, but also to the researcher with whom they have contact. I was very careful with my participants, to the extent that many had a chuckle when I apologised for asking their age. I also took scrupulous care with Participants 4,5,6 and 9 as they work at the same school as I do. I assured them that the interviews were confidential and that I would only share information that they were comfortable with.

### **3.6.4. Voluntary participation**

Participation in the study was completely voluntary. Potential participants were informed of the nature and purpose of the study and not coerced into it in any way. Voluntary participation also meant that the participant has the right to withdraw from the study at any time (Bathmaker & Harnett, 2010). Participant 5 immigrated to Cyprus shortly after the interviews. He had verified his transcript but did not want to fill in the Google Form or participate in any further discussions. I can still use the transcript, but I have to respect his wishes and not contact him with any further requests.

### **3.7. Conclusion**

The starting point for this study is the low status of teaching as a profession (Chambers, 2002). This prompted me to be curious about what would provide teachers with a coherent professional identity that could possibly uplift the poor public perception of teaching.

Research done by Pitsoe (2013) in the South African context and by Ploger et al. (2017) in Europe found that formal teacher training is often inadequate in preparing teachers to enter the classroom. Tateo (2012), Alsup (2008) and McNinch (2007) identify that traditional teacher training largely ignores the role of emotions, the

formation of identity and the psychological wholeness vital to being a successful teacher. McNinch (2007) makes a valid point when he says that we have a false idea of what pedagogy is: it is not simply technical competence, but also psychological wholeness. This is the potential pedagogical gap in teacher training that I would like to investigate.

My research question, “How do the central themes that emerge from South African PGCE students’ narratives indicate pedagogical gaps around identity and psychological skills in teacher training?”, drove the phenomenological approach and narrative design in identifying the pedagogical gaps in teacher training. However, before collecting and analysing any data, I had to take some steps back and consider the worldview that I was operating from in order to provide the philosophical underpinning for the research. This, too, is a part of researcher reflexivity and an ethical concern in the study.

The study is naturally a qualitative one in which an interpretivist paradigm is used. When I started writing the philosophical underpinning for the study, the only quote that made sense to me began with, “philosophy vexes my mind...” (Sefotho 2013, p. 27). But gradually, a deeper understanding helped me to see the value in the fundamental nature of the ideas that shape my ultimate goal of training excellent teachers.

Interpretivism allows for and acknowledges that reality has multiple interpretations and I felt that this linked well to the theoretical framework for the study that was inspired by Tateo’s (2012) suggestion that identity is a reflexive negotiation of an individual’s own subjectivity that occurs across three psychological dimensions: individual, social and practical. I used these three dimensions to build my own conceptual framework that characterises teacher professional identity as psychological, practical and social. However, I felt that this was not a sufficiently robust framework on its own. Akkerman and Meijer (2010) bring an interesting post-modern perspective to identity, particularly in education: they build on the work of Bakhtin and describe the self of a teacher as constituted of multiple ‘I-positions’. These positions can account for the teacher’s varying perspectives as different situations evoke different parts of the self; the teacher essentially becomes a different “I” or makes a shift in identity. The theoretical perspective of Akkerman and Meijer (2010) has also helped me to remain open to alternative interpretations of the data. The narratives that emerge from the research

process in the form of interviews have been coded thematically, organised, re-coded and then re-storied. The details of the analysis and the findings will be presented in the coming chapters.



## CHAPTER 4

### Presentation and discussion of the results

*'I cannot separate, or I cannot describe my life or myself without having added teaching in.'*

- *Sibu, Participant 4*

#### **Introduction**

This quote from Sibu captures a poignant moment in the journey of a second career teacher. I have chosen this quote to open the chapter on the presentation of results because it speaks to the emotional quality of the transition into teaching as well as the huge commitment that it represents.

In this chapter the results are presented and discussed in the following sequence: each theme will be presented and divided into its sub-themes. This represents the first round of coding in which I did a cross-case analysis of the data. At this stage of the data analysis, I grouped together similar responses to the questions and developed some general statements depicted in Table 1 Appendix I. The general statements pertaining to each sub-theme, along with a few illustrative quotes, will be presented to provide a conceptual background. They are indicated by a capital G and a number in the text below.

Each sub-theme was then divided into categories. During this step, I selected quotes with the same codes in each theme and grouped them together. This reflects the second round of coding and the application of pattern analysis. The bulk of the raw data in the form of quotes is presented in this section.

When embarking on this final synthesis of the data in the findings, and the data in the literature study, I was reminded of the importance of the narratives that I have been poring over for all these months. Kuipers (2010) states that narratives are just as important for the listener as they are for the teller. She states that there is a symbolic element of a narrative that the listener activates. It occurred to me that this is the core of the discussion aspect of research. As the listener and the researcher, I am the filter through which the information passes (Lichtman, 2013). It is up to me to glean the

symbolic meaning of the narratives that I have been told, and to match this with what is already known. This adds to the body of knowledge of second career teachers, teacher professional identity and the gaps in teacher training. Furthermore, this is a study in the interpretivist paradigm which supports the position of the researcher as the central point at which all narratives from multiple sources are gathered and interpreted.

At the end the presentation of the findings under the themes, I have included a discussion of my findings.

#### **4.1. The presentation of the results**

The data that was collected in this study was divided into four themes. These themes reflect the components of the conceptual and theoretical framework for this study, as well as an attempt to answer the research questions. The themes are presented in the following order.

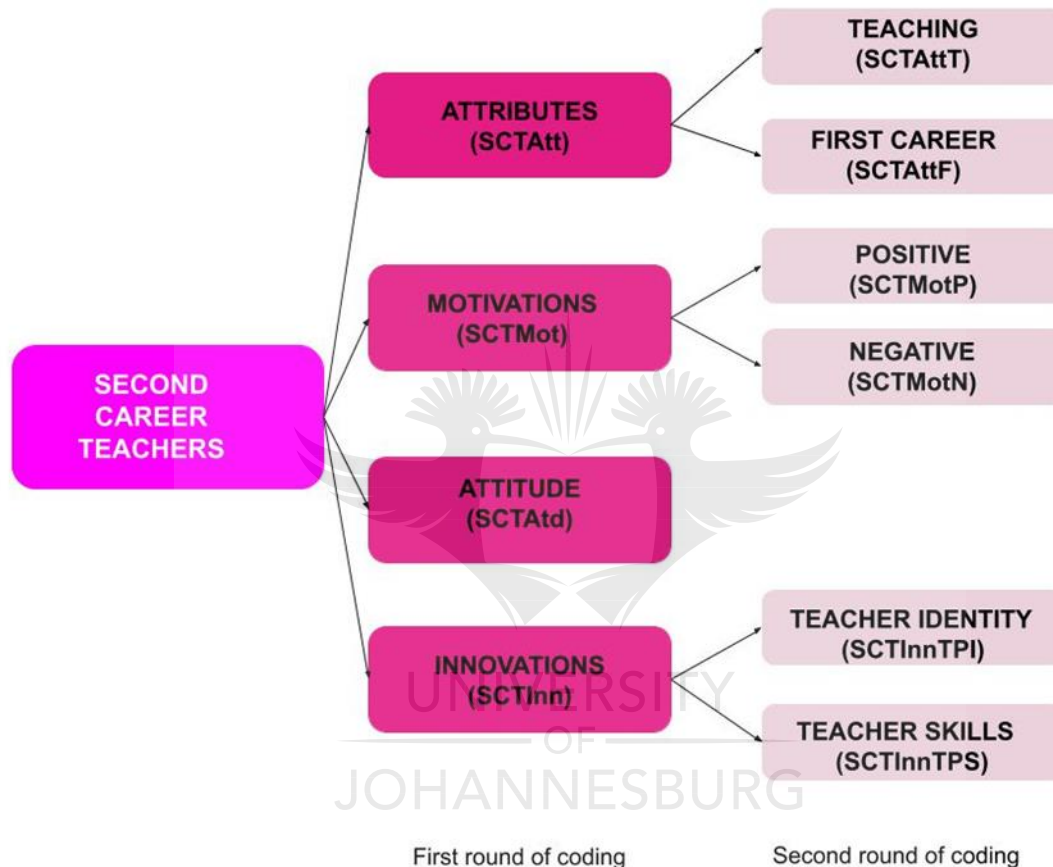
1. Second career teachers.
2. Teacher professional identity.
3. Emotional intelligence indicators.
4. Future recommendations.



## 4.2. Theme 1: Second career teachers (SCT)

Figure 4.1

*First and second rounds of coding the second career teachers theme.*



This theme explores the journey of second career teachers into teaching. Second career teachers are the main cohort of the study and it is their narratives that are central to building the data on teacher professional identity and the potential gaps in teacher training. The inclusion of the more experienced teachers in the focus group is to provide triangulation within the data and to gain further insights into the topics that the cohort of second career teachers highlight.

Through the questions I used to investigate this theme, I hoped to get a sense of what types of people left their first careers to pursue teaching, what their specific motivations were, and what innovations that they could offer in the field. I realised, later on, after engaging with the data, that the attitude of second career teachers towards teaching

was also a significant factor as it was in contrast to the generally poor perception of teaching.

The questions used during the interviews that specifically touched on this theme were:

2. First Career and Transition
  - 2.1. Describe your first career to me.
  - 2.2. Tell me about the journey that has led you to starting the PGCE.
3. Interest in teaching and teacher training.
  - 3.1. What attracted you to the teaching profession?
  - 3.2. Why did you decide to commit to the switch to teaching as a career?
  - 3.3. What did you feel you could contribute to teaching as a profession from a personal perspective?
  - 3.4. What skills were you hoping to transfer from your earlier career to teaching?

The second career teachers who participated in my study were a diverse group of people. They ranged in age from 27 to 52 years old and represented a variety of races across both genders. They had also studied a variety of university degrees and had pursued a diverse range of careers, with no two participants having come from the same field.

During the initial coding process, I divided this theme into three sub-themes using the following codes:

1. The attributes of second career teachers (SCTAtt)
2. The motivations behind second career teachers entering teaching (SCTMot)
3. The innovations that second career teachers can offer (SCTInn)

After recoding the data and grouping the responses into themes, I added another sub-theme: the attitudes of second career teachers towards teaching (SCTAtd). I also added further codes to each sub-theme and divided them into categories to allow me to begin arriving at findings based on cross-case analysis and pattern analysis.

Finally, I coded the focus group interview and matched the coded responses with the themes that emerged in the second round of coding.



#### 4.2.1. Sub-theme 1: The attributes of second career teachers (SCTAtt)

In this sub-theme I wanted to explore the characteristics of second career teachers. I felt it would be useful to determine if there were any similarities across their demographics, first careers and the professional skills that they had cultivated over the years prior to entering teaching.

I found that the participants seemed to fall into two categories as they described their first careers: those with a defined first career identity and those with an undefined first career identity. The participants with a defined first career identity could speak at length and in detail about their first careers; describing their enjoyment of the career, professional traits, skills and qualities that subjectively identify them as belonging to a professional group as described by Wiles (2013) (G1).

The participants who did not seem to present a defined first career identity either had careers that they did not identify with or were very unhappy in, or these careers did not offer them the financial stability and professional status that that sought (G2). Sibusiso and Tamara were both in careers in which they reported having no passion or feeling unfulfilled (G7). William and Patrick both reported not being able to find stable career opportunities and income in the careers towards which they studied.

**Table 4.1**

*Summary of the participants with undefined first career identities.*

Participant	4	5	6	10
Name	Sibusiso	William	Tamara	Patrick
Age	28	27	28	47
First Career	Retail Manager	Junior Graphic Designer	Publishing Assistant	Actor Events Manager

Kathy, Jenny, Gwen, Fiona, Liezl and Angela each pursued a career that spanned a few decades in one particular field. Furthermore, they integrated the skills of those careers mindfully into their teaching and consciously referred back to them.

**Table 4.2**

*Summary of the participants with defined first career identities.*

Participant	1	2	3	7	8	9
Name	Kathy	Jenny	Gwen	Fiona	Liezl	Angela
Age	52	46	50	39	47	49
First Career	Occupational Therapist	Events Manager	Pharmaceutical Research Clinical Trials	Environmental Consultant to the Mining Industry	Lawyer Legal Advisor in Insurance	Librarian

This group is interesting because of the similarities between the participants. All the participants in this category are white females between the ages of 39 and 52. All, except Gwen, are in long-term relationships where they have children with their partners. Kathy, Jenny and Fiona specifically mention that moving into teaching was desirable because it was more compatible with family life and raising small children than the corporate world (G3).

*I could have the freedom to be a teacher and then have the school holidays with my kids, it would be great.*

- *Jenny*

*Children are a game changer. They really do change your outlook on life. Once you have kids, you feel that you can spend the day in a room full of children.*

- *Fiona*

Liezl and Angela both left their first careers to care for young children and went into teaching later on. Kathy, Jenny, Fiona and Liezl all reported having the family stability and financial stability to be able to reskill and enter teaching (G13).

*I'm in a very fortunate position that I don't have to work to pay the lights and the rent and the bills, and my husband can provide sufficiently, so I can do something that I feel passionate about or that I feel that I want to contribute to society.*

- *Liezl*

**a. Category 1: Attributes of second career teachers pertaining to teaching (SCTAttT)**

While working with the data that I had coded under the attributes of second career teachers, I realised that the participants spoke about two distinct sets of attributes: those that they were able to relate to the new skill set that they needed as teachers, and those that they did not consciously relate to teaching.

The skills that participants felt were directly related to teaching came from two areas. Firstly, participants could see practical elements of their first career that provided concrete skills related to teaching.

*I feel very lucky that we spent a huge amount of time in my undergraduate degree developing interpersonal communication skills on various levels practically and academically.*

- Kathy

*Tell them the importance of why what you are learning is actually going to be of benefit to you. I'll be honest I've never needed Pythagoras' Theorem ever in my life. But I've definitely needed to know how to open up a cc and how to register it.*

- Jenny

*I think when you come with corporate experience, that does help. I have a lot of lab experience, research experience, and you can actually incorporate that into the lessons.*

- Gwen

*People management, and I think it really worked well, because I hardly had any classroom management issues as a teacher.*

- Sibu

*I knew that because I worked with so many people from different elements of publishing, that I could bring that into the space at the school where you are having to communicate with management, while you mediate a curriculum, you're talking to students... I could bring that communication and organisation into that.*

- Tamara

*It was definitely my ability to people manage, whether it's an angry parent or a cheerful parent so there's definitely that skill. I think that's quite a big one, it's not only in the classroom but it is a big part of the school.*

- *Fiona*

*Organization, definitely organisational skills, you have to be very meticulous, and you really dot your i's and cross your t's.*

- *Liezl*

*I did see how language has to be used for communication. I worked in a library partly because I love literature. So, I'd like to share that, I don't know if that's a skill though. I think what I've gained from all these different careers is that I'm a kind of critical thinker.*

- *Angela*

Once these attributes that are related to teaching were grouped, I was able to make some observations about the dominant ideas that the participants shared. The ability to communicate effectively and thereby manage people emerged as the most significant attribute. Second to that, was the ability to relate practical experiences and skills to classroom learning.

**b. Category 2: The attributes of second career teachers related to their first career identity (SCTAtt F)**

The interview questions encouraged second career teachers to describe their first career in detail. What emerged from this, particularly from the participants with a stable first career identity, was that participants consciously used the skills and characteristics from their first career to define their identity.

*I had a bit of an interest in research and a bit of an interest in teaching and a bit of an interest in management.*

- *Kathy*

*Working at a government hospital like that offers you experience that most people will only ever dream of.*

- *Gwen*

*I worked as an environmental consultant. I used to consult to the mining industry on social and environmental issues, and we used to run their legal processes so we would*

*do an environmental impact assessment and management plan. And then we would do the full study to look at all the ecological and social issues.*

- *Fiona*

*I also set up the library for a theatre in the centre of Joburg.*

- *Angela*

*I had art in me when I was really young... I wanted to go to Joburg to become a great star.*

- *Patrick*

Many of the themes identified as skills or characteristics particular to the first career, provided the basis for the participant's developing identity as a teacher. The participant did not always make the explicit link between the first career attributes and their identity as a teacher.

Kathy could clearly link her first career interests with the decision to pursue teaching. Gwen linked much of her practical experiences in her first career to her lessons. She later stated, *'With the Listeria outbreak, I would actually give them a whole explanation on Listeria. So, I really enjoy that, I enjoy being able to draw from my work experience and bring that into the classroom. I think it adds another layer to it.'* Fiona, also, later in the interview could connect her environmental work with an explicit intention to influence her learners to care for the planet.

Angela did not make any explicit connection between her work as a librarian and teaching. However, shortly after the interview she volunteered to rejuvenate the library at the school she was working at. Patrick continuously stated his use of the skills from his first career in teaching. He also finally settled into teaching as a way of exploring his passion for art and earning a stable salary.

#### **4.2.2. Sub-theme 2: The motivations of second career teachers**

In this sub-theme I wanted to gather information around the factors that motivated second career teachers to make the commitment to entering teaching. This theme focused on elements of teaching that second career teachers find attractive, as well as factors that make them reluctant to continue in their first career.

Participants with more stable career identities reported push factors that caused them either deep dissatisfaction or distress, for example burnout and safety concerns (G4

and G11). These factors lead to them giving up their first career in favour of entering the teaching profession. Jenny was dissatisfied with the limited leave days that restricted the time she could spend with her children. Gwen reported working 16-hour days in stressful conditions that left her burnt out. Fiona had a security detail accompanying her on work-related meetings.

Almost all of the participants identified a prior affinity for teaching (G5 and G9). Teaching has been a part of many second career teachers lives long before they decided to commit to a career change. Either their first careers had an element of teaching or lecturing in them, or friends, colleagues and even their teachers identified that they had characteristics that were linked to teaching. Many of the participants also had teacher role models in their own families.

In contrast to the negative perception of teaching as a career due to poor remuneration, the second career teachers who had an unstable career identity found teaching appealing because it offered a stable income (G6 and G9). William and Tamara found more financial stability in teaching than they had in their previous careers.

*I wasn't earning all that much I wasn't like giving up a huge salary. Moving from publishing to teaching. I actually earn more as a teacher.*

- Tamara

Angela and Patrick both cited the relief of being able to provide for their children with their income from teaching.

**a. Category 1: Positive motivations that attracted second career teachers to teaching (SCTMotP)**

The participants were easily able to identify what they believed to be the attractive features of teaching. These factors were in opposition to the negative perceptions held by people around them and by society in general.

*I could have the freedom to be a teacher and then have the school holidays with my kids, it would be great.*

- Jenny

*I think because it gave me an opportunity to actually teach all the time. So, I think every other career I've had has had an element of teaching or lecturing where this gave me the opportunity to do it all day, every day.*

- *Gwen*

*And my very first day at school, I had it all together. It was the way I had played it out to be when I was little when I played school.*

- *Sibu*

*This sounds a little bit twisted but let me put it this way, to sort of have input into a young person's perspective on life, you know, so to make them aware of things that they wouldn't necessarily be aware of.*

- *Fiona*

*Actually, at that stage, I thought it would be cute to be with littlies, you know, let's bend the little minds while we still can.*

- *Liezl*

*I do want to see social change in our country, and being a teacher almost puts you at the forefront of that movement because you can open up subjects for people to think about that you couldn't do in any other context so that's also very important to me.*

- *Angela*

*The facilitator looked at my work and asked if I wanted to stay in teaching. So, she placed me in the school.*

- *Patrick*

A significant attraction to teaching that is mentioned by the participants is the enjoyment of it. Gwen, Sibu and Patrick all had the opportunity to experience teaching in some capacity before they committed to doing a PGCE and the enjoyment of it is what motivated them. Fiona, Liezl and Angela all saw the potential that teaching had as a vehicle for social change and awareness. Jenny found that teaching allowed her to focus more on her two young children, which she identified as very important to her.

The more experienced teachers in the focus group also identified teaching as an important way to influence the younger generation. The more experienced teachers were able to identify specific techniques, like modelling as part of a teacher's skill set.

*Because what the new teacher must understand is that these are children that have very young minds that still needing moulding. They haven't been moulded yet. As much as they think they know it all, they don't, they are very impressionable, and it's only much later in life when they say, "I remember you saying this and I remember you saying that", and that's when they have matured. So, when they are there in your hands, that 18-year-old is still learning. So, you have the ability, by modelling your behaviour and they are looking at you... what they take from you, then, is because you as a teacher knew that when you were entering this profession that you had a role to play.*

- *Focus group teacher.*

**b. Category 2: Negative factors related to the participants' first careers that motivated them to switch to teaching (SCTMotN)**

The participants all mentioned very clear factors that made them dissatisfied with their first career, even if their identity in that career had been stable. This dissatisfaction was strong enough, in most cases, to motivate them to change their professional identity.

*The fact that I would be able to spend school holidays with my own children. When you work in the corporate industry, you get a measly 15 working days a year 15. And 15 just really didn't cut it for me, especially with having small children.*

- *Jenny*

*I think part of it was being burnt out. And I really had to think long and hard about what I wanted to do with my life and I think it was an opportunity.*

- *Gwen*

*I couldn't find my way into a profession because neither of those two are really considered professions, politics and media.*

- *William*

*I think it's because I wasn't really like sacrificing so much. Or putting so much at risk because I didn't really have that much to lose. I can say that's why I could commit. And because I knew I was so unhappy.*

- *Tamara*



*'A lot of the communities that we worked in were becoming really angry ...the last round of community meetings that I did, I had to have a security detail follow me around for a week... safety was an issue.'*

- *Fiona*

*Well, I didn't have much work at that time, I just moved from another city. So it wasn't that it was a great risk for me to skill up. It was more that I was looking for permanent employment.*

- *Angela*

*From there I did not get a job. I remembered that I have a qualification. And I got a job at Urban Brew as a research co-ordinator and with them, I was not happy because I did not have a salary because I was working with contracts. Now I wanted to get into a new job.*

- *Patrick*

The factors that motivated the participants to become dissatisfied with their first careers are diverse. The participants who were in the corporate industry, Jenny, Gwen and Fiona, reported limited leave, burnout and safety concerns as significant push factors. William, Angela and Patrick did not have a career that could support them financially at the time when they decided to reskill. Tamara focused on a general sense of unhappiness that diverted her from her first career.

It emerged that several participants saw teaching as a career that could provide them with financial stability. The focus group teachers were vehemently against entering teaching for the financial aspect of it.

*That spirit. Of, we are here just to get the money, which is also silly. I mean, how sad must you be?*

- *Focus group teacher*

The focus group teachers were very invested in the vocational aspect of teaching, whereas second career teachers are inclined to also view teaching as a career.

#### **4.2.3. Sub-theme 3: The attitudes of second career teachers towards teaching**

Second career teachers are able to pursue teaching because they have a favourable opinion of it as a career. However, their perception is not unreservedly positive. The

participants in the study have specific reasons behind their positive perception of teaching that link directly to their life experience.

Since this code emerged in the second round of coding, it already represents emergent themes in the data, so there are no categories linked to this theme. This theme is also linked to the general statements developed in the first round of coding.

Second career teachers are attracted to teaching by the opportunity for intellectual challenge, life-long learning and being able to pursue an interest or passion (G8 and G 12). Kathy enrolled in the PGCE as a reaction to a mid-life crisis, to see if her brain “still worked”. Liezl felt that becoming a teacher was an opportunity to explore her passion for the Afrikaans language.

*I was turning 50, it was a midlife crisis. And I have to prove that my brain still works and that I can move out of my comfort zone.*

- Kathy

*I'm quite passionate about the language. So that was the one thing I wanted was to teach Afrikaans.*

- Liezl

William and Tamara both identified that teaching has fed into their love of learning (G17).

*It's made me realise that what I love doing is learning and even though I might not be able to afford further studies at university, at the moment, this is a way for me to still learn without having to pay for it, but rather, get paid.*

- William

*I think it's a bit selfish but yes, I really love the fact that there was something that I learned from the kids all the time, I love the fact that teaching is something where you are always learning, and it's active and I don't like sitting at a desk. I like being able to do a million different things.*

- Tamara

Second career teachers also see the opportunity to influence and mentor the younger generation as an important factor in their decision to switch careers (G10). Almost all

of the participants strongly expressed the desire to inspire or conscientise their prospective learners around social issues that were close to their hearts.

*I also wanted to be around or in a room or in a space where I can inspire other people and other people can inspire me as well.*

- *Sibu*

*And I thought, also part of the attraction was hoping to be the teacher that I wish I had had that could inspire a love of learning.*

- *Tamara*

*I think it was the opportunity to make a difference in a young person's life. So, I'm a big bunny hugger and geeenie beanie at heart. And a big part of wanting to move into education was being able to be part of a young person's journey.*

- *Fiona*

#### **4.2.4. Sub-theme 4: The innovations that second career teachers can offer**

Second career teachers with are fully aware of the real-world knowledge, life experience and skills they want to contribute to teaching (G16). The participants with a stable first career identity, were more conscious of a range of attributes that they knew would benefit them in the classroom. This represents both a set of attributes that second career teachers possess, as well as a potential innovation that they can offer in the teaching profession.

Second career teachers bring professional attitudes and innovations to the teaching profession (G18). Not only did the participants all show an awareness of professional behaviour, but they could also make a critical appraisal of teaching culture and hierarchy.

Second career teachers bring specific innovations around technology (G19) and consciously break with traditional teaching methods. Although only some of the participants mentioned their interactions with technology, it does play a large role in 21<sup>st</sup> century teaching. Having had the benefit of wider work experience, participants come to teaching with an awareness of what technological skills are used in the careers outside of teaching.

**a. Category 1: Innovations that second career teachers can provide in terms of teacher professional identity (SCTInnTPI)**

Second career teachers bring professional awareness and attitudes to teaching. These tend to focus on work ethic, communication strategies and norms as well as critical thinking.

*I think I've bumped heads with quite a few people at school, because I had to adjust from the corporate me to the school me because corporate me didn't sit well with a lot of people... I also think I came from a space where I told people how to do things.*

- Gwen

*And I think for me, teachers will say, "Oh, I'm so stressed," and it's like, this isn't stress, we just working hard.*

- Gwen

*Interpersonal skills can either make or break a school. So, the better the interpersonal skills or, you know, the interaction is between the teachers and the better the school body is.*

- Sibu

*I kind of feel like teachers don't question that they're just kind of they're almost like older school children and I just feel they just sort of nod and carry on.*

- Fiona

*There are layers and layers of bureaucracy and I also find sort of still traces of authoritarian culture which irritates me.*

- Angela

*Because I think I was bringing the new way for the learners to see it. Not to think that when you go to school that you studied just to pass, you have to choose the subject that you are going to use for the rest of your life so that's why I did it.*

- Patrick

Participants were able to offer some critical insight into the behaviours of teachers as well as the norms and thought patterns that teachers tend to have. These new insights are very valuable to the development of the education sector in many ways. The communication skills identified by Sibu, the demonstration of authoritarian and submissive behaviour in school culture identified by Fiona and Angela, and a new way

of perceiving the work that teachers do provided by Gwen and Patrick are important in terms of developing the professional identity of teachers in the 21<sup>st</sup> century.

Gwen, in particular, struggled to merge her first and second career identities because of the authoritarian hierarchy at the school she worked at. Despite her high position in her previous job, her professional advice and innovations were largely ignored by the first career teachers whom she worked with.

*So, you come almost from the top of the ladder to the bottom of the ladder so that's also quite an adjustment in the school system...from when I started working here if I would say to them, "you need to do it like this". They'll just do it the opposite way. If I say it's black, they say it's white, and if I say please do it, they don't.*

Gwen eventually resolved this situation by moving from Physical Sciences to the Life Sciences department. She also had the life experience and emotional intelligence to resolve the problem on an intra-personal level.

*I think that that speaks to the department and the leadership in the department. Life Sciences is very different. And I think it's how it speaks to your different HODs. One has a totally different leadership style. And she looks at everyone's strengths. And that's why the team works so well.*

**b. Category 2: Innovations that second career teachers can provide in terms of teacher professional skills (SCTInnTPS)**

Second career teachers bring a knowledge of their industry and the careers that it has attached to it. They can provide a practical boost to their subject knowledge and some niche skills that are useful to a school.

*I refer to myself as a 21st century teacher. My, my lessons are very learner centred.*

- *Sibu*

*So, the advertising is a niche that does need help, and the rebranding of the school we changed from Latin to English you know that sort of thing that required a graphic designer, which the school can't afford the traditional hourly rate for. So that was something that I hoped for and was able to also provide for the school.*

- *William*

*And a lot of the strategies they use to get young people reading, I could bring into the English classroom and use those to try to inspire the kids to read more.*

- *Tamara*

*My Design learners, I don't want them to find the software for the first time at university. Can't you introduce the electronic and digital writing and drawing on the computer, maybe in Grade 11?*

- *Patrick*

It is interesting to note that the focus group of older teachers was quite resistant to the focus on technology in the classroom. These teachers felt that the use of technology made it possible for young or inexperienced teachers to hide their lack of subject knowledge.

*...uses a visual presentation to hide behind, and they don't actually teach. So, there's no real engaging and finding out where the children are and meeting their needs. It's more like, "Look, I've got a good PowerPoint presentation, copy down the answers".*

- *Focus group teacher*

However, the focus group teachers were very aware of having cultivated a skill that enabled them to match a learner with a prospective career. Patrick identified this skill as lacking in the school in which he taught.

*I realised that is what was lacking, especially for teachers is to identify the type of learners that they teach. If the learners do not pass Dramatic Art, it doesn't mean that the learner is stupid, it means that the learner has likely been wrongly placed.*

- *Patrick*

*We don't have super-powers, but you know that that child is inclined towards and you know, that is your architect or that is your plumber...*

- *Focus group teacher*

#### **4.2.5. Discussion of the results on second career teachers**

As not much is known about second career teachers in South Africa, I was very excited to examine the data in this section. I refer to the statement that I made in the introduction, that second career teachers are perfectly situated to inform teacher

professional identity development as they have previous identities of professionalism that they bring into teaching. They also tend to be high functioning and well-adjusted (Nielsen, 2016), which could indicate a stable professional identity once they enter teaching. This makes these participants, and their narratives, the underpinning structure of all the other findings in the study.

I have organised my discussion to mirror the sub-themes under which I organised the coded responses from the interviews. There is often a significant overlap between the categories into which the participant responses fall. When this is the case, I have discussed all the data relevant to a particular concept in one place, even though it may have been categorised under a number of headings in the findings section. The discussion will follow under the same headings:

- a) The attributes of second career teachers.
- b) The motivations behind second career teachers entering teaching.
- c) The attitudes of second career teachers towards teaching.
- d) The innovations that second career teachers can offer.

**a. The attributes of second career teachers**

The group of teachers in the study were demographically diverse, as identified by Brindley and Parker (2010). Their reasons for entering teaching are diverse and multi-faceted representing a range of intrinsic and extrinsic motivations.

My first significant finding was that there was a clear group of second career teachers who were women between the ages of 39 and 52 who were married with children. This group accounted for five of the ten participants in the study. These women had the financial security to change career, as well as the incentive of teaching being compatible with family life and the raising of children. This supports what other researchers like Etherington (2011) and Varadharajan (2014) have previously stated about second career teachers. Furthermore, post graduate teacher training is often accessible and affordable, especially for individuals who have the support of their family (Bauml & Castro, 2009). This was by no means their only reason for entering teaching, but it represented a significant extrinsic factor.

The second group of teachers was more demographically diverse and their reasons for changing careers ranged from a lack of alternative career opportunities to a search for meaning and fulfilment. Sibanda (2015) and Himli (2019) identified that in South Africa and other developing countries, teaching is often viewed as a financially stable career choice. William, Tamara, Angela and Patrick all spoke about how teaching offered a higher salary and or greater job security than they had experienced in their previous careers.

Sibu's narrative connects strongly to Chambers' (2002) description of second career teachers as 'homecomers' as he consciously rejected teaching because of his mother's role as a teacher and the desire to follow his friends into what he called 'fancy careers', despite having had several indicators throughout his childhood that he wanted to pursue teaching. Jenny and Gwen could also be considered as 'homecomers' as they both reported wanting to become teachers for a long time before making the decision to change careers.

William, Tamara and Patrick's narratives could represent those of what Chambers (2002) refers to as the 'converted' as they were inspired to pursue teaching as part of their personal development. Kathy also falls into this category as she chose to do a PGCE as a response to what she called a "mid-life crisis". Fiona, Liezl and Angela also 'converted' to teaching after realising its potential for social change. What I propose is that teacher professional identity begins when an individual starts to match their attributes and circumstances with teaching as a profession.

The other significant focus of this area of the study was the skills of second career teachers. The literature highlights the professional attitudes of second career teachers and their careerist approach to teaching (Etherington, 2011). This makes them acutely aware of how their skills, attributes and career identities will fit into what they perceive teaching to entail.

When I grouped the responses around which skills second career teachers felt were most applicable to teaching, it was interesting to note that effective communication skills emerged as more significant to the participants than the practical knowledge that they had. This relates to Etherington's (2011) description of second career teachers as more willing to adopt an 'achiever' approach to teaching where the teacher is goal-oriented and focused on the role of facilitating learner achievement. Rather than the



skills-based focus of a 'modern' approach to teaching (Etherington, 2011). This does not mean that second career teachers do not value and apply the knowledge and skills that they have. It is the way in which they focus those skills and their knowledge through thoughtfully tailored communication that is significant. Chambers (2002) also stated that second career teachers do not only bring potential pedagogical knowledge, but also the 'soft skills' related to life experience and human interaction. These skills are not secondary to teaching itself, they are the conduit through which learning is transmitted.

For example, Gwen demonstrated the means of conveying her knowledge as highly significant:

*If I talk about a concept like rust, for example, we actually have to drill down on what we have to talk about. Have you got a gate at home? Or have you seen what happens to a tin when it's left outside? It's being able to kind of relate it back to what the kids know and understand.*

#### **b. The motivations behind second career teachers entering teaching**

Many of the second career teachers in this study fit Horne and Lamming's (2013) description of what he calls culturalists. These are people who believe in the importance of individual and social development and support liberal and humanist views. Angela, Liezl and Fiona all looked at teaching as an opportunity to conscientise their prospective learners around issues like feminism, conservation and language preservation.

The concept of modelling certain positive behaviours and attitudes as a vehicle for social change is particularly important in South Africa's social context. This includes the recognition of the need to interact with care and respect and the understanding that the recognition of the self and the learner is vital to the learning process. In addition to that, because of the diverse array of races, cultures, languages and religions in South Africa, and the commitment to redressing the injustices of the past, the education system is explicitly focused on inclusion. The South African education system has also explicitly based its curriculum on ten guiding principles that are directly derived from the South African constitution. These principles are democracy, social justice and equity, equality, non-racism and non-sexism, *ubuntu*, an open society, accountability, the rule of law, respect and reconciliation (DoE, 2019). Fiona

highlighted this when she stated, *'We obviously we have quite an interesting, chequered past as a country, and obviously with the whole apartheid regime and all of that and even though the kids I teach are born frees, it's part of that, no matter what school you're in I think you've always got to be aware of race and culture and wealth.'*

This was recognised by almost all of the participants in the study and will be discussed in greater detail in relation to teacher professional identity.

Many second career teachers are motivated to change careers because of challenging and dissatisfactory elements of their first career. Stress, frustration, disillusionment and feelings of isolation are commonly reported as factors that prompt a career change to teaching (Varadharajan, 2014). The participants in my study specifically commented on the stress of the corporate environment, safety concerns, burnout and general unhappiness in their first careers.

Gwen has an interesting narrative in terms of motivation for the career switch. She said that she always wanted to go into teaching, she even enrolled for a teaching qualification when she first entered university and then could not remember why she did not pursue it. She always enjoyed the elements of her career that involved teaching but ended up burnt out in the corporate environment. After she made the switch to teaching, she said her friends and family 'saw how I changed and evolved for the better'. Her transition into teaching represents a 'homecoming', a reaction against corporate culture, a response to emotional distress, and a move towards personal development. This supports the findings of previous studies on second career teachers by Varadharajan (2014) and Himli (2019) that the motivations behind a career change are a highly individual combination of factors.

### **c. The attitudes of second career teachers towards teaching**

Similar to what is stated in the literature, the second career teachers in this study were not deterred by the low professional status of teaching, but rather saw it as a career with meaning (Lee, 2011). This does not mean that they did not struggle with the transition and the negotiation of the new teaching identity, but they are willing to pursue the change and overcome the difficulties because they believe in the value of what they have chosen to do (Lee, 2011).

Second career teachers are able to pursue teaching because they have a favourable opinion of it as a career. They have specific reasons behind their positive perception of teaching that link directly to their life experience.

#### **d. The innovations that second career teachers can offer**

The sheer diversity of attributes that second career teachers possess does suggest that they must be able to offer additional skills and insights. The findings in this study focus on the changes in professional identity as well as the skills innovations that second career teachers can offer.

In terms of professional identity, second career teachers focus on insights around communication and structures of authority. The participants in the study commented on the authoritarian culture still found in schools, the lack of recognition for their previous work and life experience and the subservient and almost obedient demeanour of their new colleagues. Fiona even described the teachers at her school as 'older school children'.

Gao and Trent (2009) identify that many second career teachers actively reject the traditional approach to teaching. I found that this was not always the case with the participants in my study. If I were to interpret the stance that many of the new teachers took, it was to fit their skills and personalities into the existing culture and practice of teaching. They used the existing structures that they found and suggested ways in which they could be expanded. Patrick and Sibule both focused innovations in teacher identity and skills. Both had a very learner-centric approach to their teaching identity, and both saw the value of bringing technological innovations to teaching.

Sibule and Jenny commented on how teacher training is not very clear on how one would develop oneself and progress towards promotion in one's teaching career. This aligns them with Etherington's (2011) description of second career teachers viewing teaching as a career in which one can advance and progress, rather than a vocation or a job where progression and development are secondary.

#### **Summary**

The second career teachers in this study were a diverse group of individuals. In some respects, South African second career teachers conform with what the international literature states about the characteristics of this group. They are highly motivated, they bring professional attitudes and innovations, they view teaching as a career and attach

personal and professional achievement goals to it. What sets this group of teachers apart from what is described in the literature is their awareness of the importance of communication skills and life experience. The literature does mention the 'soft skills' that second career teachers bring to teaching (Chambers, 2002) but these teachers perceive these skills as central to their roles. The socio-economic background of South Africa may represent a large factor in this as many of the participants saw their role as linked to social redress.

**Findings arising from this discussion:**

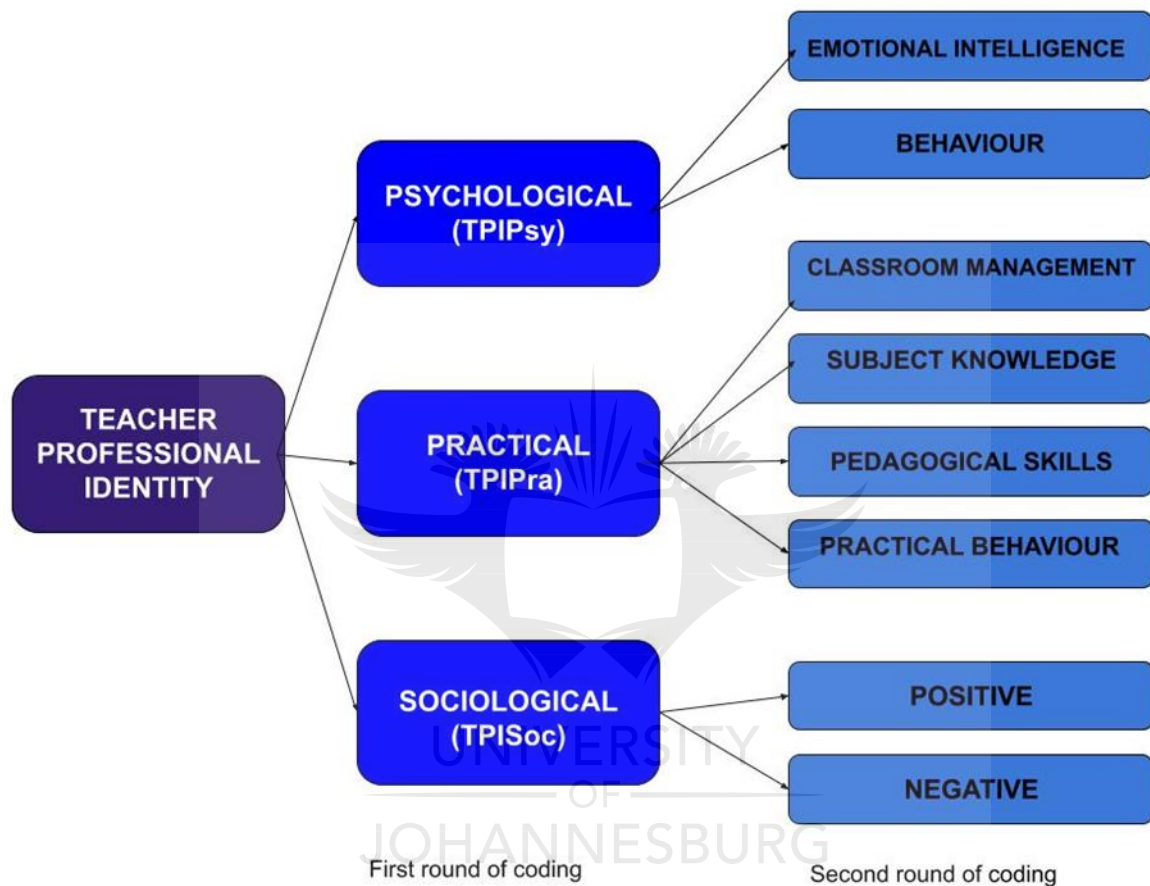
1. Teacher professional identity begins when an individual starts to match their attributes and circumstances with teaching as a profession.
2. Second career teachers highlight communication skills as essential to their new roles as teachers.



### 4.3. Theme 2: Teacher professional identity

Figure 4.2

*First and second rounds of coding the teacher professional identity theme.*



Teacher professional identity is a theoretical construct that is derived from psychological, practical and sociological dimensions of teaching (Tateo, 2012). It is absolutely central to the life and skills of a teacher. It describes their personal thoughts and emotions, the outer enactment of those in their teaching practice and the social perception of teachers.

The interview questions that focused on teacher professional identity were designed to cover the three components of teacher professional identity identified in the literature review.

The questions used during the interviews that specifically touched on this theme were:

4. Identity.
- 4.1. In your opinion, what are the personal qualities of a good teacher?
- 4.2. Was there a teacher who particularly inspired you during your school years? Tell me about them.
- 4.3. How does the public perceive teachers in South Africa?
- 4.4. How would you describe the professional identity of a teacher in South Africa?
- 4.5. How would you describe your personal qualities as a teacher?
- 4.6. In your opinion, how important is it for a teacher to have a strong sense of their own professional identity?
- 4.7. How does your family feel about your decision to become a teacher?
- 4.8. How do your peers and friends feel about your decision to become a teacher?

This resulted in the following sub-themes and codes in this section:

1. The psychological dimension of teacher professional identity (TPIP<sub>Psy</sub>).
2. The practical dimension of teacher professional identity (TPIP<sub>Pra</sub>).
3. The sociological dimension of teacher professional identity (TPIP<sub>Soc</sub>)

As with the previous theme, I coded each of the interviews using the first set of codes. I then grouped responses with similar codes to analyse the similarities across the different participants (cross-case analysis). This led to the emergence of the second round of codes that provided the categories. I then matched the responses of the focus group teachers to these codes as a form of triangulation.

#### **4.3.1. Sub-theme 1: The psychological dimension of teacher professional identity (TPIP<sub>Psy</sub>)**

In this sub-theme, I hope to explore how second career teachers understand and consciously engage with the psychological dimension of teacher professional identity. By this I refer to emotions, attitudes and beliefs that underpin their teaching demeanour and the behaviours motivated by these factors. These can be understood in terms of personality traits as well as emotional intelligence. This theme encompasses questions that investigate teachers from the SCT's own schooling who could have served as role models, as well as their own emerging and developing professional identity as teachers.

In anticipation of entering teaching as a career, second career teachers generally identified a desire to connect with and inspire the learners whom they will teach (G28). Second career teachers view teaching as meaningful and fulfilling work. They feel that the satisfaction of seeing learners learn is a very important element of teacher identity (G29).

The participants also recognise the importance being aware of teacher professional identity as it is vital for a teacher's inner confidence and the relationship with learners (G47). It should also encompass the value of what teachers do (G48). Participants also point out that teacher professional identity is fluid and continuously developing; it is also born out of mistakes (G50).

Second career teachers in the study have the belief that good teachers demonstrate honesty, integrity and commitment (G34). As an extension of the aforementioned skills, good teachers should demonstrate empathy, kindness, compassion and love towards learners (G35) and (G46). They should also channel their emotions towards consciously modelling a love of learning and the ability to inspire (G17).

**a. Category 1: The skills, attitudes and beliefs that teachers have in relation to emotional intelligence (TPIPsyEI)**

Second career teachers show an awareness of how emotional intelligence and interpersonal skills underpin the successful relationship between teachers, learners and learning in the classroom. This correlates with the views of older, more established teachers. An awareness of these skills is expressed as cultivating and modelling particular emotions.

*It's going to sound like I'm rhyming but compassion. You have to be passionate as well, empathy, lots of empathy...you have the responsibility to love those kids as much as you can.*

- *Sibu*

*Patience, kindness and also the ability to explain things in a number of different ways.*

- *Fiona*

*Passion, empathy and you must be committed. As a teacher, you must be a visionary.*

- *Patrick*

The participants identified that it is not only the demonstration of acceptable emotions on their part that is important. It is also the emotional awareness of the learner and the teacher's effect on that learner.

*It's also about building relationships with the girls.*

- Gwen

*So that there is already somebody investing in me... teachers who are really just themselves.*

- Sibu

*Before you have the responsibility of teaching content, you have the responsibility to love those kids as much as you can. Because the minute you've shown them that love and how comfortable they can be around you, then it should be easy to get the content through them, or into them.*

- Sibu

*It's therapist, its parent, it's everything. I think it's a lot more diverse and demanding in a country like ours where we do have this blend of cultures and economic backgrounds.*

- William

*I think somebody who's willing to see and understand that every student is coming with their own, entire whole story that is going to affect how they are in the class.*

- Tamara

This awareness of the emotional quality of the inter-personal relationships between teachers and learners was also a priority for the teachers in the focus group.

*And these teachers are the sincere teachers, because they get the respect, they get the... Shut up, they get the love. They know that the kid will know, "I can go talk to him. He's going to, he's not going to laugh at me. He's going to see it from my point of view". And I think that that's that honesty that, loyalty, that integrity.*

- Focus group teacher

The second career teachers also commented on the honesty and sincerity that a teacher should demonstrate.



*I think honesty, because you need to be true to yourself and true your learners. I don't think there's anything wrong with the teacher actually telling the kids, "I don't know the answer". So definitely honesty, and you need to have respect for your learners and be very open minded.*

- *Jenny*

*And they know when you are lying... They absolutely know a sincere teacher. So, if you are sincerely doing it, and you go home the reward is that you have done this, and I think that is the satisfaction you get from it.*

- *Focus group teacher*

This concept of honesty and sincerity developed in the discussion with the focus group teachers to the point where it touched on the satisfaction that can be gained from teaching. The second career teachers had also spoken about this concept in some detail.

*The interaction with the kids and the challenge of seeing whether you could actually connect with them and I think that the joy of teaching is in watching the change in yourself and in the kids.*

- *Kathy*

*So, I really love it when you can see on the kid's faces that they get it that they've actually grasped and understood what you're putting across to them.*

- *Gwen*

*I think it was the opportunity to make a difference in a young person's life.*

- *Fiona*

*I think that satisfaction when you realise that the penny has dropped, or the kid has now got it. And if you've made a difference when you know that your effort has paid off and that person has now learned something, you know that that feeling of satisfaction.*

- *Liezl*

Teachers also need to model a love of learning and a passion for the subject that they teach.

*And just sharing knowledge and exploring ideas and I really enjoyed working with young people.*

- Kathy

*I really love Science, and I love Biology as well so it's two subjects and I really, really love teaching them. I think because I have a passion for it, it's also how you put it across. I love telling the kids stories... you've had to learn to understand each kid, where they're coming from.*

- Gwen

*I cannot separate, or I cannot describe my life or myself without having added teaching in. So, I think whoever whatever I bring it all comes with whatever I am I think that's what that same energy is sort of put into my lessons as well.*

- Sibu

*And I think also like a passion for the subject. Like, actually care about literature, if you're teaching English. Why does English work the way it does? Because English is fascinating that way or whatever subject it is, be interested in it.*

- Tamara

*I thought my passion might be infectious.*

- Liezl

*I am very interested in the subjects I teach, which are English and History, and I enjoy sharing my interest with children.*

- Angela

The focus group expressed this in a more general way. They were talking about how to teach student teachers how to teach as well as how to teach learners. In essence they described a teacher as a role model to other teachers and learners.

*So, I actually think that a quality of a good teacher is the modelling of everything that you want to implant. So, if you want them [student teacher] to be humble enough to know that they've got a lot to learn. You've got to be humble enough to know that you've got a lot to learn. And, if you want them to be passionate about the subject, you've got to be passionate about it, if you want them to be on time you've got to be on time. It's the same with the children.*

- *Focus group teacher*

Finally, second career teachers certainly recognised the importance of being aware of teacher identity and the fact that it is a process of development.

*Well, if you don't know who you are now and where you want to go, you're just floundering around. I think that impacts the way that you teach and how you teach.*

- *Tamara*

*I think there's very little joy in remuneration of teaching, so you can't attach to that. I think it is extremely important that you're attached to the value of yourself as an educator, and why you're doing this and what you're driven by.*

- *Kathy*

*I don't feel like I'm quite the teacher I want to be yet.*

- *Tamara*

*I think it is important but it's something that comes with time, and so it's my third year of teaching and definitely I'm still developing the kind of teacher that I am.*

- *Fiona*

*I think that is very important if you don't believe in what you can contribute, or the value that you have as a person or as a teacher, you're in big trouble, because it definitely transfers to how you teach and how the children perceive you. So, I think it is important that you have a very positive self-image or view of yourself as an educator.*

- *Liezl*

*I don't think they value themselves enough. I think, I'm shocked to hear all these stories of sexual harassment by teachers of pupils. I think that teachers need to believe in themselves and in the value of what they do.*

- *Angela*

A teacher in the focus group spoke about the 'role function' of a teacher, which also links very strongly to what has been stated about identity so far:

*What are you entering into it for? Your role function is so important, because I know for myself when you are entering you are entering with the idea of changing the world one child at a time.*

- *Focus group teacher*

**b. Category 2: The demeanour of teachers that are related to emotional intelligence and inter-personal skills**

This category describes the behaviour of teachers that is underpinned by psychological identity and not necessarily related to learned pedagogical skills. Good teachers display commitment, good communication skills and professional conduct. They consciously try to be a positive influence on a learner's academic journey and their lives in general. Memorable or brilliant teachers tend to be comfortable being themselves, dynamic, and willing to use unusual and unorthodox methods.

The focus group teachers also identified the importance of memorable and excellent teacher role models.

*And so, I think a lot of the time, our teachers that are good are good because they will come from good schools and they saw the modelling of good teaching, and then they could repeat that.*

- *Focus group teacher*

The responses in this category include what second career teachers had to say about their own teachers during their time at school.

*She was very committed to us. And she really wanted to teach us additional skills. I really admired the effort that she put in coming off the curriculum. She was just so fascinated in developing us as humans. She was a gentle soul, but quite strict. She really just had a good rapport with us. And I really just admired her capacity to go past the you know the standard curriculum and think creatively about how to teach us and how to inspire us.*

- *Kathy*

*She was my English teacher for a couple of years, very dynamic, never afraid to make her name mud, if she wanted to explain a concept and she had to jump on the desk.*

- *Jenny*

*She has the ability to actually go and figure out something. It's not her career, she never did science, but she's able to teach it and put it across to the kids in a way that they do understand it.*

- Gwen

*I think my science teacher. She actually made an effort with all the kids in my class, not just the bright ones and she made science fun, there was always something going on an experiment or a demonstration, and she made science real.*

- Gwen

*I was taught by really dynamic teachers with unconventional ways of teaching...that taught us underneath a tree to sort of get different experiences.*

- Siby

*He was just one of those teachers he was phenomenal. And, yeah, just, I think from a teaching perspective, he made history come alive.*

- Fiona

*Yes, teacher Gumede. Yes. Teacher Gumede noticed my writing skill when I was in standard eight and said, 'you will be a great man'...I felt good when he was referring to me as a writer. Because at the time, I felt like he had noticed me. I needed to put the action into what he was saying.*

- Patrick

The teachers who are dynamic and unorthodox are the ones who seem to be able to connect with the emotions of their learners and draw them into the subject to make it enjoyable. Patrick highlights the importance of personal interaction and encouragement that a teacher can give to a learner.

*Just that awareness and often about what you speak, you know how you speak to the children.*

- Fiona

*I know personally I know I want to be a teacher that is willing to talk about the hard issues that the kids want to discuss, because that's the kind of teacher I want to be I want to know, that's going to impact what texts I choose, what things I do in class, what conversations we have.*

- Tamara

*It's not about just pitching it to the bright kids in the class. It's about reaching and getting through to the kids that are sort of middle of the band and the weaker kids.*

- Gwen

*I do think that it's absolutely central to pulling your scholars along with you, being able to communicate appropriately. And with all the different personalities, because it takes different communication skills depending on who you're interacting with, and parents and colleagues, so it's I mean it's absolutely central to that to the entire picture.*

- Kathy

*I think the core of the success of teaching is in communication. I think if there was one thing that I was to pick that would be a really important skill for teachers to have that would be communication.*

- Kathy

Second career teachers speak about the various subtleties in tailoring communication. The awareness ranges from communicating with sensitivity to the learners in general, as described by Fiona, to tailoring communication to the specific needs of individual learners like Gwen and Kathy identify. Tamara focuses on the use of communication to connect with topics that engage the learners and then shape her teaching around that. All of this requires significant emotional labour and emotional intelligence. It is interesting that Tamara's goals for teacher behaviour are built on the negative modelling of teacher behaviour from one of her own teachers.

*It was my grade 3 teacher. She stopped reading Harry Potter because she decided it was against her religion and I was like I need to know what happens. And up until that point I mean I really struggled to read because she stopped reading it, I had to read it myself, and that turned into a reader that kind of changed the trajectory of my life.*

- Tamara

Although she did not consciously identify it in the interview, Tamara was very clear about her desire to connect with the interests of her learners and use that knowledge to choose texts with which they could engage.

Second career teachers also highlight the importance of the role of teachers in society and the professional conduct attached to that role. The behaviour described by the participants ranges from an awareness of the social role of teachers in general, to their role in managing learning in a racially, culturally and materially diverse society.

*That they do value themselves as educators and as leaders for change, and as developers of children and young people. And I think they take enormous, enormous pride in that.*

- *Kathy*

*That self-confidence needs to happen fairly quickly given in a year or two. In order for the teacher to really thrive, but I mean knowing your own self value, and your own direction is imperative in the career you must know your purpose.*

- *William*

Many participants were very conscious of the role that a teacher plays in social cohesion, particularly in a country with a background of racial inequality.

*The ability to tolerate various creeds and cultures must... they must take into consideration a lot of social, economic and learning barriers.*

- *William*

*I think, South Africa being so unequal. The professional identity I feel changes on the context, your identity has been quite flexible. Ideally, I think we should be taking the anti-racist approach. And that should be our identity should be anti-racist, as a teacher, and not as non-racist.*

- *Tamara*

*We obviously have quite an interesting chequered past as a country, and obviously with the whole apartheid regime and all of that and even though the kids I teach are born free, it's part of that, no matter what school you're in I think you've always got to be aware of race and culture and wealth.*

- *Fiona*

*I think we're just possibly more sensitive with the race. The race issue I think parents pull the race card a lot, and from what I've seen, and so yeah it's just you've always got to be very careful about what you say, and it's because it can be taken out of context or taken the wrong way, very quickly.*

- *Fiona*

Some of the responses focused on more general and professional elements of teacher behaviour, like the balance between work and leisure time described by Jenny.

*I'm, as I say, an older, mature teacher, but they are some of the younger teachers who like to party quite hard. And I don't think that that's a problem, but they need to realise that coming to school on Monday is a very big priority and you need to be fresh and ready because these kids can drain you and you need to know what you're doing and be ready for them and if you are tired or sick, you're not going to be on top of your game.*

- Jenny

Gwen, as discussed earlier was particularly sensitised to the transition between corporate identity and teacher identity and really paid attention to the details of acceptable teacher behaviour amongst colleagues.

*So, my sister-in-law's advice to me, my sister-in-law is a teacher, and she said to me, you have your own cup in the staff room don't use anyone else's cup. Everyone has a spot in the staff room don't sit in anyone else's chair. And also, the parking spots. You cannot pick any parking spot. Teachers are very particular about their parking spot, a coffee cup and their chair in the staff room.*

- Gwen

Sibu focused more on the idea of teacher behaviour as really underpinned by authenticity. He also identified the element of realising that it is impossible to please everyone in the teaching environment.

*Mr S has inspired me to be myself. Don't try and be like me, you don't have to try and be like anybody else you can just be yourself and see how everybody just identifies with you and there are going to be people that like you there are going to be people who don't like you.*

- Siby

One of the focus group teachers also spoke about identity related behaviours in the same way that Siby did. She described her journey in developing her own teacher identity and relating it back to her personal and private beliefs and behaviours.

*I didn't want to come with, "I am a Christian, so you must be a Christian", sort of, but I remember a lecturer saying to me, "you know, they know when you're lying". So, rather be upfront and say, "I'm a Christian, but that doesn't mean that I expect you to believe everything I do. So, the thing you're modelling that idea that you can, you can model*



*my behaviour, but I don't expect you to be my clone...but we all live in a fishbowl and I'm not going to stop being a human being, just because I'm a teacher.*

- *Focus group teacher*

#### **4.3.2. Sub-theme 2: The practical dimension of teacher professional identity (TPIPra)**

The practical dimension of teacher professional identity rests on the job description of a teacher and the ability to perform that job. The main concern of teaching is the performance of a set of skills and behaviours that achieve pedagogical goals (Li et al., 2018). One of the main concerns of the participants as they entered teaching was maintaining discipline and having positive learner interactions (G31).

Second career teachers believe that good teachers have strong subject knowledge, are well-prepared and can control their classes (G33). When approaching their teacher training, they were hoping to learn about the skills related to content mediation and pedagogical tools (G25). They were hoping to learn classroom management techniques (G26) the practical skills around assessment and administration (G32).

##### **a. Category 1: Classroom management (TPIPraCM)**

This category explores the beliefs of the participants (second career teachers and more experienced teachers) around classroom management. Second career teachers look at the school practical as the most effective way of learning classroom management skills. This is largely modelled through watching the mentor teachers. It is usually expressed as “discipline” or “control”. It often needs mediation or mentoring.

*I was really, I was worried about my ability to control a class of 26 six-year-olds that for me was quite an issue.*

- *Liezl*

*I was a bit apprehensive about issues around discipline.*

- *Angela*

*Classroom management was the one thing that I definitely learned which then obviously that you learn on your pracs.*

- *Fiona*

Like Fiona, the focus group teachers also identified the school practical or being placed at a school as the most effective way to learn classroom management.

*Because I know I only really learned about classroom practice when I was dumped into school.*

- *Focus group teacher*

Sibu spoke about a more nuanced understanding of classroom management that was mediated positively by his PGCE experience.

*Classroom management skills. When before I did my PGCE the way I managed my classes was the way my, my old teachers managed the classes. So, I was also quite rude to the kids, you know sarcastic to the kids. That emotional intelligence that I'm talking about was not there. And it was only when I did my PGCE, I learned a lot about classroom management and the psychology of a child. I think, apart from the methodology and how to teach subjects I think that's the most valuable skill that I learned from my PGCE is the educational law as well as classroom management.*

- *Sibu*

Sibu consciously linked classroom management skills to communication skills and the underlying emotional intelligence needed for both.

#### **b. Category 2: Subject knowledge (TPIPraSK)**

SCTs recognise the need for good subject knowledge and admire it in mentors but also realise that it is difficult to attain the pedagogical skills to convey it effectively. It is also difficult to find appropriate materials to convey subject knowledge.

*She was firstly very passionate; she knew her stuff like nobody. I mean, it was absolutely incredible what her depth of knowledge was.*

- *Kathy*

*What I liked about Mrs B is how she made sure she was excellent with the content that she delivered, you could never question her with the work that she taught us or question the way she taught us, so I think in terms of delivering curriculum to the kids. I want to be, or I aspire to be as prepared and as well structured as she is.*

- *Sibu*

The participants identified some good role models when it came to subject knowledge. It was something they could aspire to including in their own teaching practice.

*I think it's an understanding of your subject and the ability to put that across. And I think at different levels.*

- Gwen

*The idea was that I would learn content, the kind of content suitable for the age group, which was never really shown to us.*

- William

*The ability to explain things in a number of different ways. So, if a child doesn't get it the way you've explained it the first way, then explain it in a different way and, and in a different way. I guess that comes down to knowing your subject, well enough to be able to explain it to anybody.*

- Fiona

*They have to know the material, because no amount of enjoyment of the kids can compensate for not being able to teach properly.*

- Angela

The participants also knew, with a good degree of clarity, that subject knowledge needed to be augmented by methods through which to convey it.

*I don't know if there's such a thing that I wish there was some kind of Bible that said, "This is the lesson plan. This is in the curriculum for English for grade eight, you learn at a, b, c, and d. But what you're pushing the kids in grade nine, is that they're now going to learn e and f". I wish they had a breakdown of exactly where the benchmarks are, and what extensions. What are they going to learn in the next year? So that you knew we didn't pitch the level so that you could make sure you covered everything to prepare them for the next grade.*

- Jenny

It is interesting to note that one of the teachers in the focus group had a completely different opinion of having a bank of subject resources for new teachers:

*We are giving them pre-paid, pre-digested things. A little booklet on Othello, or something. And so, the teacher's own creativity is actually stifled, and they are*

*disempowered. They don't, consequently, draw that out of the children because they sort of pressed for time and we trying to equip people in a sort of a download system.*

*- Focus group teacher*

The focus group teachers were particularly worried about the lack of subject knowledge in new teachers. It is important to note that the focus group teachers did not discriminate between newly qualified first career teachers and second career teachers.

*I don't know if it's the same in all universities, but generally the students that I've dealt with in the past few years, have done a sort of general qualification. So, they don't have very specialised knowledge. So, they know a little bit about a lot of things. Not a lot about anything in particular. So, their subject knowledge is a little bit questionable, and their willingness to learn more is also questionable. Now I don't know if there's a gap in the training, or whether that's just the nature of the student if we get it. So, I'm concerned about the fact that it's very generalised. Yes, they do have major subjects, but they don't seem to be majoring in a subject. Their subject knowledge is very dodgy.*

*- Focus group teacher*

The focus group brought up an important point that may impact second career teachers: a teaching qualification should include a three-year underpinning of the subject knowledge.

*You know in the old days, you did a three year, English or History. And now, the kids that are coming through, you say to them, "you're teaching this poem together tomorrow, or in a week's time analyse it and you show me what you're going to do with it". And then they come back two days later and say, "I don't understand the poem". So that ability, the things that they have to teach the kids, they don't know themselves because they haven't been taught themselves. And I think that's a great problem.*

*- Focus group teacher*

For the participants and many second career teachers, their undergraduate degree completed a number of years prior to their PGCE. This concern was expressed by Kathy and Fiona.

*I had some concerns, just generally academically that I can actually do this. Can I actually remember this level of biology?*

- Kathy

*So obviously I wrote matric a very long time ago and did my degree a long time ago as well. And one of the first things that we had to do was to write the previous year's matric exam, the Geography exam to know... but it was just to sort of gauge how much you knew, and I think also, you know for you as a person to gauge how much you knew because you're going have to be teaching this the following year.*

- Fiona

### **c. Category 3: Pedagogical skills (TPIPraPS)**

The participants identified that they felt under-prepared in their understanding of how to mediate the curriculum and how to assess it. How is the curriculum broken down into teachable sections and how are those assessed? Working with the CAPS document and the "HOW" of teaching is difficult to learn.

*I think it was lesson plans I think was a big one, and how to actually, to take the curriculum and break it down that you can actually create a lesson, into a section of work... So, I kind of did it back to front kind of had the lesson content but needed to learn how you got to that point.*

- Gwen

*I think just the methodology, how to teach the subjects. How do I make this complicated, you know, topic a lot simpler for my kids?*

- Sibu

*I think, how to effectively balance and teach the curriculum, as well as giving the kids an education.*

- Tamara

*I guess how to teach. And, which seems like quite a silly thing to say but how to... And I guess it was the one part was classroom management which obviously you get in your practicals.*

- Fiona

*How to convey knowledge. I think. Yeah tools.*

- Liezl

*I was obviously concerned that I'm not able to teach them that I don't get it right, that I don't have the ways.*

- *Liezl*

*I was hoping that I was going to be taught that when you go to a classroom you will do this. As at varsity level, we will do some practical things. So, I thought, okay, if I do PGCE maybe I will be taught how to use the chalk.*

- *Patrick*

*So that I would be able to interpret and integrate it into practice by myself in the classroom because before you graduate, there is going to be that practical, where you are going to be assessed and you have to prepare yourself so that gives me an opportunity so that when I teach it's not that I just teach. I need to follow the lesson plan. There must be lesson preparation that you are going to use to enable that particular lesson for that particular topic.*

- *Patrick*

The participants could express the need for pedagogical skills and their realisation that there is a difference between having subject knowledge and conveying it. Liezl expressed this well by saying '*I don't have the ways.*' Patrick's statement about being taught to use the chalk is not as simplistic as it may appear. Writing on the board is actually quite a difficult skill, one that many teachers struggle to master. There are many methods associated with teaching that do need to be taught to new teachers.

Participants went on to acknowledge that the practical element of the PGCE was possibly the most important in terms of the skills that they learned around lesson planning and pedagogical skills.

*Lesson planning. We did a lot of lesson planning in our prac. And when you did your assignments and, so basically how to plan a lesson.*

- *Liezl*

*Tools. So, they gave you specific tools, especially with the littlies, and it's very visual. So, you know, you use marbles or little sticks, or you know you've Count 12345 because of them it's 1234, and they get to. I even forget what you call that term. Anyway, so it was just tools on how to convey knowledge and lesson planning, I would say, two big ones.*

- *Liezl*

*Teaching critical thinking and also the teacher as a mediator of understanding, to quote the name of one of my textbooks, the teacher creates a situation which is conducive to learning but does not necessarily know everything themselves and sets up a situation where we can learn together.*

- *Angela*

Some of the participants still felt, even after the PGCE, that there were some gaps in their pedagogical skills.

*I would have thought that they would have explained to us in a lot more detail how the government expects you to teach based on a curriculum.*

- *Jenny*

*I wasn't entirely convinced I understood how the curriculum worked. How would work capture marks? Does every schoolwork on the same data capturing marks system? I didn't really know, know that there were four terms in the year. How does one allocate the marks?*

- *Jenny*

*My ability to assess that was something I struggled with at university, and for my first two years here, accurate assessment and quantification of result was something I really struggled with in the beginning. I wasn't 100% sure what an A candidate was versus a failing and candidates and that sort of thing. And I was a little nervous that there would be some barriers to learning that I was unfamiliar with.*

- *William*

#### **d. Category 4: The practical behaviours of teachers (TPIPraPB)**

There are a number of practical behaviours linked to teaching like organisation, preparation, administrative skills, ICT skills. The teacher needs to master these skills and the ability to apply them flexibly. More insight is needed in teacher training about the overall abilities that a teacher needs to support them in their role.

*I think, you need to be organised, very organised.*

- *Kathy*

*As a teacher, the big thing is to be super organised. You can never let the kids think or know that you're not on top of your game, because then they will eat you alive.*

- Jenny

*I'm in a very fortunate position where as part of my degree I learned to type, I didn't think that was ever a really amazing skill, but I'm telling you, in my job, the amount of stuff I need to type and put together... from worksheets, to PowerPoints, to comments to parents, to reply to emails, if you can type, you can be 50 times more efficient at your job.*

- Jenny

*Probably things like I would say things like attention to detail. Those are skills that I think I've carried over. I'm a perfectionist.*

- Gwen

*I really wish I learned all the other skills that you could possibly do apart from being the teacher in front of the class. How to use Excel, how to prep a mark sheets and the other roles- the grade head role.*

- Sibu

*The admin. It just seems so overwhelming when you start out, and there are so many things to keep track of and within a lesson, keeping track of the books that were issued to the marks that you give... there's 20 million pieces.*

- Tamara

*To be prepared. You can't wing it. That is the biggest thing, you have to be prepared. And I also think to stay on top of your subject matter, innovation to an extent also, you know, things are moving so quickly, adaptability.*

- Liezl

The focus group teachers also identified this element as very important in teaching.

*When you come in, you must be prepared to have prep files, per se. I'm not saying that that is the backbone of teaching, but there is a direction to your teaching once you are organised... All teachers that have this organisation and have already kept in our heads.*

- Focus group teacher



The participants identified a range of important skills that a teacher needs. Some of these are related to the delivery of content, like lesson preparation. However, some of the skills are needed behind the scenes to support what happens in the classroom and these are not taught by the universities.

*Being left alone with a class full of children. I remember my first day I actually thought I was going to be sick I was so nervous. Just to be unleashed. When you're doing your pracs you've always got a proper teacher with you, and there's very little difference from your PGCE year to your actual teaching is there's really not a lot in it and so just to be left completely on your own with 28 children staring at you, like expecting everything from you and not really knowing what you're doing. Yeah, that was pretty terrifying.*

- Fiona

*A lot of it you have to do a little bit of impromptu or a lesson takes a turn and then you have to bring it that way. So, that was for me was the great learning curve in teaching. Also, you have to be organised you know with the assessments and planning, and all the admin, that the awful side of teaching. I think my organisational skills, helped me a lot.*

- Liezl

*So, I was concerned about the fact that I might not have enough experience. To do this on my own, where I don't have somebody mentoring me or holding my hand.*

- Liezl

*The importance of curriculum and they pay respect to their circumstances, all the time, I know that must be done in class. If the period starts at eight, I must not come at eight, I must come at seven. So, by half past or quarter to the class is seated and I must begin my lesson.*

- Patrick

Fiona, Liezl and Patrick all touched on the practical behaviours of a teacher in different ways. Fiona was aware of the need for her to adopt behaviours that would indicate that she could provide her class with what they were expecting from her. Liezl also touched on this aspect, as well as the need for a teacher to be able to adapt a lesson while it is in progress. Patrick mentions a number of factors: the awareness of all the tasks that a day of teaching holds as well as the modelling of punctuality.

### 4.3.3. Sub-theme 3: The sociological dimension of teacher professional identity (TPISoc)

In the social context, professional identity is used to justify and make sense of the self in relation to people and contexts (Coldron & Smith, 1999). The identity of a teacher is a result of the powerful interaction between the teacher's personal history, the contextual influences of the workplace and the perceptions of society (Akkerman & Meijer, 2010). Akkerman and Meijer (2010) state that when the self is in contact with a community, it is defined by the principle of inclusion or exclusion.

The participants all reported a positive perception of teaching. However, this was not always their stance. Sibü initially rejected teaching as a career, *'My teachers will always sort of drive that idea of you, you're going to become a teacher and I think I drew away from that idea because my friends all studied law or went to go study law, or accounting and all that fancy stuff so I also thought I'd get into a fancy career. And my mom was also a teacher as well, so it didn't seem, I didn't want to sort of follow into her path.'* Fiona experienced that she often felt that she needed to revert to her previous identity as a consultant because her new identity as a teacher was so poorly perceived, *'And for the first year or two I very much felt that I had to justify that, and say, "I used to be a consultant and now, I teach", to say to people that I'm more than just a teacher.'*

Participants consider teaching to be a career and believe that teacher professional identity should consider a teacher's reputation and career path (G49). Their families were supportive of their decision and saw a connection between the attributes of the participant and teaching (G51). In some cases, families were relieved that participants had found a career and a stable income (G53). Peers were supportive and saw the value in a career that would support the participant's lifestyle and attributes (G54). Many of the participants noted that lockdown has given the public a better appreciation of what teachers do, and the skills involved (G41).

On the other hand, negative social perceptions of teaching included: the public being unaware of the skills teachers have and the belief that teachers are stupid and cannot make it in other careers (G39). Many participants and their peers identified that teaching as a career is undervalued due to poor remuneration (G42). In some cases, participants had to prove their new career choice to their partners or families (G52).

Peers and families of participants sometimes had a negative reaction to the stigma around teaching (G55). Some of the participants identified that teachers themselves can do more to improve teacher professional identity through appearance, behaviour and commitment (G40).

**a. Category 1: The perceived positive elements of teacher professional identity (TPISocP)**

Second career teachers are aware of negative perceptions around teaching, but they overcome or overlook them. Participants have very clear reasons for being attracted to teaching as a career and view it as such. They are aware of the challenges of teaching, but view it as a noble and admirable profession nonetheless.

*...having had exposure to my children's teachers and really always admiring the profession and admiring what teachers do. I thought that might be a really good thing to do and it's, you know, we always need teachers it's a career that can take you past retirement age.*

- Kathy

*I thought as a teacher I didn't for a minute think it was going to be easy, but I did think about the school holidays.*

- Jenny

*I mean I think just like any other career you want to grow and develop and sort of see what channel, you know, which career path in education you want to go into.*

- Siby

*I was looking for purpose if that makes sense. Well at least with teaching being that noble profession.*

-William

*I think in the very larney schools they view it as a profession. It's not a job it's a profession and a calling almost... And they definitely just viewed themselves as underappreciated and underpaid. They all loved what they did. They saw, they really did see it as a calling. Not many of them would have taken another job if the opportunity presented itself.*

- Liezl

*I was just looking at being a teacher who was going to inspire the community at large. Because normally the teachers who were teaching us at school, they were not from the local community.*

- Patrick

The family members and peers who supported second career teachers in their career switch also had positive perceptions of teaching and could match those to the characteristics of the participants.

*My husband said it's a great, you know, it's a really good qualification to have, if we ever had to move or we ever had to, you know, if, if your OT had to fall apart or whatever. It's a very good backup, kind of qualification so he was very, very supportive my kids were very supportive.*

- Kathy

*The people that know me better said you will be an amazing teacher. That's an incredible challenge and it's a really good thing to do.*

- Kathy

*I have a fabulous husband and he never once thought it wasn't a good idea. In fact, this is recorded...he really backed me, helped me, he looked after my kids for many long hours over the weekend when I needed quiet to complete all my assignments. And when it was exam time, he stepped up he cooked supper, he did a lot of things to give me the time to do my studies.*

- Jenny

*But some of them thought it was a particularly good idea and they could certainly relate to it because they knew how much I enjoyed having kids and how it could free me up to spend time in the holidays with my own children. So, I did have some support.*

- Jenny

*They supported it and thought I would be really, really good at it. I should have done it sooner.*

- Gwen

*I know a lot of them sort of wish that they could have done something similar. And then, my other friends, my non-work friends were chuffed, but I think a lot of them were sort of saying they could never do it, they're like, you know, great for you but*

*definitely not for me. But I also think a lot of my other friends and my non-work friends, didn't have children at the time and children are, they're a game changer. They really do change your outlook on life.*

*- Fiona*

*I got definitely, got more positive reaction from them. They, they were a little bit surprised, and then they said they're all sort of said that they could see me in the, in the job and that they saw it as a contribution, positive contribution to society. And good for me for doing it.*

*- Liezl*

*They all thought that I would make a good teacher. They know they're happy for me.*

*- Angela*

*In contrast to the perception that teaching is rejected as a poorly paid job, the family and friends of William and Angela supported their move into teaching for the financial stability that it offered. Patrick spoke about the variety of perceptions of teaching as a career as well as the financial stability that it offers.*

*Very happy. My mom having been a teacher. She was a bit worried that after she passed, I might struggle financially. So, it was a stable income from her perspective. And my father was a printer here in Johannesburg so he was a tradesman, and he was very happy to see that I wasn't going the tradesman route because it can be a difficult life.*

*- William*

*There are a lot of them have come around, completely towards having been through their own careers and their own experiences and realise the instability of the private sector.*

*- William*

*I think they were just relieved that I had a permanent job. I have been a librarian before, so it wasn't a huge jump.*

*- Angela*

*You know, we are different as teachers, some are visionaries. For some teaching was a third call because they wanted to become that. But they did not qualify to be that.*

*Some of them look at themselves as professionals. But for some of them, it is a career because they put something on the table.*

- *Patrick*

Teachers have enjoyed the way that lockdown has made parents more appreciative of the skills needed to teach.

*Probably I would say under-appreciated. For the most part, and I think this whole lockdown thing has probably changed that perception. I think a lot of parents have had to home school and they have had a whole new appreciation and an understanding of what it actually entails.*

- *Gwen*

*Maybe this year has highlighted that teachers are not just people that couldn't get other careers now their parents have to home school their own children. And that's maybe changed people's perspectives a little bit.*

- *Fiona*

*This is why I think lockdown was actually great because all these mummies have to do their have to teach their own little kiddies. I think they've got a great new fondness for their kids' teachers, and I think that I think people realise how hard the job is and how emotionally draining it is.*

- *Liezl*

*I think the public, after lockdown, has realised how hard the teacher's job is. And that's probably a good thing.*

- *Angela*

Sibu and William both commented on the stature one can gain from being an educator. Kathy focused more on the meaningful contribution of the role.

*I think it is extremely important that you're attached to the value of yourself as an educator, and why you're doing this and what you're driven by... because it's never going to be a career that's going to reward you in other ways as reward of the joy of watching the growth, and contribution, and all of those things so if you can't identify with that I think that you would have problems being a happy teacher here.*

- *Kathy*

*I think also my demeanour and my stature as an educator, I never see myself in that light and I think seeing myself in that light my very first day was great to see and yeah the kids would love me.*

- *Sibu*

*I know it sounds kind of clichéd but the nobility behind it. It is a career as a profession, even though some might argue against it.*

- *William*

These sentiments were echoed by the focus group teachers. They focused on a teaching culture that encompassed an understanding of teacher professional identity.

*There is a culture, there is a teaching culture. That's why we get on so well with each other.*

- *Focus group teacher*

Finally, Jenny and Sibu commented that it is up to teachers to raise the perception of teaching as a career.

*Sometimes teachers don't always look the part. They are role models and I think if you are going to influence children, you yourself need to be super professional.*

- *Jenny*

*I think it only goes as far as how seriously you as a teacher take it. I think there are a lot of teachers that really just do the profession for the sake of it. I particularly like to do everything excellently well do everything well, so I think it goes as far as how you know how well you do your own job.*

- *Sibu*

#### **b. Category 2: The perceived negative elements of teacher professional identity (TPISocN)**

The negative aspects of teacher professional identity are largely centred around the poor remuneration that teachers receive. Society values remuneration over vocation and the skills needed to foster learning, and people tend to assume that teachers are less skilled or intelligent than the rest of the professional world.

*In both of my practicals I had a strong impression that teachers feel undervalued. In terms of professional identity that they don't feel valued in the system, so they don't feel valued by the government they don't feel valued with regards to salary.*

- Kathy

*My friends were all just like you've got to be crazy. Are you out of your mind? you do know that teachers make no money?*

- Kathy

*Some of them thought I had lost a bad bet and they thought this was the most crazy thing that they had ever heard. Many of them reminded me on numerous occasions that teachers were very badly paid and from going from a hotshot corporate job, I was going to earn peanuts and I'd be eating dog food and they were quite panic stricken.*

- Jenny

*Initially my husband wasn't so keen on it, and he just thought it's going to take time away from the family without really having any financial contribution to the household.*

- Liezl

*They laughed at me because they regard the teaching career as one of the least careers. Because they say teachers, they don't earn enough. So, most of them were just laughing at me.*

- Patrick

The participants identified the stigma attached to the low salaries in teaching, but also saw that the poor perception of teachers went further than that.

*I think a lot of people who don't teach think it's a nice half day job and it's not. I think having come from corporate where we worked really, really hard and it was incredibly stressful, I think for me, I still work hard, it's a different kind of stress.*

- Gwen

*I think I drew away from that idea because my friends all went to go study law or accounting and all that fancy stuff, so I also thought I'd get into a fancy career...I think I was worried about, you know, how competitive their careers are in terms of how much they can grow as well, in comparison to myself.*

- Sibu



*There's a lot of prejudice that a teacher must be able to overcome. And if they don't, it does impact on their ability to teach... there is a stigma behind teaching and a lot of people feel that people who come into teaching do it because they, they couldn't do it themselves, which I firmly disagree with I think that's a ridiculous statement to make.*

- *William*

*I think other adults just assume that teachers either couldn't get a real job or couldn't cut it in the real world, and I get that...I think we can be looked down on in society... I get that feeling quite a lot too, immediately they say, "you're teaching, shame". And, and for the first year or two I very much felt that I had to justify that and say, "I used to be a consultant and now, now I teach" that I'm more than just a teacher.*

- *Fiona*

*That they're a little bit stupid. Most of them, that they I mean you often get, "that teacher's an idiot she doesn't know what she's doing". And that they that they don't work as hard as we know they do. That it's a half-day job. Yeah, I think there's a great lack of respect for the teaching profession.*

- *Liezl*

*I think teachers don't realise they compare themselves badly to other careers and feel inadequate because they don't have some big fancy career in business. And I don't think they realise what that entails. And I think they need to value themselves more.*

- *Angela*

*In South Africa, the public look at teachers in different ways. Depending on if the parents help the children at school and they attend meetings, people who are outside and do not care about school. They say bad things about teachers. They say teachers are corrupt and teachers commit sexual harassment. The department is not doing anything about the teachers.*

- *Patrick*

The focus group teachers also commented on the factors that lead to a poor perception of teaching.

*The problem is that because society undermines us, the parents come and shout at us because we dare to fail their child or... that sort of attacking mode.*

- *Focus group teacher*

The more experienced teachers could also provide an additional insight into how the poor perception of teachers and the poor representation of them in the media, impacts teacher professional identity.

*I wonder if all the problems that we've been identifying with new teachers has anything to do with the lack of motivation that teachers are feeling and the way that we are so bad mouthed in the media and that there are negative perceptions of teachers. And so, they go into a career where they already feel demotivated, or there's a lack of self-image or lack of self-esteem in many teachers because you're just a teacher. So, you're just going to be a teacher.*

- Focus group teacher

*So, they don't have this image of we are going into the noble profession, are we going into a profession? Because teachers are not always treated professionally. We are called a profession, but we don't get the treatment that professions generally get.*

- Focus group teacher

The idea of having to defend the choice to become a teacher links to this idea and was a factor for many of the participants.

*I was actually in a relationship at that time. And that relationship went off like literally we broke off immediately I think two months after I became a teacher, because that person said, "how come I didn't know about that side of you?" A lot of people didn't know that side of me.*

- Sibiu

*There was silence around it, I had to prove myself, I had to prove myself to my parents quite a lot... I had to prove myself to my family, now they're more accepting of it, they think I'm the best teacher to ever exist.*

- Sibiu

*My husband wasn't impressed at all when I, when I said that I wanted to change, he definitely looked at it as a sort of a step backwards in terms of career.*

- Fiona

*Initially my husband wasn't so keen on it, and he just thought it's going to take time away from the family without really having any financial contribution to the household. But when he saw how I enjoyed it, and how, and the satisfaction I got...*

- Liezl

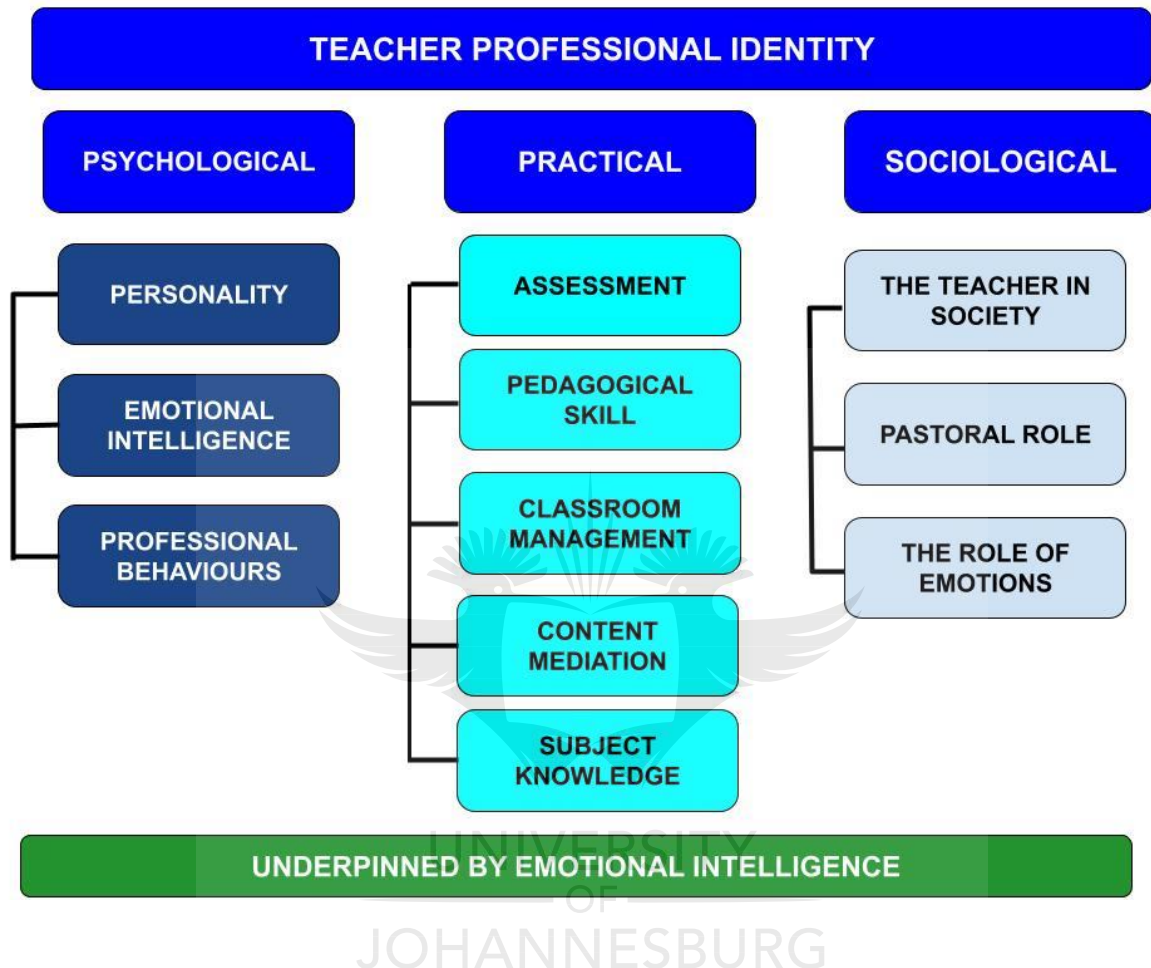
#### **4.3.4. Discussion of the theme of teacher professional identity**

Now that the discussion moves into the focus on the research questions, I would like to present the discussion of the results in this section in relation to the theoretical framework of the study. The theoretical framework for the study rests on the premise that identity is decentralised and dynamic. Akkerman and Meijer (2010) propose that teacher professional identity is multiple, discontinuous and socially constructed. This conceptualisation of identity allows the exploration of the multiple roles (or I-positions) that a teacher can hold and gives an insight into the multiple facets of teacher professional identity. It also allows for the inclusion of how those roles develop over time and how they are influenced by the social environment.

With this framework in mind, it occurred to me that a completely sequential discussion of teacher professional identity is not possible. This was the way that I originally presented teacher identity in the conceptual framework and the literature review. I discussed each dimension of teacher professional identity, and then divided it into its different categories. At this stage of the research, I saw emotional intelligence as an underpinning factor that caused the development in each of the categories. This is depicted by figure 4.3.

**Figure 4.3**

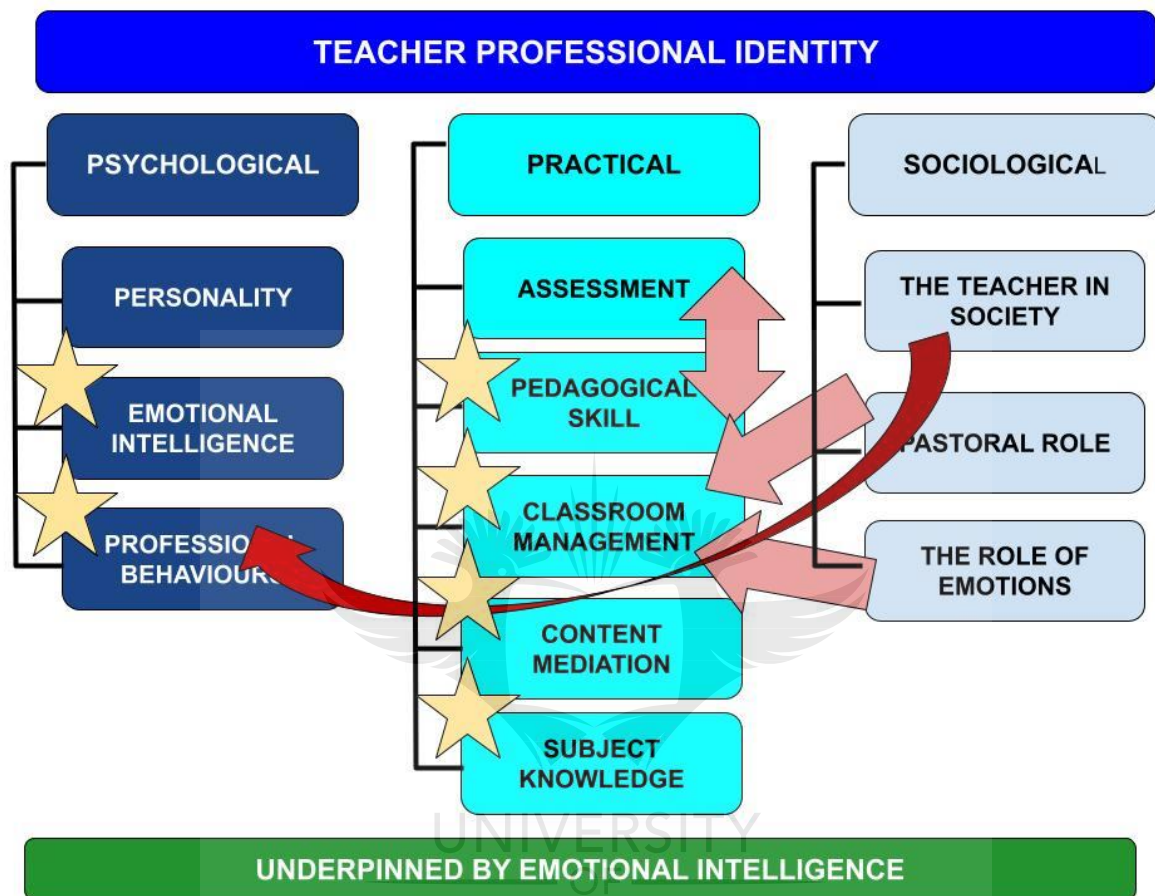
*The original conceptual framework based on Tateo's (2012) description of teacher professional identity.*



In this diagram the three dimensions of teacher professional identity are depicted: psychological, practical and sociological (Tateo, 2012). The factors that make up each dimension are listed beneath the main headings. The green block indicating emotional intelligence depicts how each of the dimensions is underpinned by emotional intelligence. During the analysis of the data, it became clear that it did not fit directly into the conceptual framework that I already had. I needed to make some adaptations as depicted by figure 4.4.

**Figure 4.4**

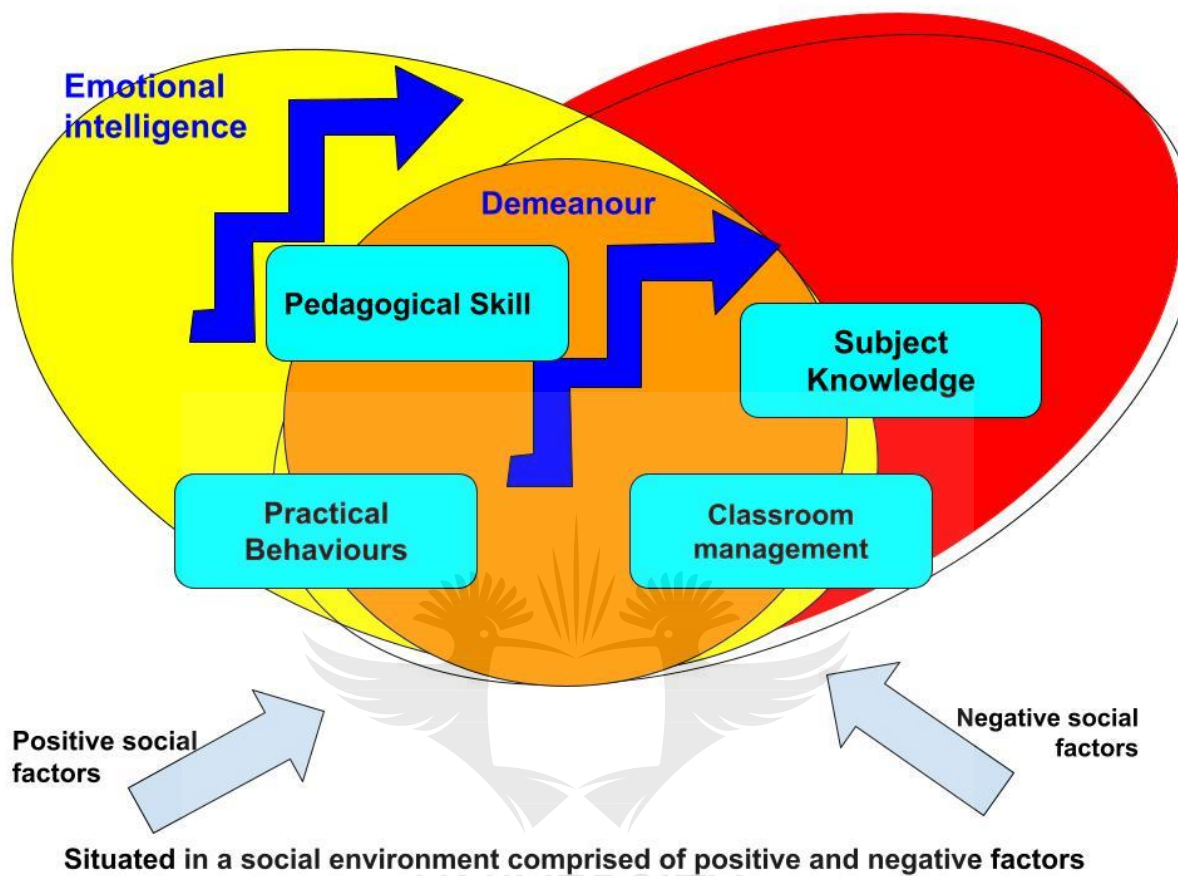
*Adaptations to the conceptual framework to accommodate the data.*



While I was analysing the data, I noticed that most of the responses fitted into the categories that I have indicated with stars: emotional intelligence, professional behaviours, subject knowledge, classroom management, content mediation and pedagogical skill. I decided to combine assessment and pedagogical skill into one category (as discussed below). I also noticed that second career teachers mentioned pastoral factors, like knowing a child's background and recognising their emotional state, fed into classroom management. Finally, it also became clear to me that the perception of the teacher in society directly influenced the professional behaviours of teachers. Given my new understanding of the data, I decided to reconceptualise my framework for this section by combining Tateo's (2012) model of teacher professional identity in which it is psychological, practical and sociological, with Akkerman and Meijer's (2010) model of it being multiple, discontinuous and socially situated.

**Figure 4.5**

*Depiction of the synthesis of the conceptual and theoretical frameworks*



This diagram represents the synthesis of the conceptual framework based on Tateo's definition of teacher professional identity, with its psychological, practical and sociological dimensions, and the theoretical framework based on the work of Akkerman and Meijer (2010) that proposes that identity is multiple, discontinuous and socially situated.

The yellow and red ovals represent the combination of positive and negative social perceptions of teaching, demonstrating how the identity of a teacher is situated in society. The multiple I-positions that the data in my study supported, are depicted by the light blue rectangles and the staggered dark blue arrows represent the ways in which emotional intelligence and professional demeanour drives the discontinuous development of the I-positions.

In this discussion, I decided to attempt to interpret the results using Akkerman and Meijer's (2010) framework for teacher professional identity whilst using the categories

described by Tateo (2012). I explore the various I-positions of teacher identity that the participants revealed, then discuss their development and, finally, identify the social influences on those roles and developments. The I-positions in the diagram and discussion are by no means an exhaustive representation of the multiple I-positions that a teacher can occupy. They only represent the way in which the data in this study was organised and interpreted.

I propose that the various I-positions that a teacher adopts are manifested in a variety of practical and observable behaviours linked to the various skills that a teacher needs to demonstrate in the classroom and the school community. The I-positions depicted in the diagram and discussed in the study are not fully representative of the identity of all teachers, they are based on what the participants in this study spoke about. These behaviours develop over time and are the observable demonstration of the discontinuity of teacher identity. The development of the I-positions is influenced by the emotional intelligence of the teacher and the psychological factors that inform their demeanour in these I-positions. Finally, a teacher's perception of their role in society and society's perception of them, influences the I-positions that they take on and the ways in which they enact those through their observable behaviour. Fraser (2018) states that the development of teacher identity progresses alongside the development of subject knowledge, pedagogical strategies, the acquisition of professional skills and the ability of the teacher to achieve the curriculum objectives. I argue that teacher professional identity is embodied through these practical demonstrations of skill (the I-positions) and driven by emotional intelligence.

This means that the practical dimensions of teacher professional identity provide the underlying foundation of teacher professional identity as they represent the I-positions. Fraser (2018) points out that teachers tend to define themselves in terms of their competence in the key practical areas of teaching. He states that teacher professional identity develops alongside the mastery of the practical skills of teaching.

The psychological dimension of teacher professional identity is enacted through certain behaviours and drives the continuity or discontinuity of these identities depending on how they are received in the context. Finally, the sociological dimension of teacher professional identity influences both of these factors.

The discussion will be presented in the following order:

The I-positions that teachers can occupy- classroom management, subject knowledge, pedagogical skill and practical behaviour. The emotional intelligence of the teacher and the factors that inform their demeanour will then be discussed. Finally, the influences of the social environment on teacher professional identity will be explored.

#### **4.3.4.1. The I-positions in teaching: The practical dimension of teacher professional identity.**

##### **a. Classroom management**

As identified by McNinch (2007) many new teachers aspire towards the goal of having control over their classes. This control manifests itself in terms of classroom management, subject knowledge, pedagogical skill and a set of effective practical behaviours that support this. Across the board, the ten participants and the five focus group teachers identified the school practical as the most effective way of learning classroom management skills. According to Brindley and Parker (2010), an individual's own school experiences as a learner also influence their idea of classroom practice. Many of the participants and even a few of the focus group teachers referred to teacher role models from their youth during the study. This suggests that modelling and experiential learning are the primary factors in a new teacher stepping into this I-position.

The literature speaks to the relationship between the teacher and the learners constituting the basis for classroom management (Steinberg, 2013; Beijaard et al., 2019). This was also identified by the participants as the need for communication skills and emotional intelligence.

##### **b. Subject knowledge**

The participants and the focus group teachers all spoke about the importance of subject knowledge. Appropriate subject knowledge is the foundation for a teacher's self-efficacy, and their ability to select and use suitable pedagogical approaches (Cochrane & Woolhouse, 2015). The focus group of older teachers looked to the three-year undergraduate grounding in subject knowledge as the basis for acquiring it. For second career teachers, their undergraduate days are sometimes decades in the past. Their subject knowledge is either forgotten or outdated and they rely on the internet to



develop their own resources, or a bank of subject material developed either by the Department of Education or their colleagues at school.

The participants all recognised that subject knowledge alone was insufficient. It needs to be supported by appropriate resources and pedagogical skills. In this regard second career teachers appear to need what Jenny referred to as ‘*some kind of Bible that said, “This is the lesson plan. This is in the curriculum for English for grade eight, you learn at a, b, c, and d.”*’. This is also where they differ from the traditional expectations of older teachers who see the production of universally used resources as disempowering for the teacher and the learner.

This instance is an example of how second career teachers differ from their first career counterparts because of the unique set of circumstances surrounding their entry into teaching. The prepared resources that older, established teachers view as potential laziness and a stifling of creativity, second career teachers view as a necessity for starting their classroom practice. Unlike first time students, second career teachers have families and many other commitments as noted by Buchanan et al. (2018) and do not have the time to develop banks of resources.

### **c. Pedagogical skill**

A notable gap in teacher training that the second career teachers spoke about, is content mediation: the way in which the curriculum is broken down into teachable units. I have discussed this under pedagogical skill because deciding on an appropriate unit of content is the first step in applying the skill to teaching it. In South Africa, the policy document that governs the curriculum and its management and assessment is the CAPS document.

Tateo (2012) comments that teaching should not be reduced to the simple enactment of strategies to achieve learning objectives. However, for professional entering teaching, the introduction to some current and progressive pedagogical strategies would be of enormous benefit. Gao and Trent (2009) noted this in their study: second career teachers may have current and valuable knowledge, but they need assistance in transferring this into the classroom. It was only Liezl, who qualified as a Foundation Phase teacher, who felt that she really benefitted from pedagogical skills learned during her PGCE.

The participants in the study identified that they learned most of their pedagogical skill from their school practical. However, what some of them called the 'nitty-gritty' of a teacher's capabilities is not something that can be completely modelled during the school practical. As suggested by Jenny and William, universities could offer an overview of how government schools operate in terms of structuring and assessing the curriculum as the Department of Education requires uniformity across its schools. All government schools are required to use the same programmes to capture marks, operate according to the same school calendars and offer subjects from the same list of options. It would not be difficult for universities to become familiar with these procedures.

The participants also linked pedagogy very strongly to assessment. Assessment is the culmination and quantifiable measure of a teacher's skill and yet there is no module in the PGCE that covers it. Participants often felt unsure about how to conduct assessments and allocate marks.

#### **d. The practical behaviours of teachers**

The participants identified practical skills like organisation, preparation, administrative skills, ICT skills. These skills play a large role in supporting classroom teaching, but they are not well addressed in the PGCE:

*'I really wish I learned all the other skills that you could possibly do apart from being the teacher in front of the class. How to use Excel, how to prep a mark sheet and the other roles- the grade head role.'*

The participants also identified that some of these practical behaviours like organisation, attention to detail and punctuality need to be modelled for the learners. The focus group took this idea a step further and said that mentor teachers should model them for student teachers.

### **4.3.4.2. The underpinning psychological factors in the (discontinuous) development of teacher professional identity**

#### **a. Emotional intelligence**

Second career teachers recognise the importance of being aware of teacher identity and the fact that it is a process of development. Second career teachers show an awareness of how emotional intelligence and interpersonal skills underpin the successful relationship between teachers, learners and learning in the classroom. This

also correlates with the views of the more experienced teachers. An awareness of these skills is expressed as cultivating and modelling particular emotional states: empathy, compassion, sincerity, kindness, passion and commitment. The participants and the focus group also spoke at length about the modelling of desirable emotions for learners.

Emotional intelligence is the ability to recognise, regulate and express emotions, as well as to generate emotions that facilitate thought, emotional regulation, and emotional growth (Cabello et al., 2017). At the level of classroom interactions, emotional intelligence is the ability of the teacher to recognise their own emotional state, identify the emotional state of the learners, and regulate the interaction to achieve the best learning outcome.

The participants identified that it was not only the demonstration of acceptable emotions on their part that is important. It is also the emotional awareness of the learner and the teacher's effect on that learner that affects the quality of the relationships that support learning. Sibuy expresses this when he says, *'Before you have the responsibility of teaching content, you have the responsibility to love those kids as much as you can. Because the minute you've shown them that love and how comfortable they can be around you, then it should be easy to get the content through to them, or into them.'*

The participants did not comment on any particular emotional regulation strategies, but they did recognise that teaching involved significant emotional labour. The second career teachers in this study also value emotional states such as honesty and sincerity which could indicate that they are already adopting the natural acting strategy as outlined by Lee (2011). Lee (2011) also states that teachers with higher emotional intelligence recognise the value of expressing their genuine feelings in a way that is appropriate in the school context. The focus group highlighted this when they asserted that learners *'know when you are lying'*.

As mentioned in the literature review, emotional intelligence underpins all of the dimensions of teacher professional identity. The participants in the study and the focus group all demonstrate an awareness of this in various ways. This is why I identify emotional intelligence as the factor that drives the development of the various I-positions.

## **b. The demeanour of a teacher**

The participants were asked about the qualities of good teachers. The data collected in this section defines the observable characteristics of teacher behaviour. What the participants spoke about was that good teachers display commitment, good communication skills and professional conduct. They consciously try to be a positive influence on a learner's academic journey and their lives in general. Memorable or brilliant teachers tend to be comfortable being themselves, dynamic, and use unusual and unorthodox methods. Sibule focused more on the idea of teacher behaviour as really underpinned by authenticity. One of the focus group teachers also spoke about identity related behaviours in the same way that Sibule did. She described her journey in developing her own teacher identity and relating it back to her personal and private beliefs and behaviours. McNinch (2007) highlighted the idea that the inner and outer lives of a teacher need to be congruent in order for them to maintain integrity in their roles. Furthermore, one's identity as a teacher is naturally constructed in a manner consistent with one's overall approach to life (Chapman & O' Donoghue, 2011).

Sibule also identified the importance of acknowledging the potential negative emotions in teaching by saying that it is impossible to please everyone in the teaching environment. Tateo (2012) notes the impact of negative emotions on teachers, particularly those that fall outside of stereotypically acceptable teacher behaviour. Second career teachers potentially bring new emotional behaviours to teaching, if they are able to accept the negative emotional side of it. The focus on authentic behaviour leads again to the demonstration of natural acting strategies (Lee, 2013) as a visible manifestation of emotional intelligence and emotional labour.

In the earlier discussion of the attributes of second career teachers, the importance of the skill of communication for prospective teachers was highlighted. Second career teachers speak about this skill of tailoring communication to the needs of the learners in their teaching practice too. Second career teachers speak about the various subtleties in tailoring communication. The awareness ranges from communicating with sensitivity to the learners in general, as described by Fiona, to tailoring communication to the specific needs of individual learners like Gwen and Kathy identify. Jenny and Tamara focus on the use of communication to connect with topics that engage the learners and then shape their teaching around that. All of this requires significant emotional labour and emotional intelligence.

Tateo (2018) highlights the importance of this very consciously tailored communication in good teaching. Like Li et al. (2018) found in their study, second career teachers consciously note that academic knowledge and instructional skills must be underpinned by sensitive and nuanced communication.

The teachers who are dynamic and unorthodox are the ones who seem to be able to connect with the emotions of their learners and draw them into the subject to make it enjoyable. McNinch (2007) comments on the performance of teaching activities and how their relation to student approval is important for the learning process. Patrick highlighted the importance of personal interaction and encouragement that a teacher can give to a learner, and the focus group spoke about the importance of teachers modelling desirable behaviour for learners- particularly an enjoyment of the subject that they teach. So much more than subject matter is being transmitted in these interactions.

Goleman (1995) pinpoints that emotions are the vehicle through which lasting, social learning takes place. He states, “Whenever a teacher responds to one student, twenty or thirty others learn a lesson” (Goleman 1995, p. 279). The lessons learned by these interactions are very strongly connected to communication, motivation and simply being in the world. Therefore, Goleman refers to teachers as “society’s agents”. It also highlights the importance of the teacher’s demeanour at all times. Second career teachers also highlight the importance of the role of teachers in society and the professional conduct attached to that role. The behaviour described by the participants ranges from an awareness of the social role of teachers in general, to their role in managing learning in a racially, culturally, and materially diverse society. Many participants were very conscious of the role that a teacher plays in social cohesion, particularly in a country with a background of racial inequality.

#### **4.3.4.3. The social situation in which teacher professional identity is situated.**

##### **a. The positive perceptions around teaching and their influence on second career teachers**

Second career teachers are aware of negative perceptions around teaching, but they overcome or overlook them. They did, however struggle against some negative perceptions amongst peers and family members and they are aware of a larger negative perception of teaching in society in general.

The family members and peers who supported second career teachers in their career switch also had positive perceptions of teaching and could match those to the characteristics of the participants. People who knew more about teachers and teaching, for example, mothers with school-going children, families where there were already teacher role models, and parents who attend school meetings had a more positive view of teachers and supported the career choice as a positive move for the participants. This points to the possibility that the move into teaching could be considered an emotionally intelligent choice on the part of the second career teacher. This will be discussed in more detail under the theme of emotional intelligence.

In contrast to the perception that teaching is rejected as a poorly paid job, the family and friends of William and Angela supported their move into teaching for the financial stability that it offered. Himli (2019) and Sibanda (2015) noted this attitude towards teaching as a career both in countries abroad and in South Africa.

Sibu and William both commented on the stature one can gain from being an educator. Kathy focused more on the meaningful contribution of the role in society. The focus group teachers echoed these views of teaching. Alongside the gathering evidence that second career teachers have very career-driven attitudes towards teaching as a career, the ideal of teaching as a vocation persists.

McNinch (2007) comments on what he calls the 'myths and fantasies' that surround a teacher's decision to teach and their affinity for teaching. He describes the idea that society believes that certain teachers were "born to teach" in that they had the vocational motivation and the drive to bring a passionate demeanour into the classroom. McNinch's (2007) comments around this idea are quite critical, but there exists a compelling argument for an affinity for teaching, a desire to take it up against the odds of personal and social criticism, that points to a strong vocational and emotional pull that teaching still represents to many teachers.

Even though primary motivating factors like altruism, personal interests and opportunities for creativity and social change (Himli, 2019) are present in the discussions with participants, there are still fragments of an undefined affinity in their stories. For example, Jenny and Gwen both stated that they had always wanted to be teachers, despite having pursued other careers first. Sibu also mentioned that, despite his actively fighting it, he had also always wanted to be a teacher. Tamara speaks

about having a 'knack' for teaching that a TEFL facilitator noticed. Many of the participants also spoke about a deep satisfaction and enjoyment that points to something more than just work engagement. Chambers (2002) and doubtless many other researchers have referred to teaching as a calling. I truly believe that for some people it is- which gives it an extended spiritual dimension. Tateo (2012) speaks about many facets of a teacher's work and identity that are not valued by the economy. This could be another example of such a factor.

Some of these sentiments were echoed by the focus group teachers. They focused on a teaching culture that encompassed an understanding of teacher professional identity. But they also identified an almost instinctive affinity that teachers had for one another, *'that's why we all get on so well'*. This speaks to an understanding of a particular code of ethics, behaviour, and purpose but also to a shared understanding.

On a final positive note, many of the participants have enjoyed the way that lockdown has made parents more appreciative of the skills needed to teach. Very recent research into the effects of online learning brought about by the Covid-19 pandemic suggests that without the presence of a teacher, learning has become more passive, and learners are more disengaged than in previous years (Diprose, 2021). Hopefully, this can be a turning point in the public perception of the value of teachers.

#### **b. The negative perceptions around teaching and their influence on teacher professional identity**

The negative aspects of teacher professional identity are largely centred around the poor remuneration that teachers receive. Tateo (2012) highlights this when he states that many of the skills involved in teaching are not valued by the economy. In addition to this much of the work of teaching, like preparation, organisation and marking happens outside of working hours, as does volunteering for extra and co-curricular activities (Horne & Laming, 2013). Varadharajan (2014) states that older, second career teachers tend not to be concerned about low salaries and lack of professional prestige. The caveat to that may be that if second career teachers are not concerned about the low salaries, their peers and husbands certainly are.

The participants identified the stigma attached to the low salaries in teaching, but also saw that the poor perception of teachers went further than that. There was a very strong perception that teaching does not require much effort. Many critical comments

centre around it being perceived as a half-day job (Nielsen, 2016). Many people in broader society believe that there is still a quasi-maternal child-minding element to teaching that does not require much skill or intelligence. The participants spoke about the perceived stupidity and lack of motivation to enter a more competitive career against which they needed to defend their choices. One participant, Fiona, even referred to her previous career in an effort to prove to peers that she is, *'more than just a teacher'*.

Tateo (2012) identifies that being a teacher is rarely sufficient in the eyes of society. It is important to be a 'good' teacher to satisfy the needs of all of the stakeholders in education. There is also a social expectation of perfection from teachers (Steinberg, 2013). These expectations link very strongly not only to the skills of a teacher, but also to the demeanour of a teacher. The emotional labour required to sustain this perfect teacher identity is considerable. Bauer and Troesch (2017) identify that when the demands of teaching become too much to sustain there is a 'stress-reaction' and a teacher's self-efficacy suffers (Beijaard, 2019).

Finally, Jenny and Sibule commented that it is up to teachers to raise the perception of teaching as a career. The poor public image of teachers is not only a result of minimal material rewards in the profession, but also the shocking and questionable behaviour of certain teachers. Patrick and Angela both identified that there are teachers who commit misconduct, who sexually abuse their learners and who bring the profession into disrepute. Angela and one of the focus group teachers chose to focus on how teachers need to value themselves more in general to lift the status of the profession. As shocking as the isolated cases of abuse are, they are magnified by the media and teaching as a profession is maligned. This is not any attempt to condone criminal acts, but it gives insight into why the public has such a poor perception of teachers in general and why teachers themselves tend to feel demotivated and undervalued. William identified the effect of this on actual teaching in the classroom when he commented that teachers have to overcome a lot of prejudice in order to teach effectively.

## **Summary**

The discussion attempted to draw together two models of teacher professional identity to create an over-arching comprehensive model for the second career teachers in my



study. This model is limited by the data gathered in the study and my interpretation thereof.

The discussion covered the practical I-positions of teacher professional identity, the psychological dimensions that drive its discontinuous development, and its situatedness in and interaction with broader society.

**Findings arising from this discussion:**

1. Teacher professional identity can be understood in terms of multiple I-positions directly related to the practical skills and roles that teachers occupy in the school environment. The development of these roles is discontinuous and driven by the individual's level of emotional intelligence and their demeanour in portraying that. Teacher professional identity is socially situated and influenced by the positive and negative perceptions of society.
2. Modelling and experiential learning are the most effective ways in which second career teachers learn classroom management skills.
3. Second career teachers need banks of appropriate resources to start their school practicals and teaching careers. They do not have the luxury of time and current knowledge that their first career counterparts do when it comes to preparing resources.
4. The PGCE is lacking in delivering a comprehensive understanding of all the skills that a teacher needs to support their pedagogy. Pedagogy is not just what happens in the classroom, it is supported by many skills like assessment, the mediation of the CAPS document and the ability to work with technologies that capture and organise marks.
5. An awareness of emotional intelligence and interpersonal communication drives all of the practical elements of teaching. It is the way in which knowledge is meaningfully conveyed. It is not just a set of acceptable behaviours; it is based on conscious emotional labour.
6. Second career teachers seem to be able to successfully integrate their public and personal lives in a way that allows them to adopt natural acting strategies with their learners.

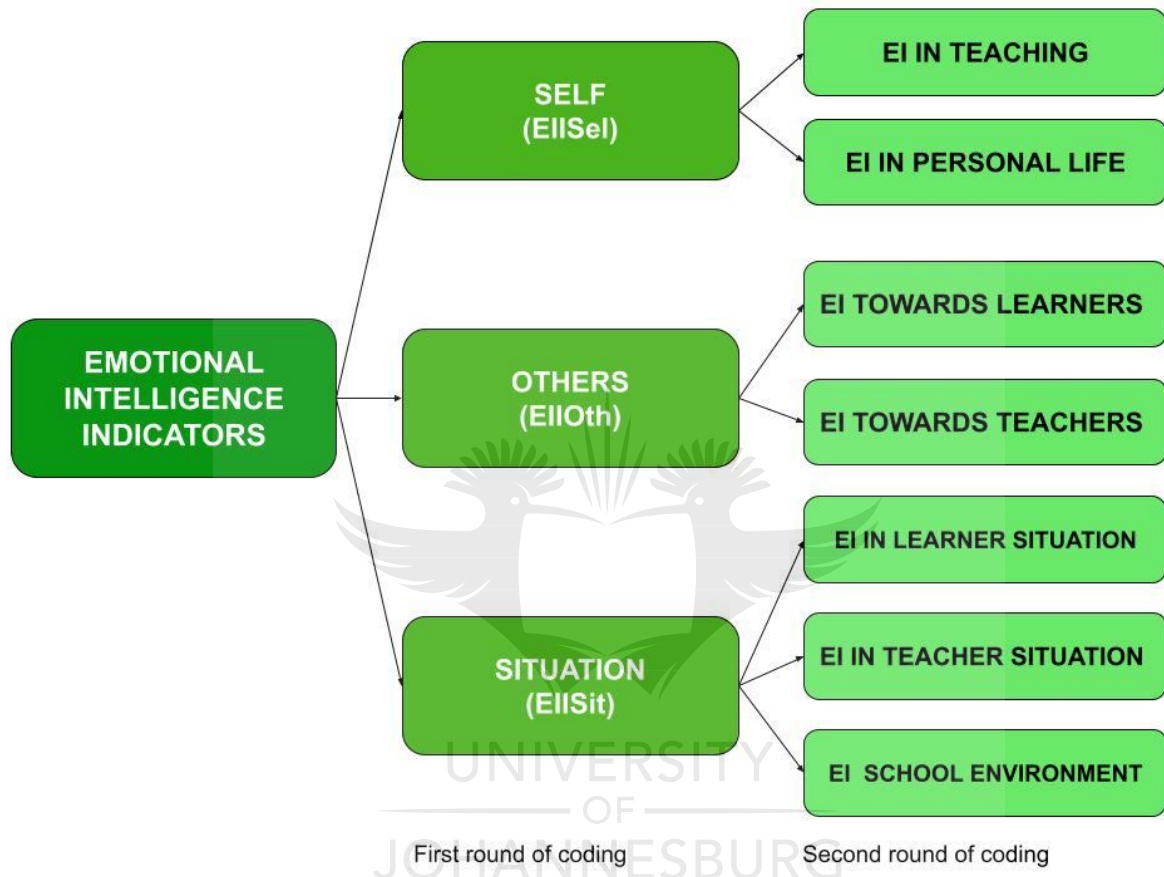
7. Second career teachers consciously transmit more than a knowledge of the curriculum to their learners. They are aware of the underlying emotions that support learning on a classroom level and a social level.
8. Despite a careerist's attitude towards teaching, many second career teachers view it as a calling or a vocation.
9. Teacher professional identity is poorly impacted by the negative perceptions of teachers in society which are exacerbated by the media. This puts pressure on teachers to strive for an ideal or perfection to prove their worth.



#### 4.4. Theme 3: Emotional intelligence indicators (EI).

Figure 4.6

First and second rounds of coding on the emotional intelligence indicator's theme.



Emotional intelligence is the ability to recognise and regulate emotions in the self, as well as in interactions with others. It is a key component of teaching and determines the quality of the relationships that a teacher has with all the stakeholders in education, as well as the quality of their classroom endeavours.

This is a highly subjective theme in this study. As the researcher, I have only limited insight into the way in which what the participants have said about themselves truly represents their internal emotional realities. I do not know how objective their appraisals of others are, and the situations they find themselves in. What I decided to do was to focus on the concept of indicators. In doing this, I have selected quotes that I believe indicate the presence of emotional intelligence.

The interview questions that focused on emotional intelligence indicators were designed to cover the three components of emotional intelligence related to second career teachers.

The questions from the interviews that focused on this theme were:

- 5.2. What do you wish you had learned from your teacher training before entering the classroom?
- 5.3. Tell me about the most challenging experience you have faced so far in your teaching career.
- 5.4. Do you feel that the PGCE could have provided any knowledge or skills that could have made that experience easier?
- 5.5. How important do you think it is for a teacher to have emotional intelligence?
- 5.6. How important is it for teachers to be trained to have good interpersonal interactions in the school environment?
- 5.7. To what extent do you believe emotional intelligence and interpersonal skills can be taught?

This resulted in the following sub-themes and codes in this section:

1. Emotional intelligence indicators linked to the self (EIISeI).
2. Emotional intelligence indicators linked to others (EIIOth).
3. Emotional intelligence indicators linked to teaching situations (EIISit).

As with the previous theme, I coded each of the interviews using the first set of codes. I then grouped responses with similar codes to analyse the similarities across the different participants (cross-case analysis). This led to the emergence of the second round of codes that provided the categories. I then matched the responses of the focus group teachers to these codes as a form of triangulation.

#### **4.4.1. Sub-theme 1: Emotional intelligence indicators linked to the self (EIISeI)**

In this sub-theme I hoped to explore the way in which second career teachers demonstrate emotional intelligence in terms of their self-awareness. The general statements from the first round of coding that are attached to this sub-theme cover a diverse array of experiences and interactions grouped around a central idea of self-awareness.

The participants all acknowledged the importance of emotional intelligence in teaching (G72). They also identified the interpersonal skills that come from emotional

intelligence as a vital component of a teacher's life (G77). The indicators of emotional intelligence in their responses to the interview questions showed insight into their skill at identifying and regulating emotions (G74). Participants also showed the ability to reflect meaningfully on challenging incidents in their teaching career.

On the level of identify awareness, second career teachers were concerned about the clash between their previous career identity and school values and culture (G30) and explored this matter with insight.

**a. Category 1: Emotional intelligence indicators related to the individual's self- awareness in teaching (EIISeIT)**

SCTs connect their personality, behaviours, and emotions to their attraction to teaching.

*I think it's because it gave me an opportunity to actually teach all the time. I think every other career I've had has had an element of teaching or lecturing whereas this gave me the opportunity to do it all day, every day.*

- Gwen

*I pretty much reinvented myself. And I think I found my niche and my passion.*

- Gwen

*I'm a people's person. So, I knew from a very young age that whatever career I needed to get into I had to be around people, and I had to talk quite a lot. So, I think just being around people and inspiring young people, I was always inspired by other people and I'm so chuffed when I'm around people that are inspirational.*

- Siby

*I don't I cannot separate, or I cannot describe my life or myself without having added teaching in. So, I think whoever whatever I bring it all comes with whatever I am I think that's what that same energy is sort of put into my lessons as well.*

- Siby

*I love always learning, when I was dealing with the kids I would have to look up different ways to manage the classroom. If one way wasn't working, what are some of the things I could do?*

- Tamara

I felt that these responses went further than just indicating the attributes of second career teachers. The participants really made a clear connection between their personal identity and teaching on an emotional level.

Second career teachers take this awareness further and can link their teaching experiences, and their insights into them, to the most personal manifestations of their identity.

*And very thick skin and absolutely essential, emotional intelligence. I think one needs to have insight into how people affect you. You need to understand what you know and what your response to people are.*

- Kathy

*You need some strength and some self-confidence to understand that it's not always about you. It's usually about them.*

- Kathy

*It was a homophobic attack with the learner, and I don't make it public knowledge to my kids that I'm gay. We don't discuss relationships; we don't discuss me. I think he might have just picked it up from my flamboyancy. He called me a faggot, that's in my first year... but this also that made me the strongest, that was the first time and the last time I cried in my teaching. And I told myself, I got back up and I said you know, "this is not happening again" but also at the same time I said, "I'm going to allow myself to feel every time I go through something".*

- Sibu

*I think it is very important and a big part of it [communication skills] will probably have to be about training teachers, to kind of, recognise and deal with whatever is happening inside of them in that moment. To facilitate the best interpersonal reaction.*

- Tamara

Second career teachers are willing to overcome perceived obstacles, they believe in the new identity and what they can accomplish.

*I would say I'm not as innovative, or as adaptable as I could be, but I think that is because of lack of experience... And I think I can be a little bit too serious also sometimes.*

- *Liezl*

*But the more I studied the PGCE, the more I realised that I didn't know how to teach... I realised that it was important because it taught me how to create a shared understanding between myself and the pupils about the material and allow myself to learn with the pupils, which is certainly not the way I was taught in apartheid South Africa.*

- *Angela*

Participants acknowledged the emotionally demanding aspects of teaching as a career.

*It's incredibly hard work very full time, and I was quite overwhelmed in my pracs as to how intense it really is and how hard. And it took me by surprise because I'm with people all day, I'm very used to working with people, I've seen some shocking disability and so I thought that there could be okay I'm used to intense human interaction, but the fact that you've got to be so committed because you need to be so connected every single minute that you're with those children, you don't have time to take time out or to take five minutes to collect yourself or whatever because you have 30 kids in front of you.*

- *Kathy*

*You know it's not a half-day job, if anything, I've never worked so hard. I worked harder than I did in corporate. It's just different, you just never switch off. And it's emotionally hard-core because children, need your attention the whole time especially the littlies.*

- *Liezl*

Although these two quotes begin to engage with the awareness of the learners, I felt that they illustrate the demands of sustained emotional labour on the self.

#### **b. Category 2: Emotional intelligence indicators related to the self in a personal capacity (EIISeIP)**

Second career teachers see the teaching profession as supportive of their lifestyles, personal goals and identity.

*I was still hoping to work out. Can I do this? You know with younger kids and not with the older teenagers that I was used to. And is this really what I want to do so it was*

*partly an explorative process of expanding my brain of learning some new things, of seeing whether this was actually a route that I would enjoy taking.*

- Kathy

*I thought it was a particularly good idea. I myself have two children and I thought if I could have the freedom to be a teacher and then have the school holidays with my kids, it would be great.*

- Jenny

*I think other family members have said to me, “You look so much happier. You look like you're in a better space”, and I think that's it. I think it came as a bit of a shock initially to some of them, but I know they've supported it.*

- Gwen

*I think prior to me becoming a teacher, I have always lived to make other people happy or just lived to sort of exist and have a cool job and not really know or do what I was actually passionate about, but also at the same time I'm so glad that it happened at such a young age.*

- Sibu

*I'm a huge fan of, you know, make the change, even if it's scary because being stuck where you're unhappy, is just not worth it especially spending, like, eight hours, a third of your day, it's a third of your life.*

- Tamara

*I just thought why was I fighting big corporates when this is the future of our planet and this is where energy and time needs to be invested.*

- Fiona

#### **4.4.2. Sub-theme 2: Emotional intelligence indicators linked to others (EIIOth)**

In this sub-theme I was looking for indicators of emotional intelligence manifesting as an awareness of the emotions of others. Participants spoke about three types of situations that link to the need for emotional intelligence in school interaction.

Firstly, participants recognised that emotional intelligence is important for teachers to be able to guide and mentor learners (G73). As an extension of this, the participants



also identified that emotional intelligence is important for teachers to be able to regulate learner emotions (G75).

Secondly, participants could recognise learner intentions and emotions in situations that they found challenging. Second career teachers found themselves in situations where learners were deliberately taking advantage of them as novice teachers (G65). In some cases, second career teachers experienced outright disrespect or harm from learners (G66).

Finally, as an extension of emotional intelligence and interpersonal skills outside of the classroom, second career teachers recognise that interpersonal skills are vital for supportive relationships with colleagues (G76). Second career teachers actively use emotional intelligence when they experience conflicts with colleagues and or managers at school (G67).

**a. Category 1: Emotional intelligence indicators related to awareness of learners (EIIOthL)**

Second career teachers recognise that emotional intelligence is essential to real engagement and collaboration with learners. Jenny and William expressed this on the level of empathy and understanding.

*Sometimes a kid might come late to your class and I never go crazy or shout at them if they're late, because there's always two sides to every story. Perhaps the kid is late because something awful happened to them, and then they don't need a rotten teacher shouting at them on top of it.*

- Jenny

*The content is available already with the internet. The guidance through it is required, but the emotional development needs a human being. There is no substitute for a teacher in that fashion. One must be able to empathise or sympathise if one can't empathise, to be apathetic is just a waste of time.*

- William

Gwen and Fiona both identify the value of emotional intelligence in dealing with children. Fiona picked up that children have different emotional needs and a different understanding of emotions. Gwen understood that her own emotional intelligence that had developed over time was valuable in dealing with her learners.

*I think the emotional intelligence does help and it helps you manage difficult and challenging kids better, I think, I'm not sure what I would have done with this, this child, this learner 20 years ago.*

- Gwen

*Children are definitely a different beast than an adult, and they're just different. Their emotions are more volatile, possibly in terms of emotions they don't know how to regulate, self-regulate.*

- Fiona

Sibu focused on the creation of a relationship with the learners to create the ideal emotional space for learning.

*Because the minute you've shown them that love and how comfortable they can be around you, then it should be easy to get the content through to them, or into them.*

- Sibu

Kathy and Liezl focused on the emotional skill that is needed to engage in the diverse array of communication within the school environment.

*I do think that it's absolutely central to pulling your scholars along with you. And being able to communicate appropriately. And with all the different personalities, because it takes different communication skills depending on who you're interacting with.*

- Kathy

*It is the ability to gauge where children are at. Because there are so many personalities involved in teaching: you've got parents, you've got management, you've got colleagues, you've got kiddies, you've got all walks of life. You're in a different relationship and type of relationship with all of them. And then you have to be able to adequately communicate and deal with all of them. I don't think you're going to be an excellent educator if you've got bad EQ.*

- Liezl

The focus group teachers also identified the importance of good communication and emotional intelligence in the relationship with learners.

*It gives you an opportunity to actually have a talk with this child. You will be surprised at how much information, and how much of an understanding you would have after that little discussion. So, this aspect, this profession really means a lot. It needs a lot from us.*

- *Focus group teacher*

**b. Category 2: Emotional intelligence indicators related to awareness of other teachers (EIOthT)**

SCTs recognise and value supportive relationships with colleagues. They also recognise that it requires skill to develop and maintain those relationships.

*I think it is important because it helps to build relationships. And I think you can't do this on your own. So interpersonal skills are important to actually build relationships with your colleagues, with the learners. And it also goes hand in hand with your EQ too.*

- *Gwen*

*In the school that you go into you really build a network with those teachers. And the way you interact with those teachers. Interpersonal [skills] does not only mean that you know we just talk to each other, somebody can be inactive in conversations and you could live in your own little bubble, and you're just there to teach and you attend meetings, but you know you don't give any sort of contribution but what we need to understand is, those interpersonal skills can either make or break a school. So, the better the interpersonal skills or, you know, the interaction is between the teachers and the better the school body.*

- *Sibu*

*So, if you don't have a good interpersonal relationship with somebody your EQ is not going to help you, and vice versa. No man is an island, and no teacher can teach her little class all on her own and you have colleagues that you need to rely on, because of the workload. It's also easier to share work, so you, if you have a good interpersonal relationship your colleagues might give you a cue-card, so you have to spend the night, making more flashcards... And it's also a matter of sharing, so, sharing knowledge sharing experience so now it's very, very important.*

- *Liezl*

The focus group also highlighted the importance of collaboration and communication between teachers at a school.

*[It's important] how you interact with other educators, I mean there's a lot. A whole great deal of learning that you get from your colleagues.*

- Focus group teacher

#### **4.4.3. Sub-theme 3: Emotional intelligence indicators linked to teaching situations (EISit)**

In this sub-theme, I gathered quotes that demonstrate the participants' awareness of how their situation influences their behaviours and that of the teachers and learners around them.

These responses range from individual interactions with learners and other teachers, to an awareness of the limitations or challenges of a particular situation. One situation that reoccurred frequently amongst the participants was the stress of teaching a subject, language or phase not in their original training (G64).

##### **a. Category 1: Emotional intelligence indicators related to interacting with learners in a specific situation (EISitL)**

Second career teachers are aware of the importance of emotional connections with learners and how these play a role in the learning process in the classroom. The interactions with learners are not always positive, but the participants showed emotional insight about their situations.

*I follow stuff on Facebook for hours on end. So that I know what's happening out in the world, I know what resonates with the kids. And because I'm so much older than many of the other teachers, I've had a lot of worldly experience. I've had parents die on me and I have had two kids. So, I've been pregnant, heaven forbid one of my learners should come and tell me she's going to have a baby, you just need to be able to work out from life experience, what is the right way to handle something.*

- Jenny

*I actually landed up taking these two kids to into the HODs office and I said, "I cannot anymore, and I need your help here." And the kids accused me of lying and twisting*

*the story and the HOD read them the riot act. So, it was, it was incredibly challenging. I think this kid kept me awake at night, trying to figure out what I could do differently.*

- Gwen

*You can't deny that like their emotions get in the way of their learning or will support the learning that the emotional state is part of who they are and how they be able to be in that class on that day. If you don't have an EQ, I mean, you might as well teach like you're teaching bricks because you're not actually considering the kids as individuals and taking that into consideration.*

- Tamara

*In my first year of teaching, I taught a class that was quite unruly. There were a couple of boys in there that were obviously out to prove something, and I really struggled to, to keep them under control. So as a first-year teacher, you know you're not as firm as what you become in time.*

- Fiona

**b. Category 2: Emotional intelligence indicators related to interacting with teachers in a specific situation (EISitT)**

Second career teachers can experience frustrations with colleagues and superiors. Their professional attitudes may differ from those of the teachers at the school and this can lead to difficult encounters.

*I was also told when I applied, I went to the principal when I finished my PGCE and said, "I really love it here, and I would love the opportunity to teach here". And two of the Science teachers turned around and said I wasn't qualified enough to teach Science.*

- Gwen

*Having so many superiors is difficult. At a school like this we have five deputies and we now have two English HODs. There are too many chains of command to follow through with. In my previous career that was very simple, the owner was the boss.*

- William

*It's colleagues that drive me nuts for me by far. I'm a subject teacher so I don't have my own classroom. It's very challenging because you have props and your things, you*

*carry everything with you, and I walk around between classes. So, even though school policy is that the class teacher must leave the classroom, but the class teacher is in the back and marks her books. The kids tune in to the class teacher you know she's like a demi-god with the littlies, I mean she really is just a princess. And, I had one or two teachers that just would never leave, and then would comment on my teaching style.*

- *Liezl*

*It's very unpleasant in a highly stressful job to be dealing with unpleasant interpersonal interactions with your colleagues.*

- *Angela*

**c. Category 3: Emotional intelligence indicators related to specific environments (EISitE)**

Second career teachers are aware that structures break down and their life experience and work ethic assist them in finding flexible solutions.

*Nobody could have predicted lockdown. But if you are a mature person who can remain calm in a crisis, and think smart, you would think about how you would want someone to tell your own kids that this is what's going to happen. So, you just need to think and be calm and reassure the kids.*

- *Jenny*

*It's very difficult to create a safe environment for them. So, if you are unaware of their emotional dramas, you certainly can't fix them. But you have to be able to mediate them, to the point where they could feel safe enough to work.*

- *Angela*

*Especially the black community, there is a problem, we do not have a culture of learning. It becomes a problem in the classroom because learners are into social media.*

- *Patrick*

*I was thrown in the deep end, and they didn't have a teacher to teach Creative Arts. I am not competent, skilled, qualified, equipped to teach Creative Arts at all. In fact, I*

cannot even draw a stick man yet, I was given the delightful task of teaching Creative Arts.

- Jenny

So, I worked as a grade one teacher which is not actually in my training at all because I did a senior phase in FET PGCE. And I had a class of 32 grade ones, which is far more than you should, actually I had two classes of 32 each of grade ones... So that was the most traumatic and challenging experience of my teaching career so far.

- Tamara

Teaching maths, and obviously I haven't done math since I left school. I don't know how many years ago. I have no training in maths whatsoever and I've kind of been left to figure it out on my own.

- Fiona

And I teach children who speak Venda and who do not understand any words in Zulu, learners who speak to Tsonga, and who also don't understand Zulu. I started to learn those languages. Even though I'm not perfect, I'm very proud.

- Patrick

#### **4.4.5. Discussion on the theme of emotional intelligence**

In this discussion I am essentially expanding on the emotional intelligence discussed as a part of teacher professional identity in 4.3.4.2.a. However, when the study was being conducted and the data was being analysed, I identified emotional intelligence as an underpinning element in all facets of teacher professional identity. Throughout the study I also noticed that I was using the coding for emotional intelligence in almost every concept that I was investigating. As I mentioned earlier, this is where my limitation as a researcher comes in: I have to admit that I have only identified what I believe to be the participants' conscious insights into their own actions.

What I propose in this discussion requires a slight digression into my own world as a teacher. In the English Home Language syllabus, the American novel, *The Great Gatsby* has been a long-standing feature of my teaching repertoire. The narrator in these novel comments, while he is describing a particular scene, 'I was within and without, simultaneously enchanted and repelled by the inexhaustible variety of life

(Fitzgerald, 1924, p. 24)'. In trying to conceptualise where the discussion on emotional intelligence falls within my study, it occurred to me that emotional intelligence is the state of being simultaneously 'within and without'. It requires the intimate knowledge of the self and its emotions as well as the ability to contextualise those emotions and regulate them in response to others. It is also the essential state of any narrator, and an I-position that the participants adopted in the study.

Every person who recounts a personal experience simultaneously occupies the I-position of embodied action in the narrative and the I-position of a commentator on their own words and actions. Emotional intelligence, however good or bad it may be in the individual, is the bridge between these two manifestations of the individual - the two I-positions that they occupy simultaneously. Converse (2011) highlights the goal of the phenomenological approach as to discover the essence of something and come to a new understanding of it. It is my proposal that emotional intelligence is the essence of the interactions between the I-positions, the development of the I-positions and the awareness of the environment in which they develop.

Emotional intelligence embodies the I-positions in the theoretical framework and the discussion on teacher professional identity, it drives the discontinuous development of those I-positions, but it also operates outside of teacher professional identity. Both McNinch (2007) and Tateo (2012) identify that teaching takes place where private and public identities intersect. Both the second career teachers and the focus group identified the importance of honesty and authenticity in teaching, and I have linked this to emotional intelligence and natural acting strategies (Lee, 2013). The intersection of private and public identities is also where emotional intelligence comes into its own. It is the medium through which all life experience is distilled and transmitted by the teacher, through the modelling of certain behaviours, the choice of texts, the demeanour in classroom management, the championing of certain causes.

As Goleman (1995) states, most children will attend some sort of school at some stage in their lives and when a teacher responds to one learner, all of the others learn. Emotions are also strongly linked to cognition and therefore important for learning, attention, memory, decision making and social functioning (Fried, 2011). Not only do teachers teach learners a vast array of skills, attitudes and concepts through their

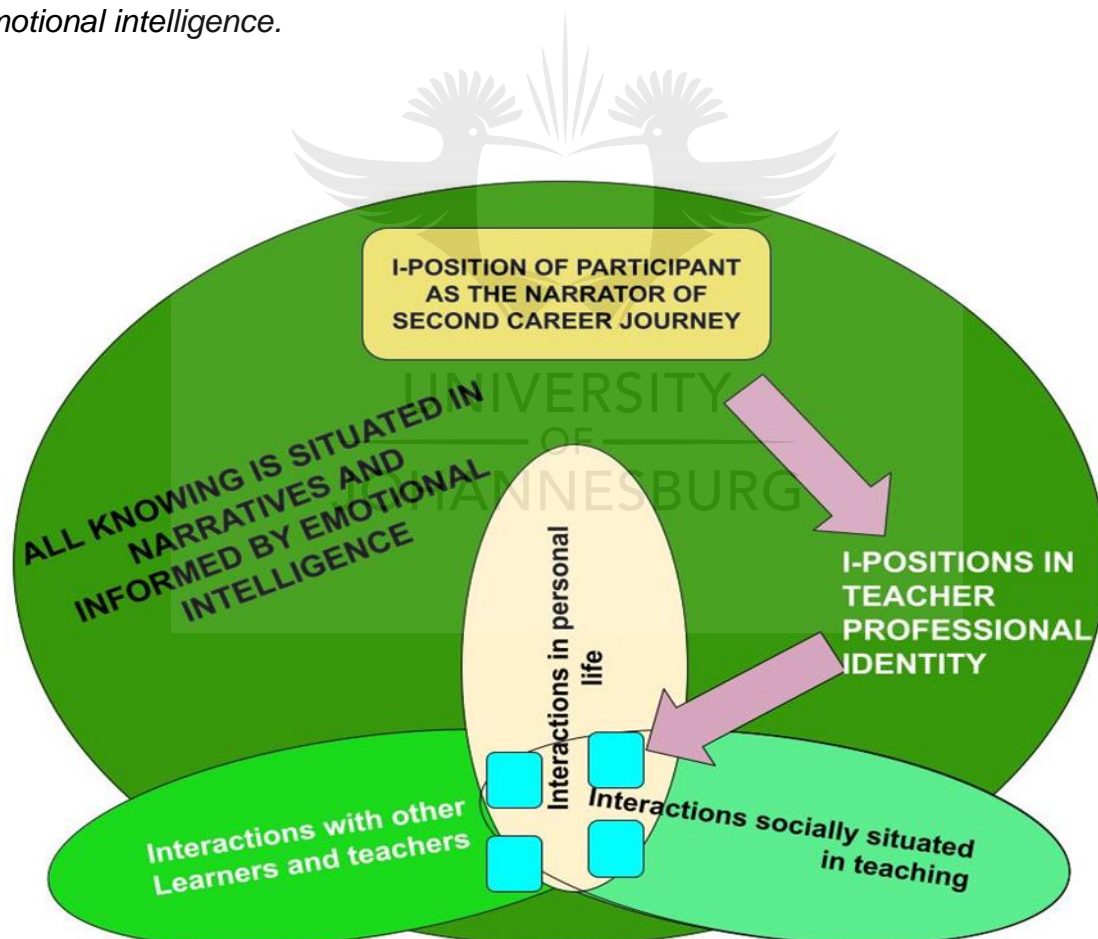


ability or inability to regulate their emotions, they also teach one another to be teachers.

Akkerman and Meijer (2010) propose that teacher professional identity is socially constructed, and I suggest that it is primarily done due to, or through emotional intelligence. As presupposed by the phenomenological nature of narratives, all knowing is realised through narration of embodied acting and the experiential process of knowing is realised through the process of enactment (Kuipers, 2005). During the narrative and afterwards, the interpretation and assigning of symbolic meaning to that knowing is mediated by emotional intelligence.

#### Figure 4.7

*Diagram depicting the interaction of the situated I-positions against the background of emotional intelligence.*



In the above diagram, the large, green circle depicts emotional intelligence as the link between the various contexts and I-positions a participant in the study can occupy. The smaller ovals depict McNinch's (2007) idea that teaching happens where private and public lives intersect. The small blue squares depict the I-positions that teachers

occupy inside teacher professional identity. The lilac arrows demonstrate how the participant can occupy the I-position of narrator commenting on the I-positions held in teaching.

The idea that I would like to focus on in this discussion is that the decision to enter teacher is an act of emotional intelligence on the part of the second career teacher. As demonstrated in the presentation of the data, second career teachers connect their personality, behaviours and emotions to their attraction to teaching. Furthermore, the participants really made a clear connection between their personal identity and teaching on an emotional level. Second career teachers see the teaching profession as supportive of their lifestyles, personal goals and identity. This, in addition to the previously discussed motivations of second career teachers to enter teaching and the insights that family and friends provided on the suitability of the participants for the profession, leads me to believe that it is accurate self-awareness (Goleman, 1995) that leads second career teachers into teaching.

Second career teachers take this awareness further and can link their teaching experiences, and their insights into them, to the most personal manifestations of their identity. This correlates with what McNinch (2007) states about teaching happening where the private and public lives of a teacher intersect. The life experience and work ethic that second career teachers have developed outside of teaching assists them in finding flexible solutions when structures break down and when they experience difficulties with learners and colleagues.

Tateo (2012) identifies that teaching evokes a good deal of negative emotions in teachers for which they have no acceptable outlet. Steinberg (2013) identifies that negative emotions mostly arise in teachers when they believe that they are not being completely effective in their work. In my study, participants acknowledged the emotionally demanding aspects of teaching as a career. They were surprised by the emotional load, but not deterred by it. Furthermore, second career teachers seem to have the emotional intelligence to accept and process the negative emotions that arise through interactions with colleagues and learners because they have the life experience and emotional intelligence from their previous career identities to rationalise and mitigate these emotions. One significant way that this was demonstrated in the study is that second career teachers experienced a considerable

amount of stress from being employed to teach subjects and phases outside their initial qualifications. They are resourceful and pragmatic about this; however, there could be more structured support. This will be discussed in greater detail in the section on future recommendations.

As Varadharajan (2014) noted, many second career teachers experience a 'culture shock' when they enter teaching. This can be seen in the way that many of the participants experienced difficulties adapting to life as a teacher. Through these experiences they highlighted areas in which their emotional skills and life experience were very valuable. Fiona observed that teachers could be more critical and not so obedient. Gwen struggled against the prejudice of the science teachers in her school but could attribute the cause of the problem to poor leadership within that subject department. Angela also experienced a conflict with her head of department and identified that the communication around expectations was lacking. In each instance, the participants could rationalise the situation and identify situational causes outside of themselves. This factor could mitigate burnout as their self-efficacy is not too severely impacted in these situations.

The discussion has explored the nuanced communication that second career teachers employ with their learners in 4.3.2.4.b. Gwen and Fiona both identify the value of emotional intelligence in dealing with children. Fiona picked up that children have different emotional needs and a different understanding of emotions from adults. Gwen understood that her own emotional intelligence that had developed over time was valuable in dealing with her learners. This strengthens the case for the importance of emotional intelligence in the nuanced communication with learners that has been described in 4.3.4.2. b.

In this discussion, nuanced and skilfully tailored communication includes a broader audience, such as other teachers, school management and parents. Second career teachers recognise and value supportive relationships with colleagues. They also recognise that it requires skill to develop and maintain those relationships. The focus group also highlighted the importance of collaboration and communication between teachers at a school.

Goleman (1995) states that schools can become the agents of social change through the spread of emotional intelligence. As Siby identified, the interactions that teachers

have with one another feeds the effectiveness of the school as an organisation in society. Therefore, the emotional intelligence that supports good interpersonal communication can strengthen the emotional literacy in society as a whole.

### **Summary**

Emotional intelligence represents both a driving force in the development of teacher professional identity, as well as the lens through which all life experiences are assigned meaning. A teacher is able to draw on all of their life experiences and use them to embody their teaching because of emotional intelligence. This is where the private and public lives of teachers intersect. It is also a factor in building resilience and self-efficacy as new teachers encounter and overcome personal challenges in their teaching careers (Beltman et al., 2011). During narration, the participants occupied the positions of narrator and teacher simultaneously and this phenomenon is supported by emotional intelligence as it requires insight into the self as a narrator and the self as the teacher.

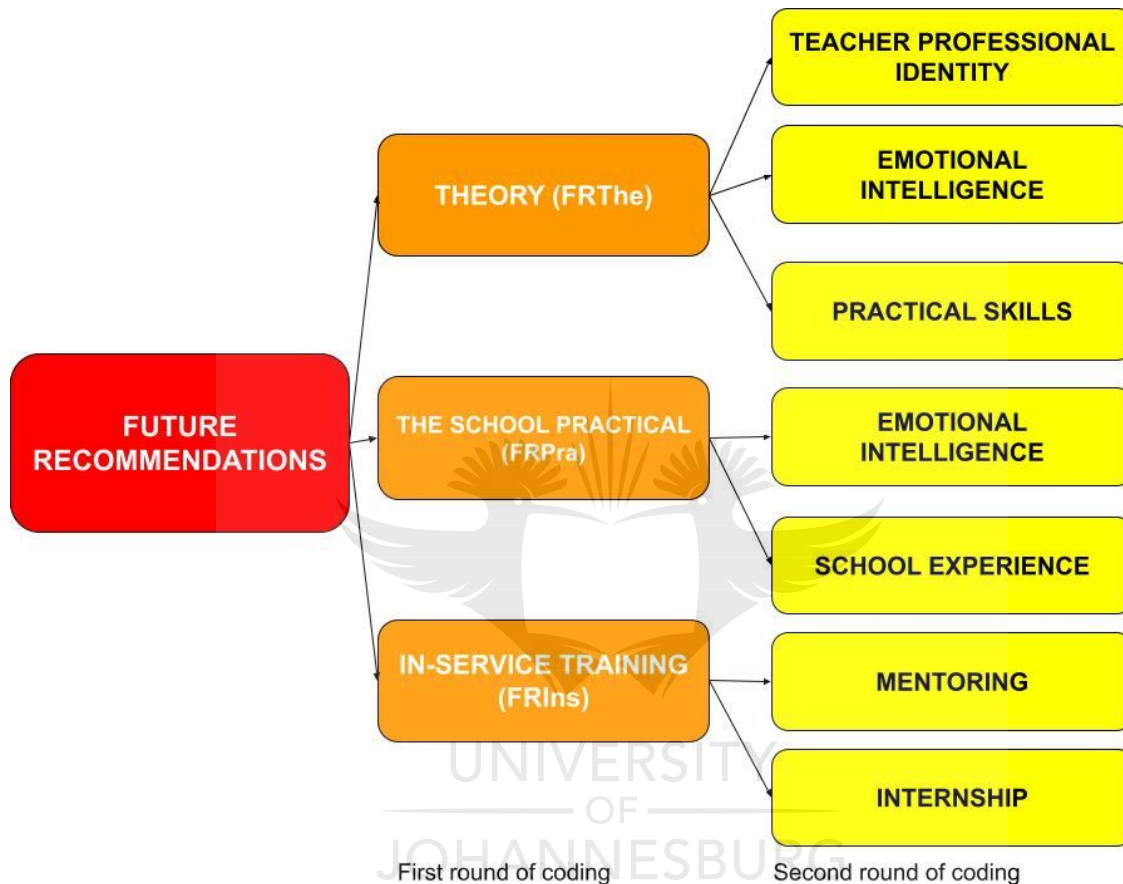
### **Findings emerging from this discussion:**

1. Emotional intelligence is the basis through which the private and public lives of teachers intersect. Emotional intelligence then becomes the conduit through which a teacher's life experience informs their teaching practice.
2. Honesty, sincerity and authenticity in a second career teacher's demeanour is supported by emotional intelligence and allows for the use of natural acting strategies. This protects the individual against emotional fatigue.
3. The decision to enter teaching is an act of emotional intelligence on the part of the second career teacher.
4. Second career teachers seem to have the emotional intelligence to accept and process the negative emotions that arise through interactions with colleagues and learners because they have the life experience and emotional intelligence from their previous career identities to rationalise and mitigate these emotions.

#### 4.5. Theme 4: Future recommendations

Figure 4.8

*First and second rounds of coding on future recommendations theme.*



The future recommendations drawn from the participants, in the individual interviews and the focus group, are a vital part of this study as they form the basis for addressing the second of the secondary questions, 'What recommendations can be made to include an awareness of identity formation and emotional intelligence in traditional teacher education programmes in South Africa?'. It is important to note that while the responses of the focus group tend to pertain to first career teacher graduates, the insights that they provide are also of value to second career teachers.

The following questions in the interviews addressed this theme:

- 5.1. When you started teaching what had you learned from the PGCE that you felt benefitted you the most in the classroom?

5.2. What do you wish you had learned from your teacher training before entering the classroom?

This resulted in the following sub-themes and codes in this section:

1. Future recommendations for the theory of teaching (FRThe).
2. Future recommendations for the teaching practical (FRPra).
3. Future recommendations for in-service training (FRIns).

As with the previous theme, I coded each of the interviews using the first set of codes. I then grouped responses with similar codes to analyse the similarities across the different participants (cross-case analysis). This led to the emergence of the second round of codes that provided the categories. I then matched the responses of the focus group teachers to these codes as a form of triangulation.

#### **4.5.1. Sub-theme 1: Future recommendations for the theory of teaching (FRThe)**

The participants identified that the PGCE seems to lack insight into the structure of the school system and the subjects involved (G68). Participants identified that universities could provide a clearer description of the day-to-day operations of the education system, for example, what duties a teacher performs outside of the classroom, the way in which schools and districts are structured under the Department of Education, and the different subjects on offer.

Furthermore, some participants felt that the PGCE is lacking in the psychological understanding of the learner and potential barriers to learning that they may face (G69). Some background knowledge in this area may help teachers to assist learners more meaningfully in the classroom.

Finally, some participants felt that the skills around emotional intelligence could be developed through a specific theoretical course attached to the PGCE (G81). Teachers would benefit from the basic awareness of the principles of emotional intelligence and then be able to develop the skills.

##### **a. Category 1: Future recommendations for the theory of teaching related to teacher professional identity (FRTheTPI)**

Second career teachers feel they would benefit from some knowledge of the potential barriers that learners may face.

*I think if we did a bit more looking into psychology, with the kids. I think that could be really beneficial. Teachers should not be the ones diagnosing but we should actually have the tools to say there's something amiss here and I think we kind of pick it up. In the PGCE I don't feel like we were ever trained with, "look, here's some of the early signs of ADHD". You can't diagnose that but if you're seeing these issues, recommend the kid go to see someone.*

- Tamara

*I realised that is what was lacking, especially with for teachers is to identify the type of learners that they teach.*

- Patrick

**b. Category 2: Future recommendations for the theory of teaching related to emotional intelligence (FRThe EII)**

Second career teachers identify that the theory behind emotional intelligence can be learned. This would make a new teacher aware of these skills and give them the ability to develop them over time. Sometimes teachers are told that they are only subject matter experts and should not get involved in areas other than that. However, some of the PGCE courses offer a 'Pastoral Studies' module that the participants found helpful.

*It is an essential thing to know. So perhaps, in going back to the disrespect question, and there could be some course material around emotional intelligence. Again, that would be very useful.*

- Kathy

*Maybe they could do more assignments [on emotional intelligence], although I had one silly assignment about how you would cope if a kid came and told you that they were being beaten by their parents and you had to work out that one shouldn't get involved too much, because you're not an expert in that field as an English teacher.*

- Jenny

*It's [emotional intelligence] probably something along dealing with challenging situations or dealing with challenging kids or what to do when the kids actually are doing everything to get a rise out of you... I mean you can learn the theory behind it.*

- Gwen

*Well maybe the pastoral care module was useful. It was interesting because it just explained the main religions that we find in South African schools. I mean, I come from Christian National Education so I didn't get this education myself, but it explained different religions, including ancestor worship, and how, what the fundamental beliefs were. And so, it prepared me for a classroom of multi-faith learners.*

- *Angela*

*You have to know different cultures If they are not inclusive, how am I going to embrace that different culture and accept them? School taught me that I have to accept other people's cultures. It's not a case of I like them, or I don't like them, I've got to be inclusive. Because it's their culture. I must be inclusive, and I must be able to be diverse.*

- *Patrick*

*I think if they can establish maybe a course or a module that can maybe have people who can teach this [emotional intelligence], it is important. I know that it is difficult. But I think it is important. I think that the question that you asked, it leads me to think more and more.*

- *Patrick*

The focus group teachers also identified the importance of an understanding of diversity in schools.

*I don't know how we can actually, in one of their modules, add diversity because they need to understand that they are unique, but they'll enter a sphere of diversity when their uniqueness is going to be appreciated but they also need to appreciate other people's uniqueness.*

- *Focus group teacher*

### **c. Category 3: Future recommendations for the theory of teaching related to practical skills (FRThePra)**

Second career teachers feel that they could be better prepared by the universities for School Practicals with an understanding of how schools are structured, how they relate to the Department of Education, the subjects on offer, and the full understanding of skills that teacher may need.



*There are many subjects that are now in the curriculum that I didn't even know. Can I be honest? I didn't know some subjects were Matric subjects. There is now a subject Sports Science Management. I have no idea what that really encompasses. I don't know what qualification you need to teach that. And I didn't know it was a Matric subject. There are new things coming in now. But I think as a teacher, you should be a little bit more equipped to understand what some of these other subjects teach.*

- Jenny

*What would qualify someone to teach Tourism if I wanted to stop teaching English and teach Tourism? Can I go back to do another PGCE? How do you sign up for it? I don't know. As a PGCE they don't promote further studies. Can you do an Honours then once you've got your PGCE?*

- Jenny

*I really wish I learned all the other skills that you could possibly do apart from being the teacher in front of the class. You know, how to use Excel, how to prep a mark sheet, how to do the other roles, the grade head role. I really wish that there was something, that you could actually... this is a module that if you want to be a potential grade head or do pastoral care, this is the module that you can do just as an optional thing. I think they focus too much on the methodology and how to teach the subjects but not how you can further grow yourself in the education sphere.*

- Sibu

*An analysis course on the structure of the public school system might have been useful. The explaining of the public school system and the terms of like gazettes and job vacancies and that sort of thing would have also been useful maybe like a life orientation kind of module that also just explains to you how it works with the department with your pension, the practical things put it that way I mean at the end of the day, the PGCE is supposed to be a more practical hands on kind of preparation and the admin side I feel they definitely could have given me a bit more there.*

- William

*I don't know how they would have done this, but a little bit more prep, in terms of the admin. And I mean I know it's different from school to school and certain things, but it involves like getting an idea of how the mark sheets look, those are pretty standard*

*across government schools, because we'll have to have the same assessments and things like just seeing how it's done, would have been very useful. And a few more practical classroom management things. I mean, you get a bit of it, but some more suggestions would have been useful, and how to manage that within a context with your constraints, if your time is so limited because you've got such so much curriculum to get through.*

- Tamara

*I wasn't completely aware of the nitty gritty of the operations on the school around marking deadlines and all those things that led me to make some mistakes because I didn't understand what I was doing.*

- Angela

*Not that I was told this, but the Gauteng Department of Education has a specific way of marking in that subject. And that had not been taught to me. So, if that had been covered in the PGCE, it might have helped me although no one told me that I was meant to do that anyway.*

- Angela

Participants also felt that some preparation before the school practical commenced would have been ideal.

*I think that would actually help if you did classroom scenarios. And it would be things like your voice, speak slower. You know I don't use big words or things like that would have been far more beneficial... writing on the board is difficult, no one teaches you how to write on a board. I think more of the practical aspect of it.*

- Gwen

#### **4.5.2. Sub-theme 2: Future recommendations for the teaching practical (FRPra)**

Every single participant highlighted the importance of the teaching practical. This was the area in which they believed that they had gained the most beneficial information. However, they still felt that the PGCE is lacking extended and varied practical and mentorship opportunities. Furthermore, the school practical could be structured more effectively and characterised by a collaboration between the school and the university.

**a. Category 1: Future recommendations for the teaching practical related to emotional intelligence (FRPraEII)**

Second career teachers are open to learning and practising the skills of emotional intelligence in a controlled setting. However, they do also firmly believe that a good deal of the skill is innate.

*I think emotional intelligence has got to be done as a prac away from the scholars, where people are given insight into how they communicate and what nonverbals they use and how they come across. It's quite intense and would require quite committed lecturers. You can learn those skills if you're given constant feedback, it's quite difficult to gain insight into your own emotional responses and your own communication skills without feedback from insightful people. I do think that that's a challenge in terms of who's out there to teach those skills. I didn't have positive experiences with my lecturers during my PGCE in terms of feedback or constructive input.*

- Kathy

*Unfortunately, emotional intelligence is going to have to be towards the experiential learning, constant scenarios of case studies and being taught through that. I think also for me emotional intelligence and just psychology, in a sense, is just innate. It was an innate ability just understanding people was an innate ability.*

- Sibu

*It is something I think if you are going to teach, it is going to be through practice. You can't give out a whole bunch of articles and consider that it is taught. It has to be something like, "let's practice how we use our ideal words or phrases or things like that". You've got to think about cultural contexts and teach them to think about the cultural context, because when you're interacting with somebody, you need to be aware that they might be seeing something differently because of where they're from. To teach EQ is almost impossible. You can't teach somebody IQ. It comes through kind of their exposure and learning how to be a compassionate person I guess.*

- Tamara

**b. Category 2: Future recommendations for the teaching practical related to school experience**

Second career teachers all identified that a longer and more varied school experience would be beneficial. School experience should be governed by uniform principles across all schools and characterised by collaboration between school and university. Student teachers are often abused or misused on their school practical and therefore do not experience the benefit of the time in a classroom with an experienced teacher.

*I'm sure there are many schools who take advantage of student teachers and they milk and abuse them. And the teacher in charge just thinks it's a free for her and they let them run the class and really teach the lesson. But at some schools, I would imagine they are a lot stricter and then police exactly which of these are they willing to part with because you are on such a tight schedule to finish the curriculum that you don't really want a student teacher coming in and doing a fun lesson if it's not part of your plan. If you've got a finish a set work, you don't want someone now wasting two lessons.*

- Jenny

The focus group teachers identified the abuse of student teachers as a concern too.

*I don't know about you, I've observed that so many educators find this as a break in teaching. They don't even monitor anything. And then the opposite of what the time is about... And I have seen them abused at the school as well: they get put onto invigilation, all of the playground duty, all those things. They are running ragged, and they get blamed for everything and then actually there is no real help. It breaks their morale. They are just being dogs.*

- Focus group teacher

Many of the participants wished they had had the benefit of a longer school practical with more diverse experiences.

*I think they should have extended their time their practical terms. Most PGCE programmes do 10 weeks. I think if they extended that. Not just be comfortable in one particular school but do rounds in different schools.*

- Sibu

*Just a more experience I would have almost wanted the prac to be longer. I wish I had longer pracs so that I could be more comfortable.*

- *Liezl*

Lecturers should actually do the school visits and provide clear guidance and expectations for the student and the mentor teacher.

*I would have liked them to actually come and observe my practical. They were supposed to, but I was so far out. They just accepted my portfolios. They didn't send anybody out. I've never met a lecturer, they never came through, never spoke on the phone.*

- *William*

*I did my PGCE through a correspondence university which is online. So, there's absolutely no contract, apart from emails with a tutor or lecturer... You can't teach it in the way that I did mine. It was all online with no feedback.*

- *Liezl*

The focus group teachers also highlighted the importance of the feedback from the lecturer observing the lessons.

*The proper guidance must come from that lecturer who came and sat in on that lesson. Because that's, I can remember from my student days when he came to sit in. And we took that constructive criticism that he gave us. We took the points that he made about our teaching, we went back to methodology, we went back, and we corrected.*

- *Focus group teacher*

#### **4.5.3. Sub-theme 3: Future recommendations for in-service training (FRIns)**

The future recommendations for induction, in-service training and mentoring came mainly from the focus group. I deliberately asked this group to engage with this question as many of them were heads of department and subject facilitators. This means that as part of their professional role, they would implement strategies to support teachers who are entering the profession. They were also very interested in actively supporting new teachers, instead of blaming either the universities or schools. The two areas that this group highlighted were mentoring and in-service training or internships.

*So, I find it's not really progressive to blame it on the system. We need to find ways and means in our own different spaces, because we are now starting to have a whole lot of young people joining in this profession. What are we doing?*

*- Focus group teacher*

*I think the paradigm shift has to happen in both sides. I think that the university or the teaching institution can be a great broker between mentoring between students or new teacher and an experienced teacher, and that's not happening.*

*- Focus group teacher*

**a. Category 1: Future recommendations for in-service training related to mentoring (FRInsM)**

A key feature of mentoring in schools that it is usually done by an older more experienced teacher in the same school as the new teacher (Devos, 2010). This is essential for the development of teacher professional identity and emotional intelligence. This process can be guided by schools and universities. Participants were aware of the value of mentorship and advice from colleagues.

*You know, the deputy head runs the professional development for the new teachers? So, I don't know if every school offers something like that.*

*- Gwen*

*I think that's important in the profession for a school to delegate a mentor to a mentee, and it doesn't necessarily need to be an HOD, just somebody who's got experience in the same field and the same subject. I think is imperative for any new teacher doesn't matter what age or what subject or qualification it's a new field the experience needs to be guided.*

*- William*

*It was definitely her that stole something from a friend, but I didn't have proof. So, it was a difficult situation for me to handle, but there, colleagues then came in very handy because they're old hands and they have handled this before. So, I got lots of input from them on how to deal with it.*

*- Liezl*

The focus group teachers had more structured ways of approaching mentorship because many have had the experience of providing it.

*In the last couple of years, I've instituted in my own department, I made two or three new hires. And I said to them, "You can only take the job, if you're willing to go on a mentorship programme". And it has worked. We as older teachers need to realise the fact that we do have to mentor.*

- *Focus group teacher*

However, the focus group also identified that mentorship is a skill, it does need to be taught to the mentor themselves.

*I think I don't know how to mentor. I'll say it clearly. I don't know how to mentor a student teacher... we should be inspiring the new teachers, but I think some of our cups are empty. We haven't been inspired in years. And we're just like, "sorry!"*

- *Focus group teacher*

*Yes, and a lot of us are too busy so we are also told, "oh you know that's a new teacher yeah, you look after her and show her where the bathrooms are," and you say, "okay fine, look, here's the bathroom." And that's all you've got time for. You've done your mentorship. And you're right, it has got to be far more structured.*

- *Focus group teacher*

*As teachers they think that we can mentor straight away. But you know, maybe teachers need to be taught how to mentor, because it's very different to mentor than to teach. Very different. You know, and I think that the blame doesn't only sit on the new teacher. It sits on us and maybe it's on us because we don't know how to mentor.*

*-Focus group teacher*

## **b. Category 2: Future recommendations for in-service training related to internships**

The focus group came up with the suggestion that structured internship could be done during the teaching qualification. However, this should be regulated to avoid abuse of new teachers who would now depend on the schools for the completion of their qualification.

*I actually feel for them. I think they're not getting adequate support and a lot of them also come in with... you know there are things creeping in like a lack of understanding that you can't be buddy-buddy with the children, you can't go drinking that day, you can't fiddle around with them. And I know that sounds really old school, but they don't. There doesn't seem to be an understanding and a lot of these interns are pushed, they are given full classes and lots to do, and just because they are good at coaching soccer or whatever. Then they are pushed, and I think the children suffer at the end of the day.*

- *Focus group teacher*

*I think we have a big responsibility to actually find a way to do a proper induction, because the truth is we will now move out of the system and what are we? What would we have done to actually change this and impact this generation that comes on board?*

- *Focus group teacher*

*I mean this is just pie in the sky stuff, but wouldn't it be wonderful if we can do an internship for teachers, but while they are still studying. The old Technikons used to do to do six months practical and six months of academic because they're in the profession, while they study, and they see, they are learning as they go along. Because I know I only really learned about classroom practice when I was dumped into school.*

- *Focus group teacher*

#### **4.5.4. General recommendations around the PGCE**

Many of the participants experienced great difficulty because of the new policy around learning an additional official language of South Africa, at university level. The policy was either poorly explained or it prevented them from qualifying in their chosen subject and phase. The recognition of prior learning and the support in matching that to an appropriate course of study could improve.

*There were one or two things missing from my qualification to allow me to do it. But you had to take English and another South African language, one of the 11 official languages. And in my HR degree, I certainly didn't have Zulu, Xhosa, Sotho anything like that. I had to take another language to be able to first qualify to apply to do a PGCE.*



- Jenny

*To qualify as an English teacher, I had to do my PGCE didactic as English, obviously, which I thought at the time I would already qualify for because at university, but I skipped in my first year because my ability was already good. So, I went straight to second year English in my first year as electives. So, when I got to the other university. They said I had to do 101 and 102, which I thought was ridiculous, but whatever. And I also did a bit of psychology at university which I thought would qualify, but again not. I went from third year subjects to first year subjects, and I thought that strange for post grad, I thought it would be level three or higher or any of the electives that I may have missed on after my lowest scoring one. So that's why I say I just felt like bureaucracy, making me do 101 after I did 303 six months ago.*

- William

*I never could get a real clear answer, of what subjects did I needed to have where and on what level and on what tertiary level so that I can teach high school and somehow I got to the conclusion, talking to a lot of people that you need at least, a school teaching subject at second year varsity level to be able to teach matric. But I mean, I definitely never got a definitive answer from any university on that. My second-year subjects were all Law, and Economics and Political Science which are not school subjects, so I couldn't teach anything I had to do foundation phase.*

- Liezl

Secondly, many teachers are either employed to teach subjects and phases that they did not qualify in, or they wish to teach a different subject or move up into a management role. With the availability of online courses growing in South Africa, it could be possible for universities to offer individual modules that would assist teachers in gaining the relevant skills to match their changing professional needs.

#### **4.5.6. Discussion of the future recommendations for teacher training**

In the previous discussion on emotional intelligence, I proposed that the emotional intelligence of teachers supported teacher professional identity and communication skills and therefore, the overall functioning of the school. If, as Goleman (1995) hoped many years ago, schools are to become the agents of change in society, the capacity of teachers to stay in education and contribute to it must be built (Callahan, 2016). The

task of supporting new teachers is a challenge for education systems worldwide (Geeraerts, Tynjälä, Heikkinen, Markkanen, Pennanen & Gijbels, 2015).

This discussion deals with two areas: firstly, the potential gaps in teacher training that can be mitigated by the inclusion of specific modules in the PGCE and secondly, the support that schools and the Department of Education could offer new teachers.

In terms of additional information that could be supplied by the universities, participants identified that they would benefit from some knowledge of the potential barriers that learners may face. They also identified that the theory behind emotional intelligence can be learned. This would make a new teacher aware of these skills and give them the ability to develop them over time. This corresponds with the recommendations made by numerous international studies (Beijaard et al., 2019, Cabello et al., 2017, Li et al., 2018).

Second career teachers feel that universities could prepare them better for school practicals with an understanding of how schools are structured, how they relate to the Department of Education, what subjects are on offer, and what constitutes a full understanding of skills that teacher may need. Horne and Laming (2013) highlight the fact that second career teachers are essentially remaking themselves as professionals. Consequently, they need information about the organisational culture that they are about to enter and a realistic scope of a teacher's workload.

Buchanan et al. (2018) identify that universities are often criticised for not being able to respond effectively to the needs of second career teachers. The reason for this is two-fold: firstly, in South Africa the popularity of the PGCE has increased substantially over the years. A study by Verster and Sayed (2020) on the PGCE course at a South African university of technology revealed that enrolment in the PGCE has increased from 10 students in 1994 to 207 in 2015. If this trend is experienced by all institutions that offer the PGCE, it means that the demand for the PGCE is twenty times bigger than it was when the course was first instituted. Verster and Sayed (2020) note that universities are expected to deliver the PGCE to this increased number of students without increasing the resources to meet the demand. Secondly, it is important to remember that for some second career teachers, just as their underpinning bachelor's degree knowledge is sometimes decades old, so is their last experience of a school

classroom. Verster and Sayed (2020) identify that the PGCE does tend to rely heavily on the content taught in these bachelor's degrees.

Furthermore, as identified by the focus group, participants may have had poor teachers as role models during their schooling. The South African school system has also undergone several reforms since many second career teachers were learners at school (Cross & Maodzwa-Taruvinga, 2012). Second career teachers appear to be looking for a structured overview of teaching as a career- which is in line with their careerist approach to teaching. As Sibuyi states, 'I think just like any other career, you want to grow and develop and see what channel or which career path in education you want to go into'.

Sulistiyono, Mukminin, Abdurrahman, and Haryanto (2017) identify the school practical as a bridge between the knowledge taught to a prospective teacher in university and the reality of teaching in a school. It is possible that universities rely too heavily on the school practical to fill the pedagogical gaps in teacher training. The school practical mostly consists of student teachers observing and imitating the practices of the teacher to which they are assigned (Chunmei & Chanjun, 2015). If, as the participants and the focus group all identified, a student teacher is neglected or misused on a school practical, the quality of their learning in this important area will be compromised. There are also no modules dedicated to the preparation for the school practical which leaves the gap between the theoretical preparation for teaching and the practical experience of teaching wide open. It is not only in South Africa where university preparation and the practical experience in school is out of sync. Chunmei and Chanjun (2015) summarise the experiences of American and German teaching students and describe the school practical as 'an appendage' unrelated to the course work in teacher education.

Furthermore, the school practical needs to be structured and regulated. According to Sulistiyono et al. (2017) research suggests that universities and mentor teachers in schools need to improve the quality of their supervision of student teacher. The second career teachers and the focus group each noted that, because the school practicum is not well regulated, student teachers can often be neglected or even abused by their mentor teachers or the schools where they are placed for the teaching practical. The

quality and effectiveness of the school practical experience can definitely be enhanced if schools and universities collaborate more closely (Sulistiyo et al., 2017).

Every single participant highlighted the importance of the teaching practical. This was the area in which they believed that they had gained the most beneficial training and insights into teaching. However, they still felt that the PGCE is lacking extended and varied practical and mentorship opportunities. Chunmei and Chanjun (2015) examined the school practical experiences of Chinese ESL student teachers. Their observation that a six-to-eight-week school practical constituted 'marginal' experience, in comparison with European schools, is interesting. The reforms implemented by the Chinese Ministry of Education to address this included a minimum of one semester spent on the teaching practical. This would constitute about 11- 12 weeks as a term in a government school in South Africa as opposed to the 8–10-week PGCE practical.

The focus group teachers highlighted the importance of the feedback from the university lecturer observing the lessons. The participants' narratives revealed that, in some cases, lecturers did not even observe their lessons, so there was consequently no feedback.

The future recommendations for induction, in-service training and mentoring came mainly from the focus group. I deliberately asked this group to engage with this question as many of them were heads of department and subject facilitators. This means that as part of their professional role, they would implement strategies to support teachers who are entering the profession. They were also very interested in actively supporting new teachers, instead of blaming either the universities or schools. Callahan (2016) states that mentoring should not be a choice, but a responsibility in schools and this connects very strongly to the suggestions in the focus group that older, more experienced teachers should give back to the system by mentoring and supporting new teachers.

Mentoring in education has a historical background of success dating back to the 1970s (Callahan, 2016). It is a relatively short-term intervention that significantly boosts the professional skills of a teacher. Mentoring could be essential for the development of teacher professional identity and emotional intelligence as it traditionally focuses on professional behaviour and introspection (Devos, 2010). This process can be guided by schools and universities. Participants in the study were

aware of the value of mentorship and advice from colleagues, but this was mostly in informal settings.

Mentor teachers occupy a difficult and nuanced position because they are expected to provide for the developmental needs of mentees and fulfil the expectations of the school management at the same time (Aslan & Ocal, 2012). The focus group also identified that mentorship is a skill that needs to be taught to the mentor. Callahan (2016) concurs with this and proposes that mentor teachers be provided with short courses in educational leadership. Aslan and Ocal (2012) add that mentors also learn a great deal through their roles whilst on the job.

The importance of emotional intelligence is also prominent in the field of mentorship. Opengart and Bierema (2015) describe mentorship as a highly emotional experience. A successful mentoring relationship both relies on and expands the emotional intelligence of the mentor and the mentee (Opengart & Bierema, 2015).

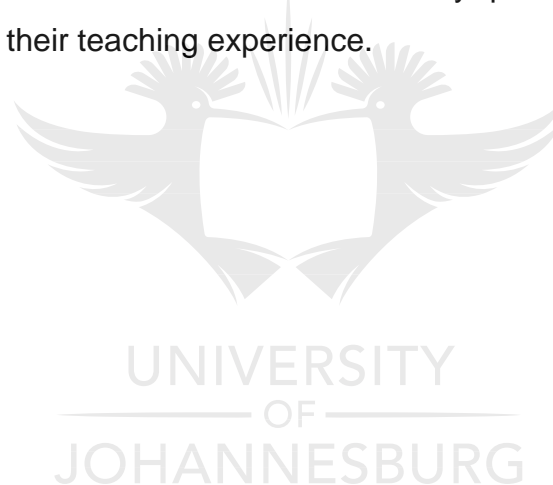
The focus group came up with the suggestion that structured internship could be done during the teaching qualification. However, this should be regulated to avoid abuse of new teachers who would now depend on the schools for the completion of their qualification. The same regulatory measures that govern the teaching practical and the mentorship of new teachers could be incorporated into the internship.

As mentioned in the previous section, many second career teachers were employed to teach subjects and phases for which they did not initially qualify. I propose that universities could offer alumni the opportunity to complete the methodology or teaching didactic module in an additional subject of their choice.

### **Findings emerging from this discussion:**

1. Universities need to include course material on emotional intelligence in the PGCE.
2. Universities should include an introductory course to the school practical. This can include the structure of the South African school system and an understanding of all the skills that a teacher will need to support classroom teaching- including an idea of the barriers to learning that the learners may be experiencing.

3. Universities rely heavily on the school practical to fill the gaps in teacher training, yet they do not regulate it appropriately. Universities and schools can work more closely to ensure that student teachers are provided with appropriate mentorship and teaching experience. The school practical could be extended and include more varied opportunities, and every student teacher should receive feedback from a lecturer.
4. Mentorship is an appropriate form of in-service support for new teachers and could greatly mitigate the attrition of new teachers. Mentorship in schools should be structured and mentorship courses could be offered by universities in conjunction with the Department of Basic Education.
5. There should be opportunities for extensions to the initial PGCE qualification in the form of additional subject methodologies for teachers who are employed to teach subjects different from those in which they qualified, or for teachers who wish to expand their teaching experience.



## CHAPTER 5

### **Addressing the objectives of the study and answering the research questions.**

*“If the most precious product developed in education is the student, then our most prized commodity should be the classroom teacher (Shaw and Newton 2014, p.106).”*

#### **5.1. Introduction**

In this chapter, I reflect on the findings that pertain to the research objectives and attempt to answer the research questions. I aim to do this by evaluating the claims from the discussion of each theme by matching these to the objectives of the study. This will necessitate a discussion of the limitations of the study. The culmination of this process will be addressing the research questions and making some concluding remarks.

#### **5.2. Evaluating the findings and addressing the aims and objectives of the study**

The findings emerged as a result of the discussion of the four themes in the study: second career teachers, teacher professional identity, emotional intelligence and future recommendations. In this section, I aim to evaluate the findings against the objectives of the study in order to determine whether those objectives have been met. The objectives of the study, as stated in Chapter 1 are:

1. Investigate the possible pedagogical gaps in the training of second career teachers through the PGCE.
2. Highlight emotional intelligence and teacher professional identity as pedagogical gaps in teacher training.
3. Use the narratives of second career teachers in training and during their induction year to explicitly investigate the process of teacher professional identity formation.

4. Identify the themes that emerge from the narratives of second career teachers and use the insights to make practical recommendations to address the pedagogical gaps in teacher training.

The findings that emerged from the discussion of each theme are listed below for ease of reference:

**Findings pertaining to second career teachers:**

1. Teacher professional identity begins when an individual starts to match their attributes and circumstances with teaching as a profession.
2. Second career teachers highlight communication skills as essential to their new roles as teachers.

**Findings pertaining to teacher professional identity:**

1. Teacher professional identity can be understood in terms of multiple I-positions directly related to the practical skills and roles that teachers occupy in the school environment. The development of these roles is discontinuous and driven by the individual's level of emotional intelligence and their demeanour in portraying that. Teacher professional identity is socially situated and influenced by the positive and negative perceptions of society.
2. Modelling and experiential learning are the most effective ways in which second career teachers learn classroom management skills.
3. Second career teachers need banks of appropriate resources to start their school practicals and teaching careers. They do not have the luxury of time and current knowledge that their first career counterparts do when it comes to preparing resources.
4. The PGCE is lacking in delivering a comprehensive understanding of all the skills that a teacher needs to support their pedagogy. Pedagogy is not just what happens in the classroom, it is supported by many skills like assessment, the mediation of the CAPS document, and the ability to work with technologies that capture and organise marks.
5. An awareness of emotional intelligence and interpersonal communication drives all of the practical elements of teaching. It is not just a set of acceptable behaviours; it is the way in which knowledge is meaningfully conveyed and it is based on conscious emotional labour.



6. Second career teachers seem to be able to successfully integrate their public and personal lives in a way that allows them to adopt natural acting strategies with their learners.
7. Second career teachers consciously transmit more than a knowledge of the curriculum to their learners. They are aware of the underlying emotions that support learning on a classroom level and a social level.
8. Despite a careerist's attitude towards teaching, many second career teachers view it as a calling or a vocation.
9. Teacher professional identity is poorly impacted by the negative perceptions of teachers in society which are exacerbated by the media. This puts pressure on teachers to strive for an ideal or perfection to prove their worth.

#### **Findings pertaining to emotional intelligence:**

1. Emotional intelligence is the basis through which the private and public lives of teachers intersect. Emotional intelligence then becomes the conduit through which a teacher's life experience informs their teaching practice.
2. Honesty, sincerity and authenticity in a second career teacher's demeanour is supported by emotional intelligence and allows for the use of natural acting strategies. This protects the individual against emotional fatigue.
3. The decision to enter teaching is an act of emotional intelligence on the part of the second career teacher.
4. Second career teachers seem to have the emotional intelligence to accept and process the negative emotions that arise through interactions with colleagues and learners because they have the life experience and emotional intelligence from their previous career identities to rationalise and mitigate these emotions.

#### **Findings pertaining to future recommendations:**

1. Universities need to include course material on emotional intelligence in the PGCE.
2. Universities should include an introductory course to the school practical. This can include the structure of the South African school system and an understanding of all the skills that a teacher will need to support classroom teaching- including an idea of the barriers to learning that the learners may be experiencing.

3. Universities rely heavily on the school practical to fill the gaps in teacher training, yet they do not regulate it appropriately. Universities and schools can work more closely to ensure that student teachers are provided with appropriate mentorship and teaching experience. The school practical could be extended and include more varied opportunities, and every student teacher should receive feedback from a lecturer.
4. Mentorship is an appropriate form of in-service support for new teachers and could greatly mitigate the attrition of new teachers. Mentorship in schools should be structured and mentorship courses could be offered by universities in conjunction with the Department of Basic Education.
5. There should be opportunities for extensions to the initial PGCE qualification in the form of additional subject methodologies for teachers who are employed to teach subjects different from those in which they qualified or for teachers who wish to expand their teaching experience.

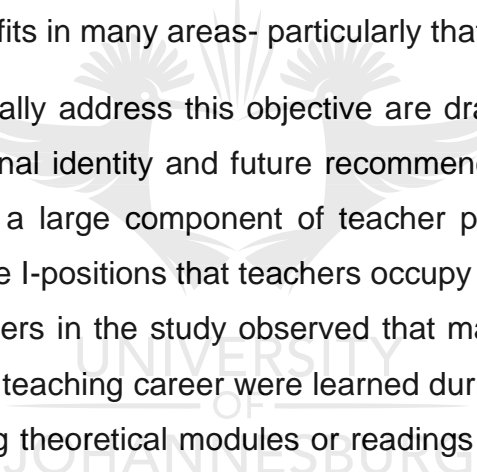
The findings of the study were largely consistent with the existing literature. However, there were a few elements that emerged that were of interest as they were not covered by the body of literature reviewed for this study. Firstly, it was interesting to note that the primary skill that second career teacher identified as vital to their success is effective communication. Communication skills underpin pedagogical techniques, but the literature does not explicitly focus on this as an area for development in teaching. Secondly, the participants identified that universities rely heavily on the teaching practical to fill the gaps in teacher training. Participants also identified the teaching practical as the most meaningful element of their teacher training yet, paradoxically, universities do not appear to prepare student teachers for it or regulate it appropriately.

The aims of the study were twofold: to develop a working theory of teacher professional identity based on the narratives of second career teachers, and to make practical recommendations as to how teacher training can be improved to address the pedagogical gaps that this study identifies in the PGCE. The narratives of the individual second career teachers and of the focus group teachers could be corroborated by the literature and it was possible to develop both a conceptual and a theoretical framework of teacher professional identity as demonstrated in Figures 4.3, 4.4 and 4.5. Making practical recommendations about how to address the pedagogical

gaps in the PGCE was far more difficult. Identifying the gaps that the participating second career teachers spoke about was straightforward. Making suggestions that involve a government department and two large groups of institutions is very challenging. The most effective overall comment would be that the relationships and communication between these institutions should be strengthened: particularly between schools and universities and the Department of Education and universities. The details of the recommendations follow in section 5.2.4.

### **5.2.1. Objective 1: Investigate the possible pedagogical gaps in the training of second career teachers through the PGCE**

The general impression that I got from my interviews with the second career teachers and from the focus group teachers was that teacher training, in every form, appears to have many gaps. The second career teachers did not speak favourably about the PGCE. Many stated that they saw it simply as a certification process, although they did acknowledge its benefits in many areas- particularly that of the school practical.

The findings that specifically address this objective are drawn from the discussions around teacher professional identity and future recommendations. Practical skills in the classroom represent a large component of teacher professional identity and I propose that these are the I-positions that teachers occupy in their professional lives. The second career teachers in the study observed that many of the skills that they consider valuable in their teaching career were learned during the teaching practical. There were no supporting theoretical modules or readings offered by the university. This led me to make the claim that, 'Universities rely heavily on the school practical to fill the gaps in teacher training, yet they do not regulate it appropriately. Universities and schools can work more closely to ensure that student teachers are provided with appropriate mentorship and teaching experience. The school practical could be extended and include more varied opportunities, and every student teacher should receive feedback from a lecturer. (Finding 3; Future Recommendations)'.  


The observation that many of the participants as well as the second career teachers made was that the school practical is not well regulated. This means that if a PGCE student is placed in a school where they are neglected by their mentor or misused by the school, the value of the most valuable part of the PGCE is completely lost. Universities do not seem to put much effort into preparing student teachers for their school practical. The gaps that second career teachers identified in this regard were:

'The PGCE is lacking in delivering a comprehensive understanding of all the skills that a teacher needs to support their pedagogy. Pedagogy is not just what happens in the classroom, it is supported by many skills like assessment, the mediation of the CAPS document and the ability to work with technologies that capture and organise marks (Finding 4; Teacher Professional Identity).

AND

'Universities should include an introductory course to the school practical. This can include the structure of the South African school system and an understanding of all the skills that a teacher will need to support classroom teaching- including an idea of the barriers to learning that the learners may be experiencing (Finding 2; Future Recommendations).'

It is insufficient to rely on the school practical to teach all of the practical elements of teacher professional identity. If a second career teacher is equipped with an understanding of the school system and the duties of a teacher before they begin the school practical, they would derive greater benefit from it.

Another factor that the second career teachers in the study identified as an explicit gap in the PGCE was that they need 'access to banks of appropriate resources to start their school practicals and teaching careers. They do not have the luxury of time and current knowledge that their first career counterparts do when it comes to preparing resources (Finding 3; Teacher Professional Identity)'. This is not to say that second career teachers are lazy, or they do not know how to select appropriate resources for each grade. They report that the CAPS document is not mediated in the PGCE and it is therefore difficult to know which concepts to teach at which levels.

Finally, as my own observation and supported by the second career teachers in the study, 'Universities need to include course material on emotional intelligence in the PGCE (Finding 1; Future Recommendations).'

### **5.2.2. Objective 2: Highlight emotional intelligence and teacher professional identity as pedagogical gaps in teacher training**

It was very rare for the participants in the study to comment on emotional intelligence or teacher professional identity without being specifically asked to do so. Only Sibu explicitly spoke about his own emotional intelligence and Gwen made reference to her

'school Gwen' and 'corporate Gwen' identities. It was my objective as the researcher to interpret the findings to inform the need to address these two areas in teacher training.

The second career teachers made many references to gaps in their practical skills. I refer to finding 4 from the theme of teacher professional identity, 'The PGCE is lacking in delivering a comprehensive understanding of all the skills that a teacher needs to support their pedagogy. Pedagogy is not just what happens in the classroom, it is supported by many skills like assessment, the mediation of the CAPS document and the ability to work with technologies that capture and organise marks.' I propose in the discussion of teacher professional identity that, 'teacher professional identity can be understood in terms of multiple I-positions directly related to the practical skills and roles that teachers occupy in the school environment. The development of these roles is discontinuous and driven by the individual's level of emotional intelligence and their demeanour in portraying that. Teacher professional identity is socially situated and influenced by the positive and negative perceptions of society (Finding 1; Teacher Professional Identity)'. I argue that the PGCE does not adequately prepare second career teachers, or any other student, for teaching because there is no explicit understanding of all the facets of teacher professional identity.

I have also proposed that emotional intelligence is an underpinning factor in any individual's attempt to make meaning of the narrative of their teaching experience and that emotional intelligence drives teacher professional identity. However, emotional intelligence is not formally acknowledged in teacher training.

### **5.2.3. Objective 3: Use the narratives of second career teachers to explicitly investigate the process of teacher professional identity formation**

The findings that emerged from the discussion of second career teachers speak to this objective. Second career teachers consciously match their personal and professional attributes against the skills that they believe are necessary for teaching. They also take into account teaching as a career and its compatibility with family life. One attribute that second career teachers place high value on is their ability to communicate effectively. They see this as one of the core skills of teaching and actively identify it in their first careers.

In addressing the process of how teacher professional identity is formed in second career teachers, I propose the following: 'The formation of teacher professional identity begins when a second career teacher begins to match their personal and professional attributes with teaching as a career (Finding 1; Second Career Teachers), 'they focus on their ability to communicate effectively as a core skill (Finding 2; Second Career Teachers) and this makes the decision to make the change in career to teaching an act of emotional intelligence (Finding 3; Emotional Intelligence)'.

Many of the second career teachers in the study noted that the formation of teacher professional identity is a continuous process. They also noted the impact of negative perceptions in society in teacher professional identity, which links to finding 9 in this section, 'Teacher professional identity is poorly impacted by the negative perceptions of teachers in society which are exacerbated by the media. This puts pressure on teachers to strive for an ideal or perfection to prove their worth'.

I proposed that emotional intelligence is a driving factor in the development of teacher professional identity. In the process of analysing the data from the narratives of second career teachers I came to the conclusion that, 'emotional intelligence is the basis through which the private and public lives of teachers intersect. Emotional intelligence then becomes the conduit through which a teacher's life experience informs their teaching practice (Finding 1; Emotional Intelligence)'. Furthermore, I noticed that second career teachers and the older teachers in the focus group placed a very high value on honesty, sincerity and authenticity as part of teacher professional identity. I propose that these emotional states are 'supported by emotional intelligence and allow for the use of natural acting strategies. This protects the individual against emotional fatigue (Finding 2; Emotional Intelligence)'.

#### **5.2.4. Objective 4: Identify the themes that emerge from the narratives of second career teachers to use the insights to make practical recommendations to address the pedagogical gaps in teacher training**

This objective has two parts. It was necessary to address the first part early on in the study when I started organising the data. I found that the main themes that I identified were: second career teachers, teacher professional identity, and future recommendations. Whilst the themes reflect the components of the theoretical and

conceptual frameworks, they were also sometimes the explicit focus of the interview questions.

The second part of this theme speaks to the recommendations that emerge from the study to address the pedagogical gaps in teacher training. The lack of focus on emotional intelligence and teacher professional identity have already been discussed under objective 2 and the pedagogical gaps explicitly identified by the narratives of second career teachers were discussed under objective 1. Therefore, I will focus on the remaining future recommendations that were identified in the study.

Mentorship is an appropriate form of in-service support for new teachers and could greatly mitigate the attrition of new teachers. Mentorship in schools should be structured, and mentorship courses could be offered by universities in conjunction with the Department of Basic Education (Finding 4; Future Recommendations).

There should be opportunities for extensions to the initial PGCE qualification in the form of additional subject methodologies for teachers who are employed to teach subjects different from those in which they qualified or for teachers who wish to expand their teaching experience (Finding 5; Future Recommendations).

These two recommendations would provide an additional safeguard against whatever skills may have been missing from a teacher's training.

### **5.3. Acknowledging the limitations of the study**

This is a qualitative study. That in itself could already be considered a limitation in a world driven by positivism and still very focused on the economic value of information. Furthermore, this is a study of narratives. Despite the growing popularity of narrative research, Polkingthorne (2007) points out that it does not result in transferrable claims. As Lichtman (2013) observes, interpretivism is more open to criticism than positivism is and, at the moment, facts and figures still impress government departments. It is my hope that because the interpretive nature of this study opens it up to criticism, the criticism will inspire a robust debate that will continue to add to the body of knowledge that will ultimately support teachers.

The use of snowball sampling meant that some of my participants knew one another and knew me prior to the commencement of the study. I acknowledge that this factor could have influenced some of their perceptions and ideas. It is also substantively and

methodologically significant that the majority of the participants were women. This did arise from some of the participants knowing each other through community networks. However, as Lichtman (2013) states, snowball sampling is an authentic representation of organic networks. This is perhaps the best way in which I could situate myself as the researcher- in my own context.

Finally, the limitation which I came across multiple times in the study was myself as the researcher. Converse (2011) highlights the problem that the interpretive phenomenological approach to narrative inquiry offers little guidance on how to reduce the data in order to uncover its essence. The process was, as Bruce et al. (2016, p. 1) describe, “emergent, nonlinear, and often messy”. Lichtman (2013) points out that the researcher is shaped by the research. During this process I was very much aware of how much I was learning and how much I was developing, but this brought about a further awareness that I still have so much more learning and developing to do. This study, the collection and interpretation of the data and the findings and recommendations that emerge from it only represent what I know and can know at this moment in time. A future version of myself or a more experienced researcher may well come to vastly different conclusions.

#### **5.4. Addressing the research questions**

The main aim of everything that has been written in this thesis so far is to attempt to address the research questions themselves. The themes, the data categorised under them and the claims that emerged from them have all culminated at this point.



**Figure 5.1**

*Diagram representing how the research questions and the themes correlate.*

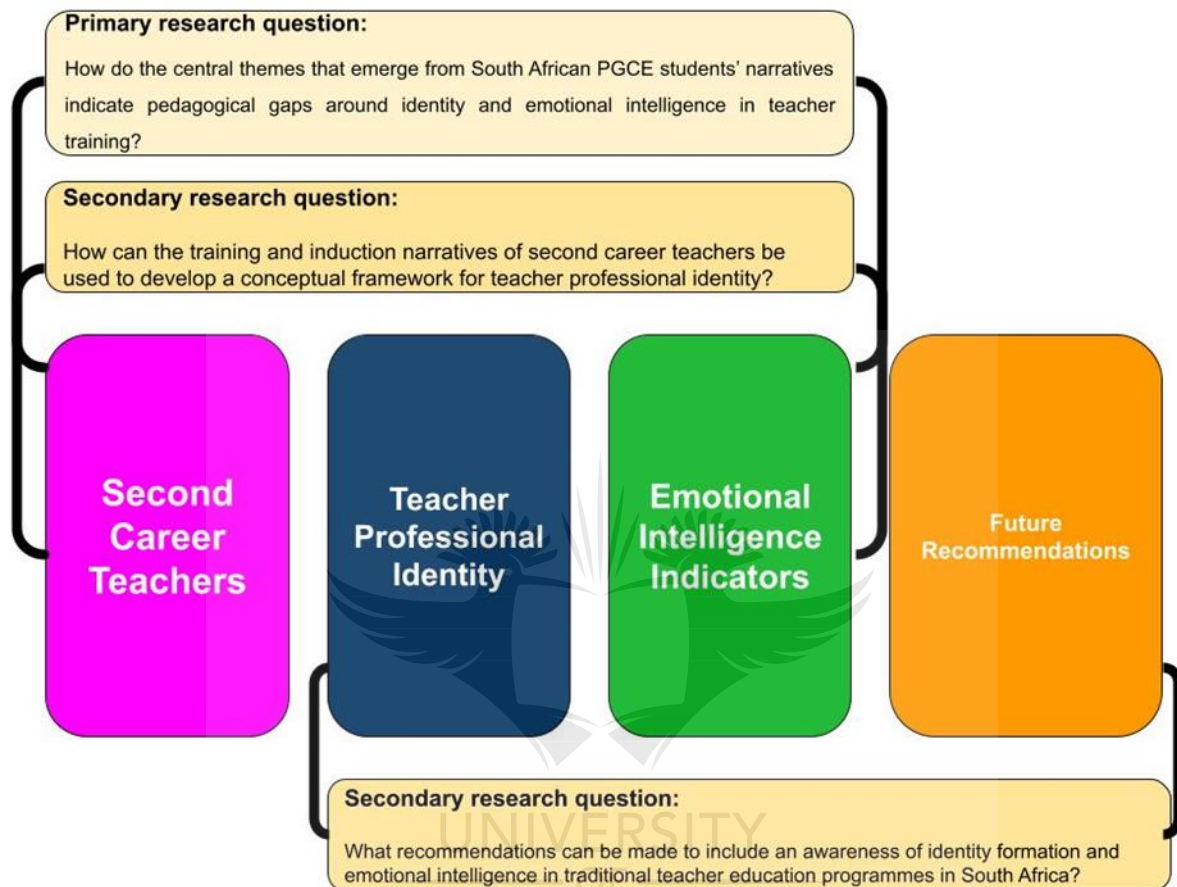


Figure 5.1 depicts how each of the research questions relates to the themes presented in this chapter. The primary research question and first secondary research question are addressed through the data gathered around second career teachers, teacher professional identity, and emotional intelligence. The second secondary research question is addressed by the data gathered around the themes of teacher professional identity, emotional intelligence, and future recommendations.

#### **5.4.1. Addressing the primary research question**

*How do the central themes that emerge from South African PGCE students' narratives indicate pedagogical gaps around identity and emotional intelligence in teacher training?*

The second career teachers in this study essentially presented me with narratives of their training and induction experiences into teaching. I explicitly asked them about several theoretical and conceptual constructs that I had identified through my own research into the four themes in this study: second career teachers, teacher professional identity, emotional intelligence, and future recommendations. Once I had verified their responses, I started interpreting them and assigning symbolic meanings to what they had said. This is all part of the process of narrative interpretation described by Kuipers (2005). What happened next was that, as the researcher, I broke the narratives down and constructed my own narrative to express my own conclusions and meet my own objectives.

As a reflection on this question, I wonder now if it was perhaps quite flawed and very poorly phrased. However, I look on this as an opportunity to acknowledge the process and the importance of interpretation in answering pragmatic questions. I want to demonstrate that idealism does have a place in a realist ontology. The 'how' of answering the question is as important as the answering of the question itself.

In the answering of the question, I will address each of the themes.

The data discussed under the theme of second career teachers indicates a highly perceptive cohort of teachers who highlight communication skills as essential to teaching (Finding 2; Second Career Teachers). Communication skills are, at present, not explicitly addressed in the PGCE.

The data discussed under the theme of teacher professional identity was synthesised into what I hope is a workable model of teacher professional identity that informs all areas of a teacher's experience (Finding 1; Teacher Professional Identity). Yet, teacher professional identity is not explicitly addressed in the PGCE. The modules that prepare a teacher for teaching do not have a holistic goal in mind.

The data discussed under the theme of emotional intelligence points to emotional intelligence as the basis for where the personal and public lives of teachers intersect and the conduit through which all their knowledge is conveyed (Finding 1; Emotional Intelligence). It is the driving force behind the development of teacher professional identity and yet it is not explicitly addressed in the PGCE.

Finally, the data discussed under the theme of future recommendations reveals the greatest strength of the PGCE, and also its greatest weakness- the school practical. Universities rely heavily on the school practical to fill the gaps in teacher training, yet they do not regulate it appropriately. Universities and schools should work more closely to ensure that student teachers are provided with appropriate mentorship and teaching experience. The school practical could be extended and include more varied opportunities, and every student teacher should receive feedback from a lecturer (Finding 1; Future Recommendations).

These are the gaps that of second career teachers reveal through the themes in their narratives.

#### **5.4.2. Addressing the first secondary research question**

*How can the training and induction narratives of second career teachers be used to develop a conceptual framework for teacher professional identity?*

Second career teachers are in a unique position to provide professional insights into teacher training due to their process of reskilling. They have the life experience, previous training and professional attitudes that enable them to bring a critical lens to what they experience as they move through the PGCE into the world of teaching.

The narratives of second career teachers are underpinned by emotional intelligence indicators. This places emotional intelligence in an important foundational position for teacher professional identity. As a researcher, I found that the prevalence of emotional intelligence indicators in the narratives of second career teachers allowed me to synthesise the models of teacher professional identity proposed by Akkerman and Meijer (2010) and Tateo (2012) to create what I believe is a comprehensive framework for teacher professional identity.

**5.4.3. Addressing the second secondary research question:** *What recommendations can be made to include an awareness of identity formation and emotional intelligence in traditional teacher education programmes in South Africa?*

The answer to this question stretches through all of the dimensions of teacher training and into the working lives of teachers new to the profession and those more experienced.

Firstly, universities need to include course material on emotional intelligence in the PGCE (Finding 1; Future Recommendations). Secondly, the school practical needs to be more thoughtfully and closely regulated. Universities and schools should work more closely to ensure that student teachers are provided with appropriate mentorship and teaching experience (Finding 3; Future Recommendations). Then, once a new teacher has qualified, a mentorship programme should be offered as part of the induction process at a school. Mentorship in schools should be structured and mentorship courses could be offered by universities in conjunction with the Department of Basic Education (Finding 4; Future Recommendations).

Finally, to assist all teachers in the continuing development of their teacher professional identity, there should be opportunities for extensions to the initial PGCE qualification in the form of additional subject methodologies for teachers who are employed to teach subjects different from those in which they qualified or for teachers who wish to expand their teaching experience (Finding 5; Future Recommendations).

### **5.5. Recommendations for further study and concluding remarks**

A large part of this study has been to make recommendations for addressing the gaps in teacher training, particularly those in the PGCE. I believe that I have expressed those to the best of my ability in the discussion above. What I have noticed during the course of this study, is where a more quantitative study on second career teachers in South Africa could be very beneficial. It would be interesting to know what proportion of the cohort of current teachers they represent in South Africa, as we know in other countries like Singapore and Australia (Puay, 2012; Buchanan et al., 2018).

#### **5.5.1. Recommendations for further study**

A comparative investigation of all of the different PGCE courses on offer in South Africa would also provide some valuable information. I deliberately concealed the identities of the institutions through which my participants studied as part of ensuring privacy and confidentiality- especially since the participants all wanted to use their own names in the study. However, it would be interesting to know which PGCE produces the best trained, optimally adjusted second career teachers and what their methods of doing so are.

A broader study could also be done on teacher professional identity with the aim of verifying the validity of the framework that I have proposed in my study. The interpreted

data of 15 teachers is certainly not sufficient for me to claim that I have found a comprehensive model for teacher professional identity.

Finally, more research and more training are required on emotional intelligence in schools. Goleman (1995), Steinberg (2013) and Donsita-Schmidt and Zuzovsky (2014) all highlight the importance of the teacher in social cohesion and social development. To return to the words of Hargreaves (2003, p. 90), "Teaching is either a positive emotional practice by design... or it is a negative emotional practice by neglect, where teachers disengage from their teaching and lose quality in the classroom as a result". In the midst of a pandemic and the fastest changes in technology and social structures that I have ever seen, I do not believe that it should ever be left to chance that teaching could be a negative or neglectful emotional practice.

#### **5.5.2. Recommendations for universities**

Universities that offer the PGCE need to collaborate more effectively with the Department of Basic Education and with schools. The CAPS document and other policy documents are worked on regularly by teams of volunteers from schools, unions and the Department itself. Universities could easily request a representative to be included in these teams so that they understand the documentation and its purposes better and they can use that knowledge to inform the teaching methodologies that they offer.

Universities also need to work more closely with the Department of Basic Education on the delivery of the school practical. If this could be linked to the Internal Quality Management System (IQMS) that regulates all government schools, it could have greater chances of success.

#### **5.5.3. Recommendations for the Department of Basic Education**

The Department of Basic Education needs to put measures in place retain teachers in the profession. This can be accomplished through a structured national mentorship programme. Callahan (2016) points out that global research indicates that mentoring is vital to the retention of teachers new to the profession. It is in the Department's best interests to develop and retain experienced teachers to improve the quality of education in South Africa.

## 5.6. Conclusion

As Goleman (1995) points out, nearly every child in the world will be exposed to a teacher at some point in their lives. This makes teaching one of the most important occupations on the planet, yet the status of teachers as professionals does not reflect that. It is my hope that the strengthening of teacher professional identity and emotional intelligence, appropriate teacher training to cultivate this, and focused mentoring to develop it, will place teachers rightfully amongst the most important and most respected professionals in the world.

The aim of this study was to use the training and induction narratives of second career teachers to identify the pedagogical gaps related to identity formation and emotional intelligence in teacher training. In the process of researching teacher professional identity and emotional intelligence, I found that they were fundamentally linked. Emotional intelligence informs and supports every facet of teacher professional identity and, in my proposed model, it drives teacher professional identity. This understanding of the role of emotional intelligence in teaching can have a wide range of implications for the future of teacher training. The recommendations in the study that deal with the future of teacher training suggest a more structured school practical, mentorship and internship. All of these interventions rely on a strong mentoring relationship between an experienced teacher and a new teacher. Successful mentorship relies on good emotional intelligence.

It is my hope that an awareness of emotional intelligence can permeate teacher training and, from there, influence the overall functioning of schools and their communities.

## List of References

- Adler, J. M., Dunlop, W. L., Fivush, R., Lilgendahl, J. P., Lodi-Smith, J. P., McAdams, D. P., McLean, K. C., Pasupathi, M., & Syed, M. (2017). Research methods for studying narrative identity: A primer. *Social Psychological and Personality Science*, 8(5), 519-527.
- Adom, D. Agyem, J. & Hussein, E. (2018). Theoretical and Conceptual Framework: Mandatory Ingredients of a Quality Research. *International Journal of Scientific Research*, 7(1), 438-441.
- Akhter M. Arif, M. Rashid, A. & A Tahira, S. (2012). Personality and Teaching: An Investigation into Prospective Teachers' Personality. *International Journal of Humanities and Social Science* 2 (17), 161-171.
- Akkerman, S. & Meijer, P. (2010). A dialogical Approach to Conceptualising Teacher Identity. *Teaching and Teacher Education*, 27, 308-319.
- Al-Bargi, A. & Shah, S. (2013). Research Paradigms: Researcher's Worldviews, Theoretical Frameworks and Study Designs. *Arab World English Journal*, 4(4), 252-264.
- Alsup, J. (2008). *Teacher Identity Discourses. Negotiating Personal and Professional Spaces*. New Jersey Taylor and Francis. USA
- Anderson, G. & Dumas, M. (2014). Qualitative research as policy knowledge: Framing policy problems and transforming education from the ground up. *Education policy analysis archives. Special Issue*, 21(11), 1-20.
- Aslan, B. & Öcal, S. D. (2012). A case study on mentoring in a teacher development program. *Journal of Education and Future*, 2, 31-48.
- Astalin, P.K. (2013) Qualitative Designs: A Conceptual Framework. *International Journal of Social Science and Interdisciplinary Research*, 2(1), 118-124
- Ball, D. Phelps, G. & Thames, M. (2008). Content Knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-407
- Bathmaker, A. & Harnett, P. (2010). *Exploring learning Identity and Power through Life History and Narrative Research*. New York. Routledge. USA

- Bauer, C. & Troesch, LM. (2017). Second career teachers: Job Satisfaction, Job Stress, and the Role of Self-efficacy. *Teaching and Teacher Education*, 389-398.
- Baumli, M. & Castro, A. (2009). Why Now? Factors Associated with Choosing Teaching as a Second Career and Their Implications for Teacher Education Programs. *Teacher Education Quarterly*, Summer 2009.
- Beijaard, D. Brekelmans, M. Claessens, L. den Brok, P. & van der Want, A. (2019). The relation between teachers' interpersonal role identity and their self-efficacy, burnout and work engagement. *Professional Development in Education*, 45(3), 488-504.
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207.
- Berthelson, D. Brownlee, J. & Shaw, G. (2012). *Personal Epistemology and Teacher Education*, New York, Routledge. USA
- Binti Abdullah, H. Binti Ahmed, N. Krauss, S. & Nasheeda, A. (2019) Transforming Transcripts Into Stories: A Multimethod Approach to Narrative Analysis. *International Journal of Qualitative Methods*, 18,1-9
- Brindley, R. & Parker, A. (2010). Transitioning to the Classroom: Reflections of Second Career Teachers During the Induction Year. *Teachers and Teaching: Theory and Practice*, 16(5), 577-594.
- Brink, H. van der Walt, C. & van Rensburg, G. (2012). *Fundamentals of Research Methodology for Healthcare Professionals*. Cape Town. Juta. South Africa
- Bruce, A., Beuthin, R., Shields, L., Molzahn, A. & Schick-Makaroff, K. (2016). Narrative research evolving: Evolving through narrative research. *International Journal of Qualitative Methods*, 15(1), 1609406916659292.
- Buchanan, J. Schuck, S. & Varadharajan, M. (2018). Changing Course: The Paradox of the Career Change Student Teacher. *Professional Development in Education*, 44(5), 738-749.
- Cabello, R. Fernandez-Berrocal, P. Gutierrez-Cobo, M. & Rodriguez-Corrales, J. (2017). Teachers' Affective Well-being and Teaching Experience: The



- Protective Role of Perceived Emotional Intelligence. *Frontiers in Psychology*, 8, 1-8.
- Callahan, J. (2016). Encouraging Retention of New Teachers Through Mentoring Strategies. *The Delta Kappa Gamma Bulletin: International Journal for Professional Educators*, 83(1), 6-11.
- Casanave, C. & Li, Y. (2015). Novices' Struggles with Conceptual and Theoretical Framing in Writing Dissertations and Papers for Publication. *Open Access Publications*, 3, 104-119.
- Chambers, D. (2002). The Real World and the Classroom: Second-Career Teachers. *The Clearing House*, 75(4), 212-217.
- Chapman, A. & O' Donoghue, T. (2011). A Social Semiotic Analysis of the Discursive Construction of Teacher Identity in the 'Book of Rules and Customs' of the Australian Sisters of the Most Sacred Heart of Jesus. *History of Education*, 40(3), 391-407.
- Chunmei, Y. A. N. & Chanjun, H. E. (2015). "We Are Left in Limbo!": Chinese EFL Student Teachers' Teaching Practicum Experience. *Frontiers of Education in China*, 10(2), 226-250.
- Clandinin, J. & Connelly, M. (2000). *Narrative Enquiry*. Jossey-Bass Publishers. San Francisco.
- Cochrane, M. & Woolhouse, C. (2017). Educational policy or practice? Traversing the conceptual divide between subject knowledge, pedagogy and teacher identity in England. *European Journal of Teacher Education*, 38(1), 87-101
- Cohen, L., Manion, L. & Morrison, K. (2010). *Research Methods in Education*. Sixth Edition. Routledge. New York.
- Coldron, J. and Smith, R. (1999). Active Location in Teachers' Construction of their Professional Identities. *Curriculum Studies*, 31(6), 711-726.
- Conrad, C. & Serlin, R. (2006). *The Sage Handbook for Research in Education. Engaging Ideas and Enriching Enquiry*. Los Angeles. Sage Publications. USA

- Converse, M. (2012). Philosophy of phenomenology: How understanding aids research. *Nurse researcher*, 20(1).
- Corcoran, R. & O'Flaherty, J. (2016). Personality Development during Teacher Preparation. *Frontiers in Psychology*, 7:1677, 1-10
- Coulter, C. & Smith, M. (2009). Discourse on Narrative Research. The Construction Zone: *Literary Elements in Narrative Research. Educational Researcher*, 38(8), 577-590.
- Creswell, J. W. & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Creswell, J. & Ollerenshaw, J. (2002). Narrative Research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8(8), 329-347.
- Cross, M. & Maodzwa-Taruvunga, M. (2012). Johnathan Jansen and the Curriculum Debate in South Africa: An essay review of Jansen's writings between 1999 and 2009. *Curriculum Inquiry*, 42(1), 126-152.
- Cruzes, D. S. Dybå, T., Runeson, P. & Höst, M. (2015). Case studies synthesis: a thematic, cross-case, and narrative synthesis worked example. *Empirical Software Engineering*, 20(6), 1634-1665.
- Curcio, R. & Eutsler, L. (2019). Private Blog Reflections Connecting Course Content with Field Experiences: Preservice Teachers Grapple with Teacher Identity. *Reflective Practice*, 20(2), 250-265.
- Czerniawski, G. (2011). Emerging Teachers- Emerging Identities: Trust and Accountability in the Construction of Newly Qualified Teachers in Norway, Germany and England. *European Journal of Teacher Education*, 34(4), 431-447.
- Department of Basic Education (2019). About Us. Accessed online on 3 March 2020 at: <https://www.education.gov.za/AboutUs/AboutDBE.aspx>
- Devos, A. (2010). New teachers, mentoring and the discursive formation of professional identity. *Teaching and Teacher Education*, 26(5), 1219-1223.

- De Witt, L. & Ploeg, J. (2006). Critical appraisal of rigour in interpretive phenomenological nursing research. *Journal of advanced nursing*, 55(2), 215-229.
- Diprose, A. (2021, April 3). *Project Based Learning Webinar*. Elevate Education
- Donista-Schmidt, S. & Zuzovsky, R. (2014). Turning to Teaching: Second Career Student Teachers' Intentions, Motivations and Perceptions about the Teaching Profession. *International Education Research*, 2(3), 1-17.
- Etherington, M. (2011). A Study of the Perceptions and Worldviews of Mature Age Pre-Service Teachers Aged Between 31 and 53. *Journal of Adult Development*, 18, 37-49.
- Evans, L. (2011). The motivations to enter teaching by age-related career stage and certification path. *Sociological Spectrum*, 31(5), 606-633. doi:10.1080/02732173.2011.589786
- Fitzgerald, F.S. (1924). *The Great Gatsby*. Wordsworth Classics. United Kingdom.
- Flaherty, J., Gallchoir, C. & Hinchion, C. (2018). Identity Development: What I notice about myself as a teacher. *European Journal of Teacher Education*, 41(2), 138-156.
- Fox, N.J. (2004) *Qualitative Data Analysis: HAR6010*. (Taught unit from MSc in Health and Social Care Research). Sheffield: University of Sheffield.
- Fraser, W. (2018). Filling gaps and expanding spaces- voices of student teachers on their developing teacher identity. *South African Journal of Education*, 38(2), 1-11.
- Fried, L. (2011). Teaching Teachers about Emotional Regulation in the Classroom. *Australian Journal of Teacher Education*, 36(3), 1-11.
- Gao, X. & Trent, J. (2009). At least I'm the type of teacher I want to be: Second Career English language teachers' identity formation in Hong Kong secondary schools. *Asia- Pacific Journal of Teacher Education*, 37(3), 253-270.

- Geeraerts, K., Tynjälä, P., Heikkinen, H. L., Markkanen, I., Pennanen, M. & Gijbels, D. (2015). Peer-group mentoring as a tool for teacher development. *European Journal of Teacher Education*, 38(3), 358-377.
- Ghanizadeh, A. & Royaei, N. (2015). Emotional facet of language teaching: emotion regulation and emotional labour strategies as predictors of teacher burnout. *International Journal of Pedagogies and Learning*, 10(2), 139-150.
- Goleman, D. (1995). *Emotional Intelligence*. Bloomsbury. London
- Govender, P. (2020). Cape principal's nifty plan to keep kids fed, educated during lockdown. *Sunday Times*. Retrieved from [www.timeslive.co.za](http://www.timeslive.co.za)
- Grix, J. (2004). *The Foundations of Research*. Palgrave. Basingstoke.
- Hargreaves, A. (2003). *Teaching in the Knowledge Society, Education in the Age of Insecurity*. Philadelphia: Open University Press.
- Hagenauer, G. Hascher, T. & Volet, S. (2015). Teacher emotions in the classroom: associations with students' engagement, classroom discipline and the interpersonal teacher-student relationship. *European Journal of Psychology in Education* 30, 385–403
- Harmsen, R., Helms-Lorenz, M., Maulana, R. & van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching*, 24(6), 626-643.
- Hermans, H. J. M. (2003). The construction and reconstruction of a dialogical self. *Journal of Constructivist Psychology*, 16, 89-130.
- Hilmi, M. (2019) Second Career Teachers: Reasons for Career Change and Adaptation. *Cukurova Universitesi Egitim Fakultesi Degisis*, 48(1), 207-235.
- Horne, M. & Laming, M. M. (2013). Career change teachers: pragmatic choice or a vocation postponed?. *Teachers and Teaching*, 19(3), 326-343.
- Huberman, A., Miles, M. & Saldaña, J. (2014). *Qualitative Data Analysis. A Methods Sourcebook. Edition 3*. SAGE Publications. Los Angeles.
- Hunter-Johnson, Y. (2015). Demystifying the Mystery of Second Career Teachers' Motivation to Teach. *The Qualitative Report*, 20(8), 1359-1370.

- Jin, Y. Lee, J. Yin, H. & Zhang, Z. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labour strategies and teaching satisfaction. *Teaching and Teacher Education*, 35, 137-145.
- Jones, T. (2020). Italian lessons: what we've learned from two months of home schooling. *The Guardian*. Retrieved from [www.theguardian.com](http://www.theguardian.com)
- Kasper, G. & Prior, M. T. (2015). Analysing storytelling in TESOL interview research. *Tesol Quarterly*, 49(2), 226-255.
- Killiam, L. (2013). *Research terminology simplified: paradigms, axiology, ontology, epistemology and methodology*, Sadbury, ON: Author
- Kuipers, W. (2005). Phenomenology of embodied implicit and narrative knowing. *Journal of knowledge Management*, 9(6), 114-133.
- Kutcher, S., Wei, Y., McLuckie, A., & Bullock, L. (2013). Educator mental health literacy: a programme evaluation of the teacher training education on the mental health & high school curriculum guide. *Advances in school mental health promotion*, 6(2), 83-93.
- Lee, D. (2011). Changing Course: Reflections of Second Career Teachers. *Current Issues in Education*, 14, 1-18.
- Li, M. Mao, Y. Perez-Diaz, P. & Petredes, K. (2018). A Multilevel Model of Teachers' Job Performance: Understanding the effects of trait emotional intelligence, job satisfaction, and organisational trust. *Frontiers in Psychology*, 9:2420, 1-13.
- Lichtman, M. (2013). *Qualitative Research in Education. A User's Guide*. Third Edition. SAGE Publications. Los Angeles.
- Lopez, K. A. & Willis, D. G. (2004). Descriptive versus interpretive phenomenology: Their contributions to nursing knowledge. *Qualitative health research*, 14(5), 726-735.
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, 54, 77-87.
- Maree, K. (Ed). (2016). *First Steps in Research*. Pretoria. Van Schaik. South Africa

- McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, 63(3), 366-396.
- McIlveen, P. & Perera, H. N. (2016). Career optimism mediates the effect of personality on teachers' career engagement. *Journal of Career Assessment*, 24(4), 623-636.
- McNinch, J. (2007). Queering Seduction: Eros and the erotic in the construction of gay teacher identity. *The Journal of Men's Studies*, 15(2), 197-215.
- National Professional Teachers' Organisation of South Africa. (2018). *NAPTOSA Constitution*. Accessed online on 9 August 2019 at: <https://www.naptosa.org.za/about-naptosa/constitution>
- Nielsen, A. (2016). Second Career Teachers and (mis)recognitions of professional identities. *School Leadership and Management*, 36(2), 221-245.
- Noon, E. (2018). Interpretive Phenomenological Analysis: An Appropriate Methodology for Educational Research. *Journal of Perspectives in Applied Academic Practice*, 6(1), 75-83.
- Opengart, R. & Bierema, L. (2015). Emotionally intelligent mentoring: Reconceptualizing effective mentoring relationships. *Human Resource Development Review*, 14(3), 234-258.
- Pitsoe, V. (2013). Teacher Attrition in South Africa: Trends, Challenges and Prospects. *Journal of Social Sciences*, 36(3), 309-318.
- Ploger, W. Scholl, D. & Seifert, A. (2018). Bridging the gap between theory and practice- The effective use of videos to assist the acquisition and application of pedagogical knowledge in pre-service teacher education. *Studies in Educational Evaluation*. 58,197-204
- Polkinghorne, D. E. (2007). Validity issues in narrative research. *Qualitative inquiry*, 13(4), 471-486.
- Puay, J. (2012). Second Career Teachers: Perceptions of Self- Efficacy in the First Year of Teaching. *New Horizons in Education*, 60(2), 21-36.

- Punch, K. (2009). *Introduction to Research Methods in Education*. Los Angeles. SAGE Publishers.
- Ravid, R. & Zur, A. (2017). Designing the ideal school as a transformative process: an approach to promoting teacher identity in pre-service teachers. *Teaching in Higher Education*, 23(1), 120-136.
- Richards, L. (2015). *Handling Qualitative Data. A Practical Guide*. Third Edition. SAGE Publications. Los Angeles.
- SACE (2011). *Redefining the Role and Functions of the South African Council for Educators*. Accessed online on 13 August 2019: <https://sace.org.za/assets/documents/uploads/sace>
- SACE. (2018). *Code of Professional Ethics. Ethics Brochure*. Accessed online on 9 August 2019: <https://www.sace.org.za/pages/code-of-ethics>.
- Schoeman, R. (2011). *The educator in a pastoral role*. University of South Africa. Pretoria.
- Sefotho, M. (2013). *Narratives of differently abled persons: informing career guidance policy*. University of Pretoria. Doctoral Thesis.
- Sefotho, M. (2015). A Researcher's Dilemma: Philosophy in Crafting Dissertations and Theses. *Journal of Social Sciences*, 42(2), 23-36.
- Sefotho, M (Ed). (2018). *Philosophy in education and research: African perspectives*. Pretoria. Van Schaik. South Africa.
- Seidman, I. (2006). *Interviewing as Qualitative Research*. Third Edition. New York. Teachers College Press.
- Shaw, J. & Newton, J. (2014). Teacher retention and satisfaction with a servant leader as principal. *Education*, 135 (1), 101-106.
- Sibanda, G. (2015). Motivations, Perceptions and Aspirations concerning Teaching as a Career in South Africa- The Story of University Student Teachers. *Journal of Global Intelligence and Policy*, 8(4), 79-102.
- Singer, J. A. (2004). Narrative identity and meaning making across the adult lifespan: An introduction. *Journal of personality*, 72(3), 437-460.

- Smith, E. & Watt, B. (2016). Skilled trades to university student: luck or courage?. *Education+ Training*. 58(6), 643-654.
- South African Democratic Teachers Union. (2016). *Code of Conduct*. Accessed online on 9 August 2019: <http://www.sadtu.org.za/content/code-conduct>.
- South African Schools Act 84 of 1996. Accessed online on 13 August 2019: [http://www.saflii.org.za/za/legis/num\\_act/sasa1996228/](http://www.saflii.org.za/za/legis/num_act/sasa1996228/)
- Steinberg, C. (2013). Teacher Emotions towards Assessment: What can be learnt from taking the emotions seriously? University of the Witwatersrand. Doctoral Thesis.
- Stornaiuolo, A. & Thomas, E. (2016). Restorying the Self: Bending towards textual justice. *Harvard Education Review*, 86(3), 313-338.
- Struyven, K. & Vanthournout, G. (2014). Teacher's exit decisions: An investigation into the reasons why newly qualified teachers fail to enter the teaching profession or why those who do enter do not continue teaching. *Teaching and Teacher Education*, 43, 37-45.
- Sulistiyo, U. Mukminin, A., Rahman, K. A. & Haryanto, E. (2017). Learning to teach: A case study of student teachers' practicum and policy recommendations. *The Qualitative Report*, 22(3), 712-731.
- Tateo, L. (2012). What do you mean by "teacher"? psychological research on teacher professional identity. *Psicologia & Sociedade*, 24(2), 344-353.
- Tateo, L. (Ed) (2018). *Educational Dilemmas. A cultural Psychological Perspective*. Routledge
- Tuluhan, S. & Yalcinkaya, M. (2018) The effect of communication skills training program, on teachers' communication skills. Emotional intelligence and loneliness levels. *Revista De Cercetare si Interventie Sociala*, 62:2018, 151-168.
- University of Johannesburg. Post Graduate Certificate in Education (2019). Faculty of Education. University of Johannesburg. Accessed online on 9 August 2019 at: <https://www.uj.ac.za/faculties>



- University of the Witwatersrand. The Post Graduate Certificate in Education. (2019). WSoE Teaching Brochure. Accessed online on 9 August 2019: <https://www.wits.ac.za/education/academic-programmes>.
- Varadharajan, M. (2014). Understanding the Lived Experiences of Second Career Teachers. University of Technology Sydney. Doctoral Thesis.
- Verster, J. & Sayed, Y. (2020). Constraints Influencing the Efficacy of a PGCE Mathematics Program: A Case Study. *Alberta Journal of Educational Research*, 66(2).
- Wayne, A. (2011): Teaching under the new Taylorism: high-stakes testing and the standardization of the 21st century curriculum. *Journal of Curriculum Studies*, 43(1), 25-45
- Weinberger, Y. (2018) Strategies for effecting system-wide pedagogical change: identifying and addressing the gap between organizational and pedagogical implementation. *Professional Development in Education*, 44(1), 47-61
- Wiles, F. (2013). Not Easily Put Into a Box: Constructing Professional Identity. *Social Work Education*, 32(7), 854-866.
- Wilmot, D. (2004). Emerging Models of Teacher Training: The Case of South Africa. *International Research in Geographical and Environmental Education*, 13(2), 153- 158.
- Wimpenny, P. & Gass, J. (2000). Interviewing in phenomenology and grounded theory: is there a difference? *Journal of advanced nursing*, 31(6), 1485-1492.
- Wise, A. (2005). Establishing Teaching as a Profession. The Essential Role of Professional Accreditation. *Journal of Teacher Education*, 56(4), 318-331.
- Zahavi, D. (2019). Getting it quite wrong: Van Manen and Smith on phenomenology. *Qualitative health research*, 29(6), 900-907.

## List of Appendixes

The appendixes to this study are available in digital format upon request.

Appendix A. Interview Guideline

Appendix B. Google Form

Appendix C. Questionnaire for Focus Group Interview

Appendix D. Ethics Document

Appendix E. Interview Transcripts

Appendix F. Narrative Summaries

Appendix G. Information and Consent Form

Appendix H. Table Capturing General Statements

Appendix I. Table organising quotes according to patten analysis.

Appendix J. Tables 1-4 Depicting Quotes Clustered into coded groups



## Appendices

### Appendix A- Interview Guideline

1. **Biographical Information.**
  - 1.1. How old are you?
  - 1.2. Where were you born?
  - 1.3. Where did you grow up and attend school?
  - 1.4. What did you study at university?
  
2. **First Career and Transition**
  - 2.1. Describe your first career to me.
  - 2.2. Tell me about the journey that has led you to starting the PGCE.
  
3. **Interest in teaching and teacher training.**
  - 3.1. What attracted you to the teaching profession?
  - 3.2. Why did you decide to commit to the switch to teaching as a career?
  - 3.3. What did you feel you could contribute to teaching as a profession from a personal perspective?
  - 3.4. What skills were you hoping to transfer from your earlier career to teaching?
  - 3.5. What skills were you hoping to learn from the PGCE?
  - 3.6. What were you most looking forward to about being a teacher?
  - 3.7. What were you most concerned about?
  
4. **Identity.**
  - 4.1. In your opinion, what are the personal qualities of a good teacher?
  - 4.2. Was there a teacher who particularly inspired you during your school years? Tell me about them.
  - 4.3. How does the public perceive teachers in South Africa?
  - 4.4. How would you describe the professional identity of a teacher in South Africa?
  - 4.5. How would you describe your personal qualities as a teacher?
  - 4.6. In your opinion, how important is it for a teacher to have a strong sense of their own professional identity?
  - 4.7. How does your family feel about your decision to become a teacher?
  - 4.8. How do your peers and friends feel about your decision to become a teacher?
  
5. **Classroom experience and the PGCE**
  - 5.1. When you started teaching what had you learned from the PGCE that you felt benefitted you the most in the classroom?
  - 5.2. What do you wish you had learned from your teacher training before entering the classroom?
  - 5.3. Tell me about the most challenging experience you have faced so far in your teaching career.
  - 5.4. Do you feel that the PGCE could have provided any knowledge or skills that could have made that experience easier?
  - 5.5. How important do you think it is for a teacher to have emotional intelligence?
  - 5.6. How important is it for teachers to be trained to have good interpersonal interactions in the school environment?
  - 5.7. To what extent do you believe emotional intelligence and interpersonal skills can be taught?



- 6. If you could change ANYTHING about the training you received to become a teacher, what would it be? \*

---

---

---

---

---

- 7. What emotions do you associate with your teaching experience thus far? \*

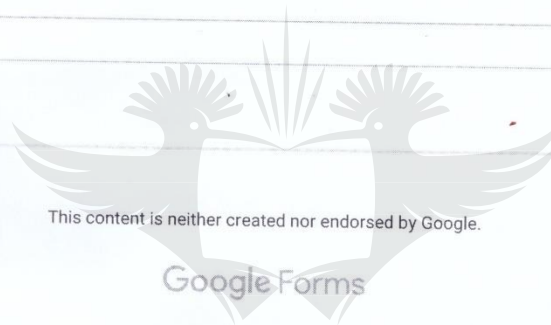
---

---

---

---

---



UNIVERSITY  
OF  
JOHANNESBURG

## Appendix C- Questionnaire for Focus Group Interview

### Interview Guideline Focus Group

1. When newly qualified teachers join your school or department, what do you wish they knew/ what gaps can you see in their training?
2. What are the qualities of a good teacher?
3. What recommendations would you make to improve teacher training?



Appendix D- Ethics Document

NHREC Registration Number REC-110613-036



**ETHICS CLEARANCE**

Dear Gwendolyn Claire Barry,

**Ethical Clearance Number: Sem 1-2020-073**

**Topic: Narratives of pedagogical gaps in emerging professional identities of second career teachers in South Africa.**

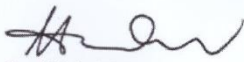
Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, it remains the duty of the student/researcher to submit a new application.
- It remains the student's/researcher's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

**The Faculty of Education Research Ethics Committee has decided to**

- Grant ethical clearance for the proposed research.
- Provisionally grant ethical clearance for the proposed research
- Recommend revision and resubmission of the ethical clearance documents

Sincerely,



Prof Mdu Ndlovu  
Chair: **FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE**  
8 June 2020

## Appendix E – Interview Transcripts

Example of interview with participant 1. All other interview transcripts available on request.

### Interview 1: 4 August 9:00am

<b>Interviewer</b>	I just want to assure you that everything about your personal identity, where you studied, where you are working at present all of that is completely confidential. You'll be given a pseudonym and maybe if you want to choose your own pseudonym that's okay as well.
<b>Participant 1</b>	You can pick one.
<b>Interviewer</b>	Okay, so it's about the information not so much your identity. So all of that... No one should be able to identify you through this study, even if they are your best friend.
<b>Participant 1</b>	Perfect.
<b>Interviewer</b>	Okay, cool. So, I'm just going to start with the biographical information part. Would you mind telling me how old you are?
<b>Participant 1</b>	I'm 52.
<b>Interviewer</b>	Okay, great. And where were you born?
<b>Participant 1</b>	I was born in Johannesburg.
<b>Interviewer</b>	Okay. And did you grow up in Joburg and attend school there?
<b>Participant 1</b>	Yes, yes. I grew up in. In Joburg I attended Holy Cross convent from grade R till Matric.
<b>Interviewer</b>	Ok, Fabulous. And your first degree at university, what did you decide to study when you went to university?
<b>Participant 1</b>	You broke up there Gwen
<b>Interviewer</b>	Oh, I just wanted to say when you, when you then went to varsity. What did you enrol in what did you decide to study first?
<b>Participant 1</b>	So I studied occupational therapy, I decided to study occupational therapy and I went there straight after matric. And I did two years of occupational therapy and it's a really, really tough degree, particularly second year, and I took a year, I took a year out in my third year and used my credits to do a medical science degree, to complete a medical science degree. So, I did my third year of medical science degree, majoring in anatomy and physiology. And I got my medical science degree and then I went back into third year, occupational therapy and completed my method and fourth year after that.



<b>Interviewer</b>	Wow. Okay, so that's, that's very impressive trajectory there
<b>Participant 1</b>	Okay so I guess more just to take a break out of the O.T actually and it worked out wonderfully It was an amazing degree to do.
<b>Interviewer</b>	Okay, fantastic. And can you describe your first degree um career to your first career, to me? What was your career like as an occupational therapist?
<b>Participant 1</b>	Can I describe the first degree?
<b>Interviewer</b>	Sorry, the first career.
<b>Participant 1</b>	<p>First career. Okay.</p> <p>Yeah, it's been an incredible career actually a such a fun. It's such a fun profession. So, I started I did my university degree on, at that time, transfer provincial administration bursary. And so I had to pay back the state some years of service and so I was lucky enough to get a job at Chris Hani Baragwanath Hospital. And I started there as a brand new graduate, and I worked at Bara. Initially I worked as a clinical O.T.</p> <p>And I worked there for four years full time as a clinical OT and then I got a job, part time as a clinical OT at Bara and part time lecturing at Wits University. So I did a couple of years. Part 50/50. And then I went and worked at Wits for full time for about four years as a lecturer, and then I came back to Bara and I ran the department there I came back as the manager of a big Occupational Therapy Department just 35 occupational therapists and about 18 Occupational Therapy Assistant, so quite a big department, and I managed that department for a couple of years. And then I travelled overseas with my husband and worked in the UK in a specialist upper limb rehabilitation unit there, and I did, I worked as a 50/50 clinical occupational therapist research occupational therapists that would have had a bit of an interest in research and a bit of an interest in teaching and a bit of an interest in management so</p> <p>wow</p> <p>I was a bit of a jack-of-all-trades kind of OT, and I worked I worked in a hospital in the UK and then we came home. And for a couple of years, I don't know if this is relevant, but I, uh, when I came home I didn't have a job as an OT yet, and my sister in law was about to have a baby and she was running a small business and she said will you run a small business for me when I had my baby and take bit of maternity leave, I ran a small business completely unrelated to health care for about eight months, and then I got a job, and in a clinical research in a pharmaceutical clinical research company and worked in pharmaceutical research for about 18 months, but I missed OT a lot. Then I got a job in a corporate healthcare company a huge, one of our biggest health care companies in South Africa that runs number of private hospitals, and I became the national rehabilitation manager, and I worked for them for nearly eight years, and I established specialist rehabilitation units in the private hospitals around the country in those years. So in those years I was wasn't working as a clinical OT working as a managerial OT, okay, and setting up rehabilitation systems and rehabilitation units and supervising all of the managers in those units. And then I, that job became quite overwhelming when I had my children I had my children very late.</p> <p>And so I decided to go and start my own private practice thinking that I could</p>

	<p>organize my own time. So I became a clinical OT again. And I spent some wonderful years as a clinical OT when my children were very young, but then it proved to be also too busy and not very flexible for my children. And so then I started working as a medical, legal OT. So, and now I continue to be a medical, legal OT. I work 40 hours a week but it's a very strange hours, very flexible job it's a wonderfully flexible job because I can book my assessments. So, effectively the work that I do now is assisting disabled people who have disability claims against insurance companies or the road accident fund, or whatever. So I can book that I need to spend four hours with a patient and I can book that while my children at school. And then I racked my very long reports at night or whenever, and I spend my time with my kids in between. Okay. Yep, that's my career.</p>
<b>Interviewer</b>	<p>Wow. It sounds it sounds absolutely fantastic. So, what, what drew you to teaching? What was the thought process that drew you into teaching?</p>
<b>Participant 1</b>	<p>Well I mean I think early in my OT career I really enjoyed teaching, so even when I was a very young at Bara. I, we obviously got students there, and I loved the clinical teaching there. And then I spent some years at Wits, and I was involved with it and I really enjoyed the lecturing and I just enjoyed teaching and throughout my career, I've really enjoyed teaching OTs that's really been fun. And just sharing knowledge and exploring ideas and I really enjoyed working with young people. And then, I am. I guess I've turned 50 and I had a bit of a mid-life crisis. And I thought Shoo, maybe, maybe I need to have a midlife crisis and change my career, or at least study something and expose myself to something, and having had exposure to my children's teachers and really always admiring the profession and admiring what teachers do. I thought that might be a really good thing to do and it's, you know, we always need teachers it's a career that can take you past retirement age and I thought that perhaps it's time for change and it was, it seemed to be the obvious choice.</p> <p>In terms of it, because it's an add on to knowledge and experience and skills that I already have on some level. So I thought it would be a good extension of those things.</p>
<b>Interviewer</b>	<p>Okay, wonderful and what was it that made you decide to commit, because it's a new, new way, new line of studying a, possible change what was the like a particular thing that made you commit and take the step.</p>
<b>Participant 1</b>	<p>Yeah, I was turning 50, it was a midlife crisis.</p> <p>And I have to prove that my brain still works and that I can move out of my comfort zone.</p>
<b>Interviewer</b>	<p>Wow.</p>
<b>Participant 1</b>	<p>So I had been thinking about it for a while and I had been thinking I should study something again and. And then that year. Yeah, it was really just a midlife crisis, I think.</p>
<b>Interviewer</b>	<p>Okay, fabulous. It sounds amazing. And what did you feel you could contribute to teaching as a profession from a personal perspective? What could you bring to teaching, like, of yourself?</p>

<b>Participant 1</b>	I think I could bring in my life experience and my, my knowledge in in kind of medical health care. And I've always been and my kind of mentorship skills so I think that I think that teenagers now more than ever need mentorship and need guidance, and so the subjects that I chose were Life Orientation and Biology because they fit my past experience really well. And I think actually they link quite well in many ways, and Life Orientation in particular is a subject that I think has got such incredible potential, but is under used and abused a little in the schools to be honest, I don't think it's respected well, and I think that it's an incredible opportunity for to, to have real conversations with teenagers, when they not having that opportunity with their parents or in their homes or wherever. And so I thought that I could contribute some, yeah, some life experience and some mentorship, predominantly I think.
<b>Interviewer</b>	Okay, wonderful. Thank you. Um, what skills were you hoping to learn from the PGCE? Did you have anything in mind?
<b>Participant 1</b>	I lost you a bit Gwen.
<b>Interviewer</b>	What skills were you hoping to learn through the PGCE?
<b>Participant 1</b>	Did you say what, what was I hoping to learn with the PGCE? Yes.
<b>Participant 1</b>	And I guess I was hoping. Yeah, I was hoping to get exposure to the mechanics of a classroom. Firstly, because I had only ever taught in a university environment and I was hoping to get an update and more knowledge around curricula and around the specifics of what's in those curricula. And I was hoping to get some experience in a school environment with the practicals that they offer you. And I guess at that stage. I was still hoping to work out. Can I do this? You know with younger kids and not with, with the older teenagers that I was used to. And is this really what I want to do so it was partly an explorative process of expanding my brain of learning some new things, of seeing whether this was actually a route that I would enjoy taking.
<b>Interviewer</b>	Okay, wonderful, thank you. And what were you most looking forward to about being a teacher?
<b>Participant 1</b>	I spent the interaction with the, with the kids. And the challenge of seeing whether you could actually connect with them and. And I think, you know, I think that the joy of teaching is in watching the change and in yourself and in the kids. And so that was what I was most looking forward to.
<b>Interviewer</b>	Okay, wonderful. And what were you most concerned about entering teaching?
<b>Participant 1</b>	And I think that, I mean it's obviously an extremely different generation from myself I'm quite far, far gone from the generation of school kids. And I know it's a very different world I see that from our own children. And I guess my greatest concern was, you know, how do you cope with. Yeah, with, with a very changed generation, very different communication skills. And I was quite taken aback in my first practical and took quite a lot of getting used to as to how kids speak to their teachers these days and the kind of conversations they're willing to have and, and, and the level of disrespect in some

	<p>children, and in social challenges and in all of those things. So, yeah, I guess my biggest concern is how do you actually connect with these children and pull them along with you and help them to learn and help them to grow.</p> <p>And then I had some concerns, just generally academically that can actually do this. Can I actually remember this level of biology? Can I really learn those things you know and again my old brain actually apply myself to those things so I had some concerns around those things as well.</p>
<b>Interviewer</b>	<p>Okay, wonderful, thank you. And we're moving on to just another section in the questions about, to do with identity. So, in your opinion, What are the personal qualities of a good teacher?</p>
<b>Participant 1</b>	<p>And I think that you need to have integrity, above all, and I think that you need to be a good communicator. And I think that you need to have compassion, but also discipline.</p> <p>I think, you need to be organized, very organized and highly committed. I think that if you don't really want to do this then you aren't going to be a good teacher, because it's a really tough profession. It's incredibly hard work very full time, and I was quite overwhelmed in my, in my pracs as to how intense it really is and how hard. And it took me by surprise because I'm with people all day, I'm very used to working with people, you know, and I'm used to working with people in very tough circumstances I've seen some shocking disability and some really difficult circumstances and so I thought that there could be okay I'm used to intense human interaction, but the fact that you've got to be so committed because you need to be so connected every single minute that you're with those children, you know you don't have time to take time out or to take five minutes to collect yourself or whatever because you have 30 kids in front of you. And so you need to be extremely, extremely committed and really want this and really love it. And, Yeah. Does that answer your question, you're off track.</p>
<b>Interviewer</b>	<p>No, absolutely. Um, can I ask you, was there a teacher that particularly inspired you during your school years, somebody you look back on and think. Shoo.</p>
<b>Participant 1</b>	<p>Yeah.</p>
<b>Interviewer</b>	<p>Can you tell me a bit about the best teachers?</p>
<b>Interviewer</b>	<p>Okay, do you have, can you tell me about one of them? Like someone who really stands out.</p>
<b>Participant 1</b>	<p>Yeah. So, my matric History teacher was probably the best teacher I ever had. She took us through she was at grade 11 and grade 12 History teacher and she took us through the entire grade 12 syllabus in grade 11, so that she could spend the first six months of matric teaching us debating skills and critical thinking skills and whatever and so she took then she would take all of our material for matric, actual material and set up, literally set up debate practical physical debates in the classroom. And we then revised all of our material through debating and she would set us up in really unlikely, okay you believe this you believe this now argue your case, etc. So, she was firstly very passionate, she knew her stuff like nobody. I mean, it was absolutely incredible what her depth of knowledge was.</p> <p>She was very committed to us. And she really wanted to teach us additional skills, other skills.</p>

<p><b>Interviewer</b></p>	<p>And so they're critical those critical thinking skills stood me in good stead for the rest of my career and for my life, and I really admired the effort that she put in coming off the curriculum, I mean obviously in June she had to go back to the curriculum quickly so that we were ready for exams and the rest of the you know prelims in that whole matric drama but that she was just so fascinated in developing us as humans.</p> <p>And she was a gentle soul, but quite strict, so she.</p> <p>Yeah, she, she really just had a good rapport with us. And I really just admired her capacity to go past the you know the standard curriculum and think creatively about how to teach us and how to inspire us. And, yeah.</p> <p>That sounds wonderful. You're given me so much to think about I'm really like bursting to just keep to my questions.</p> <p>But as it sounds. She sounds amazing. Thank you for sharing.</p> <p>So how would you describe the professional identity of a teacher in South Africa, because we've got quite a unique context.</p>
<p><b>Participant 1</b></p>	<p>Shoo. That's a tough question.</p> <p>Particularly when I haven't taught myself.</p> <p>I think that teachers feel. I had strong, in both of my practicals I had a strong impression that teachers feel undervalued. And they, they think that they, in terms of professional identity that they don't feel valued in the system so they don't feel valued by the government they don't feel valued with regards to salary. They seem to establish their identities in their teams so they connect very strongly to their colleagues, and the strong team identities in schools, and tend into become quite, very loyal and very proud of the school's identity and they attach themselves to that identity very well. And the identity certainly not attached to income, although the income I think destroys part of the identity in terms of the perceived value, their self of value. And they think that they do value themselves as educators and as leaders for change, and as developers of children and young people. And I think they take enormous, enormous pride in that. So I think that they're very driven by.</p> <p>Certainly, you know the senior high teachers, you can see them being driven by how the matriculants are going to do, and taking that extremely personally, they do well, you know that boosts their identity enormously so they identify themselves as kind of launchpads for the future for these young people. And, yeah, I don't know if that answered your question.</p>
<p><b>Interviewer</b></p>	<p>Absolutely. absolutely thank you. So how would you describe your personal qualities, as a teacher, even though you're not practicing at the moment but what would you consciously bring yourself to that space?</p>
<p><b>Participant 1</b></p>	<p>I think I'm energetic, and I think I'm very committed, and I think I'm a strong communicator.</p> <p>And then, that helps me. I think I can identify with different levels of skill and different characteristics in children in a, in a classroom and I'm experienced in, because I've been an OT and because I've ran my own groups and because I've treated very different of huge range of people in my life, I can pull out the strengths of people and I'm quite good at connecting into that and in, in pulling up people's in in helping people to see the meaning and what they're doing. And so I think I do bring that I think I kind of bring my like my therapeutic side into</p>

	<p>teaching and try to nurture people into it's almost manipulate them into learning, learning what they need to learn even if they're not interested because there's an end point. So, I think my strength is in in kind of the communication environment. Yeah.</p>
<b>Interviewer</b>	<p>Okay. Brilliant. Thank you. Oh, how important do you think is it for a teacher to have a strong sense of their own professional identity? for them to define it for themselves.</p>
<b>Participant 1</b>	<p>Yeah, I think it's incredibly important. I think that if you because I think there's very little joy in in remuneration of teaching, so you can't you can't attach to that. I think it is extremely important that you're attached to the, the value of yourself as an educator, and why you're doing this and what you're driven by. And because that, I mean that's really where the rub lies that's why teachers teach in South Africa, because it's not I mean it's never going to be a career that's going to reward you in other ways as reward to in the joy of watching the growth, and contribution, and all of those things so if you can't identify with that I think that you would have problems being a happy teacher here.</p>
<b>Interviewer</b>	<p>Okay, fabulous Thank you. So, how did your friends and your family feel about your decision to become a teacher?</p>
<b>Participant 1</b>	<p>Yeah. So, they were all completely amazed that I was not going to take another degree, but everybody was very supportive extremely supportive and my husband was like well it's a great, you know, it's a really good qualification to have, if we ever had to move or we ever had to, you know, if, if your OT had to fall apart or whatever. It's a very good backup, kind of qualification so he was very, very supportive my kids were very supportive, my friends were all just like you've got to be crazy. Are you out of your mind? you do know that teachers make no money, etc.</p> <p>But, but a lot of people said well, the people that know me better said you will be an amazing teacher. That's an incredible challenge and it's a really good thing to do. so mainly very supportive. But it was a better than kind of remembering that at the time that I took on the degree. I was taking on the degree as a challenge to myself and an exploration as opposed to a definite career decision. So, it was always like, so a lot of people followed up their response to it well are you going to be a teacher, you know, and I was like, I'm not really sure. I need to explore it and see if it's right for me. So it wasn't really a reaction to my additional decision to change career, it was more reaction to kind of taking the first steps towards seeing whether I wanted to do.</p>
<b>Interviewer</b>	<p>Okay fabulous Thank you. Okay, so we're on to the last little section about classroom experience and the actual PGCE so when you were in your teaching practicals. Was there anything that you had learned from the PGCE that you felt could benefit you in the classroom. Was there something one, like, a group of things or a particular thing that you used from the PGCE when you stepped into that classroom?</p>
<b>Participant 1</b>	<p>And I have to be honest that the material that are covered the academic material that are covered in the PGCE I don't think really prepared me. No. But, but the access to amazing educators who were my, you know my supervisors in my pracs,</p>

	<p>taught me vast amounts and the most by far the most valuable thing I did in the PGCE was observe other teachers teach. So in both, I was unbelievably lucky to have two amazing pracs in two amazing schools. So and I mean I know that I was deeply, deeply privileged in terms of it, but I got exposure to, you know, to every subject and to every type of teacher and. And that's where I actually learned. so the material itself, the academic material in the textbooks. No. didn't really teach me anything, even really anything new.</p> <p>But I guess that I had been lucky enough to have lecturing experience so I kind of knew how to structure a classroom and how to, you know, put together teaching material and how to plan a lesson and how to do those things, already. So if I hadn't had that experience perhaps that would have helped me.</p> <p>But it was the exposure to the teachers that was, was by far the most valuable thing I learnt.</p>
<b>Interviewer</b>	<p>Okay, perfect. And is there anything that you wished you had learned from the training before you got into the classroom? Was there ever a moment of like, I wish I knew x y Zed,</p>
<b>Participant 1</b>	<p>I would, I would have liked more exposure to, to the actual material in the curriculum. So you know they throw the CAPS document at you and you how exciting CAPS documents are, and very little else. And. And so, because I'm so far past my, you know, matric Biology or my first or second or third year of Biology. I felt very insecure in terms of oh my word I don't actually know this material anymore and I don't really know what to even teach, and there isn't enough detail in the actual curriculum document to figure that out. So I then need to go and find textbooks and chat to teachers and, you know desperately try and thrash around to find actual curriculum materials that you need to teach. So I did battle a lot with that and my, the time that I spent in my pracs was trying to find material and, and, you know, trying to root out ideas for lessons and things because I didn't actually know the curriculum anymore and the CAPS document didn't really help me in that direction too well. And the university, gave us nothing about it, they're just kind of they gave us the how to set up a classroom and how to interact with people and how to behave like a, you know, like a manager, but they. There was nothing about the actual stuff that you were going to teach these kids. So that was tough, and I felt underprepared in that area.</p>
<b>Interviewer</b>	<p>Okay, thank you. Um, can you tell me about the most challenging experience that you've had so far in teaching?</p>
<b>Participant</b>	<p>I completely lost that question.</p>
<b>Interviewer</b>	<p>Can you tell me about the most challenging experience you've had so far in a classroom?</p>
<b>Participant</b>	<p>I'm not getting it.</p>
<b>Interviewer</b>	<p>Okay, I'm just trying to think of...</p>
<b>Participant</b>	<p>Can you WhatsApp it to me?</p>

<b>Interviewer</b>	Yeah let me put it in the chat. And let's see if that works.
<b>Participant</b>	Sorry.
<b>Interviewer</b>	No worries. There we go. (Types the question in the chat)
<b>Participant</b>	<p>Oh. Yes (laughs) I think the most challenging experience was just disrespectful kids and kids that said things that were. Yeah, that were completely inappropriate and very disrespectful. And you know, kids that don't.</p> <p>Yeah, I think it was around respect that was my most challenging experience and. And I think it was in my favour that I'm old and that I have some life experience. I think if I had been 22 I would have been eaten alive by those kids.</p> <p>But I have the life experience to, you know, to pull it back and to challenge the children on their behaviour and to do that so on an ongoing basis I think that that was my biggest challenge, is, I think it's by no means the majority of kids but it only takes one or two in a classroom to change things completely. So it was around kids behaviour as opposed to specific teaching.</p> <p>And I had a really interesting experience in my Life Orientation prac where I thought it would be an amazing idea to have a series of lessons. I was working in an all-girls school, And I thought it would be an amazing idea. I was given quite a lot of free rein to decide on my own curriculum material within the curriculum then I thought, be really nice to teach girls to, how to say no. And from various perspectives because when I was a teenager was really hard to say no to an adult, you know or to say no to, and, and I think this world requires particularly woman to be able to say no. And to say no to employer to say no to, you know, a boyfriend, whatever in various contexts, I thought that would be really fun so I designed a couple of lessons around that. And I started off by saying it you know to these girls have you ever had the experience of, of trying to say no, in a really, you know, saying no to a friend who's offering you drugs or whatever and you feel uncomfortable with that but you don't upset your friend and, and all the girls just looked at me like I was an idiot and said, Well of course we say no, we say no all the time it's really not a problem for us it's not a challenge, and I had designed all these lovely lessons. From my own perspective of what I thought would be important for them. And it wasn't important for them they didn't perceive it important as well at all so we needed to change it around a little bit. And, and so I needed to move quickly on that, and it was definitely a generational thing and I think that that possibly is going to be one of my biggest challenges is generational because I'm literally two generations from these school kids not so I think in terms of that it's easier if you're a younger teacher and you're more tuned into that generation, but it was a it wasn't such a challenge as just really interesting took me by surprise.</p> <p>Awesome. Thank you. So, I'm going back to your point about the disrespect. Do you think that there was anything that the PGCE could have provided you with that could have made that experience...</p>
<b>Participant</b>	I'm not hearing you Gwen
<b>Interviewer</b>	Okay. Okay, let me type it. So, can you not hear me at all? No. Okay, I'm going to type.



<b>Participant</b>	I lost you all together Gwen.
<b>Interviewer</b>	Sorry, I don't know why I'm going to just type. (types the question) Okay.
<b>Participant</b>	Yeah. Um, no, I think, um, you know it's not an academic question it's kind of a, it's a, it's a skills question and I think you need life experience to cope with the disrespect because I don't think that you know it's not useful to take specific disciplinary actions, it's, it's I think it's all in communication so I think it's an experience thing, I really do. I can I think perhaps, perhaps having a senior teacher or an experienced teacher mentor you through those, you know unique challenges, and, and perhaps a teacher that knows the kids involved and gives you sort of suggestions as to how to cope with it would be useful but I don't think that I don't really think there's anything you couldn't actually put in a curriculum, other than a warning that this is going to happen, and that you need to understand this generation, and you need to work out how to navigate it. But certainly it's sort of a like a very useful to have an experienced teacher as your supervisor during the prac and you're lucky if you get that, because then I think you can learn through that. But in terms of actual practical material that they could have put in the PGCE no not really.
<b>Interviewer</b>	Okay, cool. Can you hear me now.
<b>Participant</b>	Yes, I can.
<b>Interviewer</b>	Okay, perfect. Maybe I was covering the microphone I've got too much paraphernalia here. Okay, we're almost there, so I wanted to ask you, how important do you think it is for a teacher to have good emotional intelligence,
<b>Participant</b>	Absolutely essential. And very thick skin and absolutely essential emotional intelligence Yes, because I think. I think one needs to have insight into, into how people affect you. You need to understand what you know and what your response to people I think particularly working with teenagers possibly easier to work with little ones who just love their teachers and want to please them but the teenagers don't just love you and want to please you, it's not their way. And it's not where they're at in the lives and I think you need to understand how their response to you affects you. And so I think emotional intelligence really helps you to do that. And to. And you need you need some strength and some self-confidence to understand that it's not always about you. It's usually about them. So yes, I think it's a it's an absolutely essential thing to know, so perhaps in in fact going back to the disrespect question, and there could be some course material around emotional intelligence. Again, that would be very useful.
<b>Interviewer</b>	Okay fabulous and how important do you think it is for teachers to be trained in good interpersonal interactions in a school environment?
<b>Participant</b>	Yeah, also essential because I think that I think the core of the success of teaching is in communication. I think if there was one thing that I was to pick that would be a really important skill for teachers to have that would be communication. And so

	<p>I feel very lucky that I learned, we spent a huge amount of time in my undergraduate degree and develop developing interpersonal communication skills on various levels practically academically, we really spent a lot of time on it. And so it wasn't a threat for me.</p> <p>But I do think that it's absolutely central to pulling your scholars along with you. And being able to communicate appropriately.</p> <p>And with all the different personalities, because it takes different communication skills depending on who you're interacting with, and parents and colleagues, so it's I mean it's absolutely central to that to the entire picture. Yeah.</p>
<b>Interviewer</b>	<p>Fabulous. Thank you. Last question. So to what extent do you believe that these communication skills and emotional intelligence could be taught to a potential teacher?</p>
<b>Participant</b>	<p>Certainly, to some extent.</p> <p>I think that there needs to be some natural characteristics around, you need to like people need to have any. Yeah. So there's some personal characteristics I think you have to have. And then I think the actual skill component, you can learn that you would need to learn over a number of years. I did a very interesting course a number of years ago, that did, that they actually videoed us interviewing patients, and then gave us feedback on and we had to watch our own videos which was absolutely excruciating. And then, and get your feedback on your eye contact and your nonverbals and your verbals and your tone of voice and all of that and kept interviewing us until we actually became aware of those skills so I think that you can learn communication skills but practically. I don't think it's an academic subject.</p> <p>I think it's got to be done as a prac, but I think it could be done as a prac away from the scholars where you know you could use techniques like that, where people are given insight into how they communicate and what nonverbals they use and how they come across, and it would require, it's quite intense and would require quite, quite committed lecturers, teachers, whatever.</p> <p>But yes, I think to some extent you can learn those skills if you're given constant feedback. But the big thing is that if you give them constant feedback, it's quite difficult to gain insight into your own, you know, emotional responses and your own communication skills. Without feedback from insightful people. So they do think that that's a challenge in terms of who's out there to teach those skills. and I didn't have positive experiences with my, my lecturers during my PGCE in terms of in terms of feedback or constructive input.</p> <p>And so yeah I mean you would need university departments that had skilled people in there to take two take PGCE students through those skills, I do you think you can learn them to some extent, some more than, and some obviously more successful than others depending on personality.</p>
<b>Interviewer</b>	<p>Fantastic. Thank you so much. I'm just going to stop the recording.</p>

## Appendix F- Narrative Summaries.

Example of narrative summary for Participant 1. Other narrative summaries available on request.

### **Narrative Summary of Participant 1**

Kathy is 52 years old and was born and raised in Johannesburg. At university, she studied occupational therapy, taking some time out in the middle of the degree to major in anatomy and physiology in a medical science degree. She has worked in occupational therapy for a few decades, starting her career as a clinical occupational therapist in a government hospital. She then started lecturing at a university part time, while in her position as clinical occupational therapist. From there she has been a full-time lecturer, managed the Occupational Therapy department at a government hospital, worked as a specialist in an upper limb rehabilitation unit in the UK, spent some time as a research occupational therapist, worked in pharmaceutical research, held a post as National Rehabilitation Manager for a large corporate company, started her own private occupational therapy practice and at the time of the interview worked as a medical legal occupational therapist. She described her first career as her having a bit of an interest in research, a bit of an interest in teaching and a bit of an interest in management.

She was drawn into teaching, as a career, through her work with the students at the government hospital where she started her occupational therapy career. She then lectured full-time at a university for four years and has subsequently taught and mentored occupational therapists. She has always enjoyed sharing knowledge, exploring ideas and working with young people. She described the decision to do a PGCE as a “mid-life crisis” when she turned 50. Taking up the PGCE was a personal challenge, an exploration of a life-long interest and a test of her intellectual abilities. She had admired her children’s teachers and the profession in general, and also identified it as a career that one can pursue past retirement age, as well as an extension of the knowledge and skills that she already had.

Kathy felt that her life experience, medical health care knowledge and mentorship skills would be very beneficial to her as a high school Life Orientation and Biology teacher. She was excited to have the opportunity to have real conversations with teenagers; to connect and interact with them and explore the opportunities to use Life Orientation to its full potential in the school system. She was a little concerned about the generation gap between herself and the learners she would teach. She mentioned the change in the way that learners now communicated with teachers, the level of disrespect from some learners and general social challenges. She was also concerned about her subject knowledge in Biology.

On the subject of teacher professional identity, Kathy identified integrity, compassion, good communication skills and self-discipline as key qualities in good teachers. She highlighted the intensity of the human interaction that she experienced during her teacher practical, saying that it took her by surprise as she thought that was already used to it through her work as an occupational therapist. A teacher who served as an

inspiration to her as a learner was a History teacher who organised her teaching in such a way that she had time to teach her learners debating skills and critical thinking skills. Kathy highlighted her depth of subject knowledge, passion, commitment, the rapport she had with her learners and her fascination with developing them as human beings. Even though, at the time of the interview, Kathy was not teaching full time she was very conscious of wanting to bring her ability to connect with people and identify their strengths to her teaching. She also identified the importance of her therapeutic skills in nurturing her learners and inviting them into the learning process.

With regard to the sociological dimension of teacher professional identity, Kathy felt that the teachers she knew and had interacted with felt undervalued. This feeling stemmed from the education system, the government and the remuneration they received. However, the schools, departments and informal teams or groups that are formed amongst teachers mitigated this feeling of being undervalued and inspired pride in the leadership and development of young people as well as in the identity of individual schools and subjects. On a personal level, Kathy identified that as a teacher it would be important not to attach one's value to the remuneration, but rather to the value of being an educator. The reward of teaching is not monetary but rather the joy of watching the growth in the learners and the contribution one makes to their community. The reactions of Kathy's own friends and family to her decision to become a teacher concur with her own perception that teachers are undervalued by society due to how little they earn. However, Kathy identified that the people who knew her well believed that she had a great many personal qualities that would make her a good teacher. Her husband also identified teaching as a career that would be versatile should their living circumstances change.

When reviewing her PGCE experience, Kathy felt that she benefitted far more from the school practical than from the academic material that was covered during the course. She also commented that she did not have positive experiences with her PGCE lecturers when it came to feedback or constructive input from them. She found that her previous experience in lecturing was more helpful with classroom management and lesson planning than the theoretical aspect of the PGCE. She also identified the mentor teachers in the two schools that she visited as being very valuable contributors to her learning to become a teacher. She felt that the PGCE could have prepared student teachers better in terms of mediating the CAPS document. There was no guidance on how to incorporate subject knowledge, content mediation and resources into the curriculum requirements. Kathy's most challenging experience in the classroom is directly related to this idea, as she had prepared a series of lessons for Life Orientation on a topic that the learners in that particular school found relatively straightforward. As there is little guidance in the CAPS document, and little support in subject knowledge and content mediation from the universities, it is understandable that a student teacher could have an experience like this. Kathy identified her experience as a skills question, but saw it relating more to the interpersonal skills required in the moment than academic skills she could have been equipped with. She highlighted the role of the mentor teacher at the school as a vital mediator in this kind of situation as they would understand the learners and the unique challenges of the context. Kathy's suggestion to improve the PGCE experience would be to include post-

graduate mentorship in teaching practise and more opportunities to observe other teachers.

When asked about emotional intelligence and communication skills, Kathy felt that both were very important for teachers. In terms of emotional intelligence, Kathy saw its value in giving teachers an insight into how they are affected by the people around them. She identified that working with teenagers exposed one to a certain level of disrespect and that it is important for a teacher to develop inner strength, confidence and the realisation that the behaviour of their learners is not always a reflection on them. She also saw communication skills as central to all school interactions. Kathy felt that emotional intelligence and interpersonal skills could be taught to some extent as they are comprised of inherent characteristics as well as skills that can be learned. She identified it as a practical course, rather than an academic subject. The practical course would require consistent feedback from an insightful mentor.

Kathy has recently accepted a teaching post where she will be teaching English and Life Sciences to Grade 6.



## Appendix G- Information and Consent Form

### INFORMATION SHEET AND INFORMED CONSENT FOR PARTICIPANTS IN INTERVIEWS ABOUT THE PGCE EXPERIENCE

31 July 2020

Dear Participant

Thank you so much for agreeing to participate in my study. I truly appreciate you making the time to assist me.

My research is on **Narratives of pedagogical gaps in emerging professional identities of second career teachers in South Africa.**

The study involves collecting the narratives of people who have entered teaching as a second career and qualified by doing a PGCE. The process of collecting the narratives is as follows:

- A semi-structured interview which will be recorded and transcribed.
- An opportunity for the participant to review and correct the transcript.
- The writing up of the interview data as a narrative.
- An opportunity for the participant to discuss and edit the narrative until they feel it is an accurate reflection of their experience.

Participation in the study is completely voluntary. As the participant you may withdraw from the process at any time. Furthermore, your name, place of work, the institution where you studied and any other information that may identify you, will be kept strictly confidential at all times.

The interview will be conducted remotely due to the social distancing restrictions caused by COVID 19.

If you agree to participate, please would you fill in the information below.

I \_\_\_\_\_

have read the information sheet above and discussed any concerns that I may have about participating in the study with the researcher.

I consent to

- The interview.
- The recording and transcribing of the interview.
- The writing up of the data as a narrative.
- Discussing the content of my interview to ensure that it faithfully represents my experiences.

\_\_\_\_\_  
Signature

Appendix H- Table Capturing General Statements



			<p>were still exploring many roles and skills. 4,5,6,9,10</p>	<p>working really hard but what are you actually passionate about?" " - 4</p> <p>"It started off first as a sales post, and as a receptionist post for graphic designer that was leaving, and I needed to do a language credit for my, my degree." - 5</p> <p>"It was very admin heavy. A lot of organization required, dealing with, people." - 6</p> <p>"I became a special librarian at the water services departments for the city of Durban... and then I moved over to work at Library Services running the websites of the library. ...then I moved over to the communications department of the municipality and became the webmaster for the city's website and intranet sites...I resigned and worked for myself as a web designer...I started working at a correspondence university as a lecturer part time lecturer." - 9</p>
	<p>2.2. Tell me about the journey that has led you to starting the PGCE.</p>	<p>SCTAtt (4) SCTMot (7) EIISeI (7) EIISeI (1) TPISoc (1) FRIns (1)</p>	<p>(G3): SCTs with a stable first career identity tended to leave the corporate world once they had children. They found teaching more compatible with family life. 1,2,7,8</p>	<p>"I myself have two children and I thought if I could have the freedom to be a teacher and then have the school holidays with my kids, it would be great." - 2</p> <p>"I had my own children. And, and then I just kind of think why am I fighting big corporates and you know when this is the future of our planet and this is where energy and time needs to be invested." - 7</p> <p>"I've got a boy and a girl, and they my son wanted to go to school that required boarding for high school and my daughter was going to stay here, but I just so for me the thing was, I cannot stay at home I'm</p>



			<p>(G4): SCTs with stable career identities experience other “push factors” away from the corporate world, like personal safety, high stress and burnout and lack of annual leave. 2,3,7</p> <p>(G5): Participants had a prior affinity for teaching. 1,2,3,4,6,9,10</p>	<p>going to go bonkers. And now they don't need me anymore and I need to make a plan now, and I've got no desire to go back to corporate so I thought, Well, then let's try teaching.” - 8</p> <p>“When you work in the corporate industry, you get a measly 15 working days a year 15. And 15 just really didn't cut it for me, especially with having small children.” - 2</p> <p>“And I worked for a large company for about 13 years, and I was burnt out, I was absolutely finished. And I didn't work for about six months.” - 3</p> <p>“anyway so the last sort of round of community meetings that I did, I had to have a security detail follow me around for a week and we had these massive guys. And it just so, safety was an issue. Yeah, so the actual job became unpleasant.” - 7</p> <p>“I really enjoyed the lecturing and I just enjoyed teaching and throughout my career.” - 1</p> <p>“I've always thought I've had a natural skill to communicate information across to other people...Many people would come to me and say, “You were obviously a teacher in your previous life” And then I thought, well, maybe this is my calling. Maybe I should be doing this.” - 2</p> <p>“. So, I think every other job I've had has had an element of teaching, or lecturing where this gave me the opportunity to do it all day, every day.” - 3</p>
--	--	--	--	---

Appendix I. Table organising quotes according to pattern analysis.

This is a 3 page sample of the original. The full document is available on request.

Subcategory	Codes	Quote
Attributes SCTAtt	SCTAttT	<p>“a bit of an interest in in research and a bit of an interest in teaching and a bit of an interest in management” - 1</p> <p>“I think I could bring in my life experience and my, my knowledge in in kind of medical health care. And I've always been involved in mentoring so I think that I think that teenagers now more than ever need mentorship and need guidance, and so the subjects that I chose were Life Orientation and Biology because they fit my past experience really well.” - 1</p> <p>“I feel very lucky that I learned, we spent a huge amount of time in my undergraduate degree and develop developing interpersonal communication skills on various levels practically academically, we really spent a lot of time on it. And so it wasn't a threat for me.” - 1</p> <p>“that I had been lucky enough to have lecturing experience so I kind of knew how to structure a classroom and how to, you know, put together teaching material and how to plan a lesson and how to do those things, already. So if I hadn't had that experience perhaps that would have helped me.” - 1</p> <p>“I've always thought I've had a natural skill to communicate information across to other people.” - 2</p> <p>“The fact is that I had work experience, one of the subjects I was qualified to teach was Business Studies up to Matric and having worked in the corporate world, I really felt like you can tell the kids and the learners, real life stories, give proper examples.” - 2</p> <p>“I had worked in the corporate world. I had a big background for running a large exhibition like Decorex from the marketing function of how we promoted the show on various radio stations, tv adverts, magazines, to paying suppliers, to add them to invoicing, to credit notes, and I thought all of that tied up in my head to be able to teach the kids all those skills.” - 2</p> <p>“I think, when you come with corporate experience, I think that does help. I have a lot of lab experience, research experience, and you can actually incorporate that into the lessons.”</p>

- 3

“Probably things like I would say things like attention to detail. Those are skills that I think I've carried over. I'm a perfectionist. And I think the ability to explain something, and to pitch it at the level of the person who's actually asking the question or wants to learn something.”

- 3

“People management, and I think it really worked well, because I really, I hardly I barely had any classroom management issues from a teacher, and I think it came from the fact that I was when I was a manager in a store I managed people that were younger than me and also people that were older than me and people who had kids and you know, and so just that emotional intelligence. You know, understanding people and just, just managing people and, you know, a lot of people don't have emotional intelligence, high EQ.”

- 4

“I started doing a TESOL.”

- 6

“So I knew that because I had, because I worked with so many people from different elements of publishing, that I could bring that into space at the school where you are having to communicate with management, while you mediate a curriculum, you're talking to students that could bring that communication and organization into that.”

- 6

“And, and it also just having a wider, knowledge. Yeah. Just being able to talk about general things or things beyond the classroom, and then I always seem to be the teacher who struggles to get into the lesson.”

- 7

“so it was definitely ability to people manage whether it's an angry parent or a cheerful parent or, you know, so there's definitely that skill. I think that's quite a big one, it's not in the classroom but it is a big part of the school.”

- 7

“I'm an educated, professional intelligent woman who wants to teach second language I mean, anybody can do it it's easy and it's not a hard subject but to, to make them love it...I think it might be because you're a bit older, also and have life experience you can add.”

- 8

“Organization, definitely organizational skills, your lawyers, you have to be very meticulous and you really dot your i's and cross your T's.”

- 8

“I did see how language has to be used for communication. I worked in a library partly because I love literature. So I'd like to share that, I don't know if that's a

	<p>skill though. I think what I've gained from all these different careers is that I'm a kind of critical thinker.”</p> <p>- 9</p> <p>“I started working at a correspondence university as a lecturer part time lecturer.”</p> <p>- 9</p> <p>“When I was in Grade 12, I was teaching my classmates, I was good at Zulu.”</p> <p>10</p>
--	--



Appendix K

Tables 1-4 Depicting Quotes Clustered into coded groups with new codes.

There is a 3 page sample of each table in this document. The original versions are available on request.

Category	Original Code	New Code	Claims	Participant Quotes	Focus Group Quotes
SCT	SCTAtt	SCTAttT	<p>SCTs are able to readily identify skills from their previous careers that benefitted them in teaching. The two identities successfully compliment each other in many cases.</p> <p>Many SCTs have prior teaching experience in other fields or they have demonstrated attributes that those around them link with teaching.</p> <p>Many SCTs have teacher role models in their own families.</p>	<p>“a bit of an interest in in research and a bit of an interest in teaching and a bit of an interest in management”</p> <p>- 1</p> <p>“I think I could bring in my life experience and my, my knowledge in in kind of medical health care. And I've always been involved in mentoring so I think that I think that teenagers now more than ever need mentorship and need guidance, and so the subjects that I chose were Life Orientation and Biology because they fit my past experience really well.”</p> <p>- 1</p> <p>“I feel very lucky that I learned, we spent a huge amount of time in my undergraduate degree and develop developing interpersonal communication skills on various levels practically academically, we really spent a lot of time on it. And so it wasn't a threat for me.”</p> <p>- 1</p> <p>“that I had been lucky enough to have lecturing experience so I kind of knew how to</p>	

				<p>structure a classroom and how to, you know, put together teaching material and how to plan a lesson and how to do those things, already. So if I hadn't had that experience perhaps that would have helped me.”</p> <p>- 1</p> <p>“I've always thought I've had a natural skill to communicate information across to other people.”</p> <p>- 2</p> <p>“The fact is that I had work experience, one of the subjects I was qualified to teach was Business Studies up to Matric and having worked in the corporate world, I really felt like you can tell the kids and the learners, real life stories, give proper examples.”</p> <p>- 2</p> <p>“I had worked in the corporate world. I had a big background for running a large exhibition like Decorex from the marketing function of how we promoted the show on various radio stations, tv adverts, magazines, to paying suppliers, to add them to invoicing, to credit notes, and I thought all of that tied up in my head to be able to teach the kids all those skills.”</p> <p>- 2</p>	
--	--	--	--	--	--

				<p>“I think, when you come with corporate experience, I think that does help. I have a lot of lab experience, research experience, and you can actually incorporate that into the lessons.”</p> <p>- 3</p> <p>“Probably things like I would say things like attention to detail. Those are skills that I think I've carried over. I'm a perfectionist. And I think the ability to explain something, and to pitch it at the level of the person who's actually asking the question or wants to learn something.”</p> <p>- 3</p> <p>“People management, and I think it really worked well, because I really, I hardly I barely had any classroom management issues from a teacher, and I think it came from the fact that I was when I was a manager in a store I managed people that were younger than me and also people that were older than me and people who had kids and you know, and so just that emotional intelligence. You know, understanding people and just, just managing people and, you know, a lot of people don't have emotional intelligence, high EQ.”</p> <p>- 4</p>	
--	--	--	--	---	--

Table Depicting Code Clusters for TPI

Category	Original Code	New Code	Claim	Participant Quote	Focus Group Quote
TPI	TPIPsy	TPIPsyEI	SCTs show an awareness of how interpersonal skills underpin the successful relationship between teachers, learners and learning in the classroom. This correlates with the views of older, more established teachers.	<p>And just sharing knowledge and exploring ideas and I really enjoyed working with young people.” - 1</p> <p>“the interaction with the kids and the challenge of seeing whether you could actually connect with them and I think that the joy of teaching is in watching the change in yourself and in the kids. And so that was what I was most looking forward to.” - 1</p> <p>“I guess my biggest concern is how do you actually connect with these children and pull them along with you and help them to learn and help them to grow?” - 1</p> <p>“I think I'm energetic, and I think I'm very committed, and I think I'm a strong communicator. And then, that helps me. I think I can identify with different levels of skill and different characteristics in children in a, in a classroom.” - 1</p> <p>“I think it is extremely important that you're attached to the, the value of</p>	<p>the ability to reflect and be honest with yourself. I think that's very important. You can't be a good teacher, if you're not honest with yourself. You can't say, “Look, I screwed up”. You know, and I think you've got to be able to reflect. I love to reflect on how my day went and that's why I have a journal.</p> <p>humility.</p>



				<p>yourself as an educator.”</p> <p>- 1 “you definitely need to reflect and be sure that you're doing what you need to do. And if you are professional that will shine through in your work. And when you are professional kids take you seriously, and they respect you.”</p> <p>- 2 “tell them the importance of why what you are learning is actually going to be of benefit to you. I'll be honest some of the subjects I've studied at school, I've never needed Pythagoras' Theorem ever in my life. But I've definitely needed to know how to open up a cc how to register it.”</p> <p>- 2 “I think honesty, because you need to be true to yourself and true your learners. I don't think there's anything wrong with the teacher actually telling the kids, “I don't know the answer”. So definitely honesty, and you need to have respect for your learners and be very open minded. Sometimes a kid might come late to</p>	<p>That you are going to meet other experienced people, you need to treat them with respect, and gain benefit from them. And as much as they also need to return the favour in some way or the other.</p> <p>So, I actually think that a quality of a good teacher is the modelling of everything that you want to implant. So if you want them to be humble enough to know that they've got a lot to learn. You've got to be humble enough to know that you've got a</p>
--	--	--	--	---	---

				<p>your class and I never go crazy or shout at them if they're late, because there's always two sides to every story. So respect kids, trust them that they wouldn't tell you a lie that they wouldn't come late to class. So respect, honesty and linked in with that is a bit of empathy and those for me are crucial skills that a teacher definitely needs to have.”</p> <p>- 2</p> <p>“As much as school is very structured for the kids and for the teachers. I think it's important to have your own identity, and even your own style.”</p> <p>- 3</p> <p>“So I really enjoy that, I enjoy being able to draw from my work experience and bring that into the classroom. I think it adds another layer to it.”</p> <p>- 3</p> <p>“So, I really love it when you can see on the kid's faces that they get it that I've actually grasped and understood what you're putting across to them.”</p> <p>- 3</p> <p>“I think you also got to love what you teach.”</p> <p>- 3</p>	<p>lot to learn. And, if you want them to be passionate about the subject, we've got to be passionate about it, if you want them to be on time you've got to be on time. It's the same with the children.</p> <p>And appreciate that they now bring in this fresh, breath of fresh air. Because that's the truth, they have these skills, ITC skills, and so on and so on. Are we able to actually incorporate that? They are dynamic and vibrant. Yes, we have spoken about professionalism. But do we know the 21st century professionalism?</p> <p>And these teachers are the sincere teachers, because they get the respect they get the... Shut up, they get the love. They know that</p>
--	--	--	--	--	--

--	--	--	--	--	--

Table depicting EI codes

Category	Original Code	New Code	Claims	Participant Quote	Focus Group Quote
EII	EIISeI	EIISeIT	<p>SCTs connect their personality, behaviours to emotions their attraction to teaching. Linked to most personal manifestation of identity and often challenges that.</p> <p>SCTs willing to overcome perceived obstacles, they believe in the new identity and what they can accomplish.</p>	<p>“mean I think early in my OT career I really really enjoyed teaching, so even when I was a very young at Bara. I, we obviously got students there, and I loved the clinical teaching there. And then I spent some years at Wits, and I was involved with it and I really enjoyed the lecturing and I just enjoyed teaching and throughout my career.”</p> <p>- 1</p> <p>“It's incredibly hard work very full time, and I was quite overwhelmed in my, in my pracs as to how intense it really is and how hard. And it took me by surprise because I'm with people all day, I'm very used to working with people, you know, and I'm used to working with people in very tough circumstances I've seen some shocking disability and some really difficult circumstances and so I thought that there could be okay I'm used to intense human interaction, but the fact that you've got to be so committed because you need to be so connected every single minute that you're with those children, you know you don't have time to take</p>	<p>Engaged with these learners and be compassionate, like I said earlier, that understanding. I'm not saying, because as you rightfully said that you have got to juggle everything. One minute you have got to be strict but also know that so-and-so is behaving this way.</p>

				<p>time out or to take five minutes to collect yourself or whatever because you have 30 kids in front of you.”</p> <p>- 1</p> <p>“And very thick skin and absolutely essential emotional intelligence Yes, because I think. I think one needs to have insight into, into how people affect you. You need to understand what you know and what your response to people.”</p> <p>- 1</p> <p>“You need you need some strength and some self-confidence to understand that it's not always about you. It's usually about them.”</p> <p>- 1</p> <p>“From my own perspective of what I thought would be important for them. And it wasn't important for them they didn't perceive it important as well at all so we needed to change it around a little bit. And, and so I needed to move quickly on that, and it was definitely a generational thing and I think that that possibly is going to be one of my biggest challenges is generational because I'm literally two generations from these school kids not so I think in terms of that it's easier if you're a younger teacher and you're more tuned into</p>	
--	--	--	--	--	--

				<p>that generation, but it was a it wasn't such a challenge as just really interesting took me by surprise.”</p> <p>- 1</p> <p>“I've always thought I've had a natural skill to communicate information across to other people.”</p> <p>- 2</p> <p>“And after I had given all the briefings, many people would come to me and say, “You were obviously a teacher in your previous life” And then I thought, well, maybe this is my calling.”</p> <p>- 2</p> <p>“I think the day goes very quickly, because you are busy all the time. And you're involved and engaged. For me the day goes very quickly. Often I'm quite surprised when the end of day school bell goes. And when the day goes quickly you feel fulfilled you feel like you've done something worthy during the day.”</p> <p>- 2</p> <p>“I started tutoring. And I thought, Okay, this is what I need to do.”</p> <p>- 3</p> <p>“I think it because it gave me an opportunity to actually teach all the time. So I think every other career I've had has had an element of teaching, or lecturing where this gave me the opportunity to do it all day, every day.”</p>	
--	--	--	--	--	--

				<p>- 3          “I pretty much reinvented myself. And I think I found my niche and my and my passion.”</p> <p>- 3          “I think you have so I call it corporate me and school me. So corporate me doesn't work, at school, so I had to create a school me... I think the school me is a lot more relaxed and calmer than the corporate me I also came from a managerial position at a big company, so it was very difficult to adjust to the school environment.”</p> <p>- 3          “Yeah, it was one of those kids. And I just kept telling myself you're less than half a percent of the girls I teach you cannot make such a difference to me. The other 99 are just as important.”</p> <p>- 3          “I'm a people's person. So, I knew from a very young age that whatever career I needed to get into how to do, or I had to be around people and I had to talk quite a lot. So, I think just being around people and inspiring young people, I was always inspired by other people and I like I'm so chuffed when I'm around people that is that are inspirational. So, I also wanted to be around or in a room or</p>	<p>You don't leave University knowing everything. You're always learning, and I think that that that's something that has got to be stressed that we're always learning.</p> <p>I mean, you know that rightfully said that you need to understand that you are here to- you are a life-long learner, so to speak. There's a lot of discovery in the in the mix of things, so you will realize that there's a lot of things you need to know. For me, I cannot stress enough, the having a teachable spirit enough. Because I find that they don't, they think they know it all. They don't want to learn and they don't want to add</p>
--	--	--	--	---	---

Table depicting FR Codes

Category	Original Code	New Code	Claims	Participant Quote	Focus Group Quote
FR	FRThe	FRTheTPIP	SCTs feel they would benefit from some knowledge of the potential barriers that learners may face. Normative and non-normative.	<p>“I realized that is what was lacking, especially with for teachers is to identify the type of learners that they teach.”</p> <p>- 10</p> <p>“another challenge that I have seen because when the learners are in grade eight or grade nine they don't really understand what is it that they want to do. Sometimes they know themselves but it is not as if no one is encouraging them and trying to dig and find out exactly what is it that they want to become.”</p> <p>- 10</p>	
		FRTheEII	SCTs identify that the theory behind EI can be learned.	<p>So yes, I think it's an absolutely essential thing to know.”, so perhaps in in fact going back to the disrespect question, and there could be some course material around emotional intelligence. Again, that would be very useful.”</p> <p>- 1</p> <p>“Maybe they could do more assignments (on EI), although I had one silly assignment about how would you cope if a kid came and told you that they were being beaten by their parents and you had to, as Pastoral</p>	They don't want to learn and they don't want to add value to other colleagues. I don't know how we can actually, in one of their modules, add diversity because they need to understand that they are unique, but they'll enter a sphere of diversity when their uniqueness is going to be appreciated but they also need to appreciate other people's uniqueness.

				<p>Studies, work out that one shouldn't get involved too much, because you're not an expert in that field as an English teacher.”</p> <p>- 2</p> <p>“Yes, as I said, one of the Pastoral studies that we did, it was an entire year of looking at why do different religions believe in different things, and you should have a general understanding of other people's religions and how they work. So yes, I did learn a lot. I'll be honest, I didn't know Hindu people, how many gods they have, why they have different gods? Who has the highest God? I learnt a load of stuff, I learnt why Jewish people celebrate the things that they do. How many more holidays they have than us. And yes, you definitely can be taught those things about religion.”</p> <p>- 2</p> <p>“It's probably something along dealing with challenging situations or dealing with challenging kids or what to do when the kids actually are doing everything to get a rise out of you.”</p> <p>- 3</p>	
--	--	--	--	---	--



				<p>“They are learnt (EI AND COMM), but I don't know how you're doing it in a module. I mean you can learn the theory behind it.”</p> <p>- 3</p> <p>“Well maybe the pastoral care one, at least that was useful. And also, It was interesting because it just explained the main religions that we find in South African schools how to, I mean, I come from Christian national education so I didn't get this education myself but it explained different religions, including ancestor worship, and how, what the fundamental beliefs were. And so, it prepared me for a classroom of multi-faith learners.”</p> <p>- 9</p> <p>“Yes, because especially the part where you have to know different cultures If they are not inclusive, how am I going to embrace that different culture and accept them. It taught me that I have to accept other people's culture. It's not a case of I like them or I don't like them. I've got to be inclusive. Because it's their culture. I must be inclusive and I</p>	
--	--	--	--	--	--

			<p>must be able to be diverse.”</p> <p>- 10</p> <p>“I think if they can establish maybe a course or a module that can maybe have people who can teach this, it is important. I know that it is difficult. But I think it is important. I think that the question that you asked, it leads me to think more and more.”</p> <p>- 10</p>	
--	--	--	---	--



UNIVERSITY  
OF  
JOHANNESBURG