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"Teaching in the Eyes of Beholders": Preservice Teachers' Reasons for Teaching and Their Beliefs About Teaching

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FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

“TEACHING IN THE EYES OF BEHOLDERS”
PRESERVICE TEACHERS’ REASONS FOR TEACHING
AND THEIR BELIEFS ABOUT TEACHING

By
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“Why do people choose teaching as a career? What is it that entices them to spend their days engaged in learning with other people’s children? Why do they decide to go into what are frequently demanding situations, sometimes in poorly funded and rundown schools? Why do they choose teaching rather than other professions...?”

In the end, the answers to all these questions say a lot about who we are as a nation, what we value and believe in, and how we educate our young people”.

Sonia Nieto, 2005

ABSTRACT

In recent years, several studies conducted abroad (e.g., Kyriacou & Coulthard, 2000; Kyriacou, Hultgreen, & Stephens, 1999; Fernandez, 1996; Papanastasiou & Papanastasiou, 1998; Richardson & Whatt, 2005; Saban, 2003) and a few in the United States (e.g., Darling-Hammond & Sykes, 2003; Guarino, Santibanez & Daley, 2006; Nieto, 2005) have examined the issue of teaching as a career choice. Much of the impetus for the research on this topic has come from a concern that the teacher shortage is a crucial problem facing the educational system in many countries, including the United States (US). In the context of acute teacher attrition and, at the same time the need for quality teaching today, the US education system particularly is concerned with issues of teacher recruitment and retention, as well as promoting quality teaching. While most research in this area focused on motivation for teaching, and specific reasons for entering and remaining in the teaching profession, little research focused on prospective teachers' reasons for teaching as related to their beliefs about teaching and the teaching goal development. Preservice Teachers' (PT) reasons for teaching and their beliefs about teaching play an important role in shaping their future professional roles, their identities as teachers and their future practices, and consequently their attitudes toward the teaching career.

The purpose of this study was to investigate PTs' reasons for teaching, their beliefs about teaching and, their understanding of the goal of becoming teachers. Specifically, my intention in this study was to explore *what specific reasons for entering the teaching career PTs have, and what typologies (clusters) of PTs exist based on their reasons for teaching. Further, across the clusters of PTs, their beliefs about teaching were investigated, all these in the context of PTs' understanding their goals to become teachers.*

Mixed methods were used for data collection: survey and interviews. Participants were undergraduate students enrolled in the EDF 4210 Educational Psychology and EDF 4430 Classroom Assessment courses for the Spring semester 2007. The study was conducted in two phases. In the first phase, 215 participants completed a survey about PTs' demographic data, PTs' reasons for teaching and their beliefs about teaching. An initial quantitative analysis of participants' responses for the *Reasons for Teaching Questionnaire* (RTQ) was made using factor analysis and cluster analysis, to establish groups/clusters of

individuals displaying similar patterns regarding their reasons for teaching. For the second phase of the study a selected number of participants from the three clusters were recruited for an in-depth interview. Interview participants ($n=25$) were selected from survey respondents who indicated that they were willing to participate in a second phase of the study, the interview. The purpose of the interview was to explore PTs' understanding of their goal to become a teacher, with respect to the clusters of PTs obtained previously.

Overall, the study results indicated a variety of reasons for teaching and beliefs about teaching expressed by PTs in their survey and interview responses. Findings from both the quantitative and qualitative analyses indicated that specific reasons were relevant for each group cluster of PTs in their teaching career choices. Quantitative results from the factor analysis conducted for the participants' RTQ responses indicated six main categories of reasons (i.e., factors) that PTs expressed as being influential in their choices to become teachers. Overall, these factors (i.e., subscales) were reasons related to PTs' identity issues, reasons related to PTs' subject matter, reasons related to PTs' meaningful relationships, reasons related to the teaching job benefits, reasons related to PTs' holistic views of profession and reasons related to job opportunities through teaching. Further, a cluster analysis was conducted to identify clusters of PTs displaying similar motivational patterns for teaching. Results from the cluster analysis identified three different clusters of PTs, and showed that specific reasons were relevant for each cluster of PTs in their teaching career choices.

Additionally, factor analyses results of PTs' beliefs about teaching and learning indicated two categories of beliefs about schooling that PTs hold. These factors (i.e., subscales) were labeled as Student-centered perspective and Teacher-centered perspective. Furthermore, factor analyses results of PTs' beliefs about the teaching career revealed three distinctive factors (i.e., subscales): Perception of the teaching career, Perception of student development and Perception of learning. Oneway analysis of variance (ANOVA) and post hoc tests, conducted to further explore the differences across clusters of PTs regarding their beliefs about schooling and beliefs about teaching career, showed significance differences across the three clusters of PTs.

Findings from the qualitative analysis brought more insights to understanding how PTs view their goal development with respect to their reasons for teaching and their beliefs

about teaching. The interview results specifically provided more depth to understanding the interplay among PTs' motivators and beliefs about teaching, and PTs' actions, all key components, part of a comprehensive structural model with specific characteristics for each cluster of PTs. Qualitative data were analyzed by using the principles of grounded theory (Corbin & Strauss, 1989; Creswell, 2007). A grounded theory model was developed representing PTs' understanding of their teaching goal development as related to four major categories: *Motivators*, *Beliefs*, *Context*, and *Strategies*. The developed model explained how PTs understand their goal development applied to all interview participants and further applied to the characteristics of the three clusters. Application of the grounded theory model to the clusters provided a better understanding of the interplay between various reasons for teaching and beliefs about teaching expressed by the participants within each cluster of PTs. These findings bring new insights and contribution to the teaching practical domain, and also to our empirical knowledge about how PTs conceptualize their teaching goal development.

Major implications of findings from this study can be considered for teacher attrition issues and quality teaching, as well as for teacher education programs. Results from this study showed that PTs' understanding of their goal development is related to different types (or combination) of motivators for teaching, pertaining to specific beliefs about teaching career that PTs hold, and all these in a specific context (i.e., past school experiences, emotions etc). How PTs perceive themselves as teachers, and how they perceive teaching represents a major influence in their career choices. Research from this area can bring a significant contribution to understanding PTs' beliefs in connection with their reasons for teaching as related to their attitudes toward teaching, and their future professional practices. From this perspective, the issue of teacher education quality programs can be addressed, and stress the importance of studying PTs' views of teaching as related to their future instructional practices. Findings from such research may also have implications for understanding motivational aspects for continuing teaching and job satisfaction. Moreover, findings from such research may indirectly provide understanding concerning teacher attrition. Therefore, major implications can be considered for the teacher education system and curriculum, in presenting teaching as an appealing profession, and central for the development of society.

CHAPTER 1

INTRODUCTION

Purpose of the Study

In recent years, several studies have examined the issue of teaching as a career choice in both Europe (i.e., Kyriacou & Coulthard, 2000; Kyriacou, Hultgreen, & Stephens, 1999; Fernandez, 1996; Papanastasiou & Papanastasiou, 1998; Richardson & Watt, 2005; Saban, 2003) and in the United States (i.e., Darling-Hammond & Sykes, 2003; Guarino, Santibanez & Daley, 2006; Nieto, 2005). Much of the impetus for the research on this topic has come from a concern that the current teacher shortage is a crucial problem facing the educational system in many countries, including the United States (US).

Within the context of acute teacher attrition and, at the same time a need for quality teaching, the US education system particularly is concerned with issues of teacher recruitment and retention, as well as promoting quality teaching. One of the primary goals of the public school system in the US is to provide a high-quality education for every student. In order to accomplish this goal, it is necessary to provide an adequate supply of competent individuals who are willing to serve as teachers. Title II *Reports on the Quality of Teacher* (2005) from the *No Child Left Behind* Act (NCLB), specifically emphasizes the nation's goal of providing highly qualified teachers in every classroom (P.L. 107-110, NCLB, 2005). Therefore, contemporary research related to different aspects of teacher education, such as the teaching career choice, is connected to issues of teacher attrition, teacher quality, and policy matters.

While much research related to teacher attrition has focused on individuals' motivation for teaching, little research has focused on the prospective teachers' reasons for teaching, their commitment to teaching, their beliefs about teaching, and the development of their goals to be teachers. Preservice Teachers' (PTs) reasons for teaching and their beliefs about teaching may play an important role in shaping their identities as teachers and their future practices, and consequently, their attitudes and commitment toward teaching as a career choice. Recently, Cochran-Smith and Zeichner (2005) wrote, "We assume that beliefs and attitudes are the lenses through which teachers enact and interpret their daily work, and also the filters through which

they use knowledge to construct practice” (p. 52). Therefore, from this perspective, it is important to investigate how PTs understand their teaching goals, their reasons for entering teaching, and their beliefs about teaching.

In a recent report of the American Education Research Association (AERA) panel on Research and Teacher Education for the last two decades, the authors stated that many important aspects of teacher education are “virtually unexplored in the research literature” (Cochran-Smith & Zeichner, 2005, p. 35). Additionally, the report suggests that, although many small-scale studies have focused on PTs’ beliefs, there has been almost no research that examines the connections between those beliefs and graduates’ performance as teachers, or connections between those beliefs and PTs’ motivation for teaching. Research is needed that systematically explores PTs’ beliefs in connection with their reasons for teaching to further understand their attitudes toward teaching, their future professional practices, and their commitment to their careers. Only few researches in the field have explored the interrelationships of PTs’ motivation for teaching and their beliefs about teaching within the context of PTs’ understanding of their teaching-goal development.

Therefore, research from this area can bring a significant contribution to understanding PTs’ beliefs in connection with their reasons for teaching, their attitudes toward teaching, and their future professional practices. From this perspective, issues of teacher education quality programs can be addressed, and stress the importance of studying PTs’ views of teaching as related to their future instructional practices. Findings from such research may also have implications for understanding motivational aspects for continuing teaching and job satisfaction. Additionally, such research findings may indirectly contribute to understanding issues related to teacher attrition.

Pilot Study of Preservice Teachers’ Reasons

Prior to this present study, an exploratory pilot study (Pop, Turner, Losh, & Roehrig, 2006) was conducted ($n=61$) to investigate PTs’ reasons for entering a teacher education program. Views expressed by three groups of PTs labeled as: (a) *Fully committed to teaching* (students who indicated they intended to pursue a career in teaching after graduation); (b) *Undecided* (students who indicated they were undecided about teaching after graduation); and (c) *Not currently interested in teaching* (students who indicated they currently were not interested in

teaching immediately after graduation) were investigated. Across these three groups of students, the pilot study investigated PTs' reasons for choosing teaching as a career and how they understood their goals of becoming teachers. Results from the pilot study indicated that PTs had various reasons for entering the field of teaching (i.e., altruistic, intrinsic, and extrinsic reasons) and different levels of commitment to teaching (i.e., fully committed, undecided, and not currently interested).

However, regardless of their levels of commitment to teaching, all three groups of PTs (i.e., *Fully committed* to teaching, *Undecided*, *Not currently interested*) indicated having predominantly altruistic reasons for teaching (i.e., wanting to help students learn and progress) relative to other reasons, such as intrinsic and extrinsic reasons. In addition, the qualitative results revealed that participants expressed mixed reasons of intrinsic, extrinsic, and altruistic incentives as being influential in their career choices. The qualitative results from the pilot study also indicated that reasons for being in a teacher-education program—what is wanted from a career and what motivates individuals to become teachers—varies from person to person depending on their professional goals, life goals, and views about teaching. Additional qualitative data from the interviews, revealed that PTs' beliefs played an important role in their career decisions and their understandings of their goals to become teachers. Specific beliefs about PTs' learning and teaching expressed by the participants were related to how they perceived their teaching styles (e.g., student-centered or teacher centered), how they perceived teaching as a career (e.g., social status, family friendly career, financial considerations, etc.), and also how they viewed themselves as teachers. The overarching conclusion of the pilot study was that PTs' decisions for teaching must be understood in a more complex context, taking into consideration their reasons for teaching, their beliefs about teaching, and their personal understanding of professional and life goals.

The Current Study

The purpose of this dissertation study was to investigate further Preservice Teachers' views of teaching as a career choice (i.e., reasons and beliefs about teaching) and their commitment to a teaching career within the context of their understanding of their goals of becoming teachers. Specifically, my intention in this study was to explore more deeply PTs'

specific reasons for entering a teacher education program and possible clusters (groups) of PTs based on their reasons for teaching. Further, across the groups of PTs, differences in their beliefs about teaching were investigated.

The pilot study results suggested that further research is needed to better understand how different types of PTs' reasons for teaching (e.g., intrinsic, extrinsic, altruistic reasons) interrelate with their beliefs about teaching (e.g., beliefs about schooling and beliefs about the teaching career), and how their reasons and beliefs are encompassed within PTs' understandings of their teaching-goal development. Participants in this study were PTs enrolled in a university teaching training program. Since participants in this study were enrolled in a teacher training program, they presumably had at least some commitment to the goal of becoming a teacher and at least some preliminary ideas about what that goal is and how to attain it.

Research Questions

The research questions in this study aimed at investigating PTs' understandings of their goals of becoming teachers within the context of their reasons for teaching and beliefs about teaching. Both quantitative and qualitative data were gathered to provide an in-depth exploration.

Quantitative research questions. Specific quantitative research questions addressed in the present study were:

1. What specific types of reasons (i.e., factors) were influential in PTs' decisions to become teachers?
2. What typologies of PTs (i.e., clusters) existed, based on their reasons for teaching?
3. What specific types of beliefs (i.e., factors) did PTs hold about schooling and about the teaching career?
4. What differences existed across various clusters of PTs, with respect to groups' ratings of their beliefs about schooling and beliefs about the teaching career?

The purpose of the quantitative research questions was to (1) investigate the specific reasons for becoming teachers (i.e., factors) that PTs indicated as being influential in their career choices, and (2) determine typologies of PTs (i.e., clusters) based on their reasons for teaching. In addition, the quantitative research questions investigated specific beliefs PTs hold about schooling and about the teaching career, and further guided the exploration of differences across clusters of PTs with respect to their beliefs about teaching.

Qualitative research questions. Specific qualitative research questions addressed in the present study were:

1. How did PTs understand their goals of becoming teachers?
2. How did PTs understand their goals of becoming teachers in the context of quality teaching (e.g., their understanding of instructional styles, classroom atmosphere and management issues, content knowledge, etc.).
3. How were different reasons and beliefs about teaching, expressed by various clusters of PTs, influential in their understanding of their goals to become teachers?

The qualitative research questions guided an in-depth exploration of PTs' understandings of their goals to become teachers in the context of their reasons and beliefs about teaching. Also, answers to the qualitative questions sought to provide insights from PTs' perspectives about how they understood their goals of becoming teachers in the context of quality teaching (e.g., issues related to instructional styles, effective teachers, etc). In addition, similarities and differences were explored across the various groups/clusters of PTs with respect to their beliefs about teaching (e.g., beliefs about teaching and learning, beliefs about the teaching career).

Clarifying the Researcher Position

From the outset of the study, it is important that the reader understands the researcher position and any biases or assumptions that impact the inquiry, especially in qualitative research (Creswell, 2007; Merriam, 1998). In qualitative research, a researcher is a critical instrument in collecting and analyzing the data (Patton, 2002). Since qualitative data analysis is grounded in the investigator's knowledge, experience, and insights, qualitative inquiry often produces unique interpretations of what is studied. Such unique interpretations are highly valued in qualitative inquiry because they provide introspective and critical explanations by uncovering the complexities of a studied phenomenon.

However, there are potential sources of subjectivity in data interpretations (e.g., investigator's bias and assumptions). Researcher's predispositions or biases may contribute to data misrepresentation and/or result in misguided understandings about the phenomenon. Thus, it is necessary to state researcher positions that includes personal experiences and background knowledge in order to make known possible biases. By providing information about the researcher's background and positions, a researcher's subjectivity statements help readers

understand the researcher's position and viewpoints. In order to discuss my knowledge and conceptualization about PTs goal development, I describe my academic and professional background as a teacher. My academic degrees and my professional background are in education.

Personal and academic background. With respect to my career development, I have been a teacher for several years, teaching both regular and special education students in the US and abroad. Also, I have taught undergraduate college students who were enrolled in a teacher-training program in the College of Education. My teaching experiences, especially teaching PTs, stimulated my interest in the development of PTs' teaching goals and related issues such as motivation for teaching, beliefs about teaching, and decisions about their choosing a teaching career. From my experience, I became aware that not all students enrolled in the teacher education program were necessarily intending to follow a teaching career path. Some of these students were willing to explore other options before starting a teaching career; others were interested in different domains, outside of a teaching career, but all students displayed an array of reasons for coming into the teacher education program as well as an array of views about teaching.

As a researcher, I acknowledge that my experiences as a college instructor, and as a former K-12 teacher, could be sources of subjectivity in the present study regarding the interpretation of qualitative data. As an experienced teacher, I see teaching from the perspective of my past experiences, personal values, and my own teaching style. I was also educated in a foreign country, within a different political context; therefore, my perspective of seeing teaching and understanding the goal of becoming a teacher may be also influenced by the context and time during which I was trained as a teacher. Bringing into data interpretation all these possible sources of subjectivity can be considered as a limitation of the study. At the same time, I consider these possible sources of subjectivity also strengths of the study—these various professional and life experiences can give me the opportunity of seeing data from new perspectives and from a different approach.

Conceptual Framework Considerations

Unlike students entering other fields of study—who may have little or no familiarity with their chosen areas of study—PTs have had experiences in the classroom as students before entering the field of teaching (unless they have been completely home-schooled). These experiences usually create a base for beliefs that PTs hold regarding teaching and their reasons for teaching. The established reasons, goals, and beliefs of the teacher education student serve as a frame of reference through which information and ideas are processed (Clark & Peterson, 1986).

Preservice Teachers' Goals and Reasons

Empirical evidence increasingly suggests that the goal an individual is pursuing creates a framework for interpreting and responding to events that occur (Dweck & Leggett, 1988). Findings from Dweck and Leggett's (1988) research showed that two distinct behavioral patterns can contribute to students' achievement goal orientations. Learning goals are characterized as the most positive approach, and generally include a student's desire to increase competence and continually improve oneself. A learning orientation results in the most adaptive responses, such as increased effort to solve a problem or more perseverance when confronted with a difficult situation. Conversely, a performance goal orientation is likely to reflect maladaptive responses, and is characterized by a focus on outcomes and a desire to avoid negative feedback.

Modern theories of motivation such as Self-Determination Theory (e.g., Deci & Ryan, 1985), Achievement Goal Theory (e.g., Dweck & Leggett, 1988), Goal Setting Theory (Locke & Latham, 2002), and Expectancy-Value Theory (e.g., Eccles, 1987) focus more specifically on academic goals and the relationship of goal difficulty to performance. Also, most theories such as Self-Regulation Theory (e.g., Zimmerman, 1968), Self-Efficacy Theory (e.g., Bandura, 1977) and Achievement Theory (e.g., Elliot, 1999) discuss goals in relation to self-regulation. Goals in these contexts are used as key explanations for the effort and persistence to become successful (Pintrich & De Groot, 1990; Wigfield & Eccles, 2002).

The purpose of the present study was not to explore the concept of goals from the perspective of self-regulation theories or academic achievement. Nor was my focus in this study on self-regulation or academic goal performance, but, instead, my focus was on the *goal*

development of PTs. Specifically, the present study aimed to investigate how PTs understand their goal of becoming a teacher in the context of their reasons and beliefs about teaching. In the present study, goals were defined using Schutz, Crowder and White's (2001) approach: "goals are subjective representations of what one would like to happen and what one would like to avoid in the future" (p. 229). Goals are understood as subjective representations and are important in organizing processes for thinking, acting, and emoting. Goals are also used as key explanation for the effort and persistence of PTs' actions and reasonings (Schutz et al., 2001).

In the Schutz et al. (2001) study that investigated PTs' goal development, the goal of becoming a teacher was referred to as a *core goal* or a *life task goal*. Core goals are related to life choices, such as decisions about education, occupation and family, the choice of a college major and choices concerning one's personal life, etc. Their research showed that influences such as critical incidents, emotions, and social-historical factors were prominent in the goal history of their participants. However, Schutz et al.'s (2001) purpose was to investigate how the goal of becoming a teacher emerges, considering external factors such as family influences, teacher influences, peer influences, and teaching experiences. The present study investigated PTs' goal of becoming a teacher by taking into consideration a variety of reasons (e.g., altruistic, intrinsic, and extrinsic) and how these reasons related to PTs' beliefs about teaching and their commitment to teaching as a career choice.

The investigation of PTs' intrinsic and extrinsic reasons for teaching in this study used Covington and Mueller's (2001) perspective. Their proposed model of understanding these two concepts suggested that *both intrinsic and extrinsic tendencies blend within the same individual* (Covington & Mueller, 2001). Results from the pilot study (Pop et al., 2006) suggested that different types of reasons for a teaching career blend within the same individual. Case study results indicated that, although altruistic reasons were predominant in one's choice for teaching, intrinsic and extrinsic reasons were also present. Therefore, the interplay of different types of reasons seem to be important for each individual, related to specific life context, and his/her beliefs about teaching. In addition, results from the pilot study showed that PTs' beliefs played an important role in understanding their goals of becoming teachers. The current study also considered the interplay among these elements as influential sources in PTs' career decisions for teaching. Therefore, the present study focused on investigating the blends of PTs' reasons for

teaching (e.g., altruistic, intrinsic, and extrinsic) and how beliefs interrelated with PTs' reasons for teaching, within the context of their understandings of their goals to become teachers.

Results from the pilot study interviews also suggested that the reasons individuals had for teaching were interconnected with their beliefs about teaching. For instance, the three PTs who indicated they were fully committed to teaching expressed predominantly altruistic reasons for teaching related to others (i.e., intrinsic and extrinsic), and their attitudes about the teaching profession were mainly positive (i.e., teachers have a respectable social status, teaching is a family friendly career, seeing students progress is a rewarding experience for them, etc). PTs who indicated they were undecided and those who indicated they were not currently interested in teaching had also predominantly altruistic reasons for teaching, but also held extrinsic reasons (i.e., financial considerations, working conditions) that were expressed as being influential in their decisions for choosing, or for not choosing, to teach immediately after graduation. Moreover, their views about teaching varied at the individual level, displaying a combination of positive and negative attitudes toward the teaching profession. Therefore, the present study also focused on PTs' beliefs about teaching, but in connection with PTs' reasons for teaching, to gain a more in-depth understanding of these interrelationships.

Preservice Teachers' Beliefs

Beliefs in this study were investigated from the perspective of Torff and Sternberg (2000). They suggested that, "beliefs are propositions and network of ideas that a PT holds to be reasonable, whether those propositions are expressed overtly by the PT or held implicitly and inferred from statements and actions. Elements of beliefs include conceptual categories that define what is reasonable or important to notice, empirical claims, prescriptive guidelines, and educational values" (Torff & Sternberg, 2000, p. 148).

As such, beliefs have much in common with concepts such as "attitudes, values, judgments, opinions, dispositions, implicit theories, preconceptions and perspectives" (Pajares, 1992, p. 308), and often are used interchangeably with these terms. Pajares (1992), as well as Torff and Sternberg (2000), suggested that beliefs are organized in ways that are not logical but psychological, with some beliefs being more connected to other beliefs, and thus more difficult to change. Further, Torff and Sternberg (2000) stated that beliefs are organized into clusters, allowing incompatible beliefs to be held in separate clusters and thus protected from each other.

One of the goals of this study was to investigate what specific beliefs or types (i.e., factors) of beliefs about teaching are representative for different groups/clusters of PTs, and how their beliefs are related to their reasons for teaching and their understandings of their goals to become teachers. As research has shown (Pajares, 1992; Torff & Sternberg, 2000) beliefs can be organized into clusters, systematically organized, and involve evaluation and judgment.

All these perspectives were considered in my study—PTs’ beliefs for teaching were explored as a system, interconnected with PTs’ reasons for teaching, and their understandings of the teaching-goal development. This study, therefore, focused on examining PTs’ goals in the context of their reasons for teaching and their beliefs about teaching.

Key Constructs

For the purpose of this study, a list of key concepts is presented below:

Preservice Teachers. Preservice teachers are teachers-to-be, undergraduate students enrolled in a teacher training program within a university.

Motivation. Motivation is defined in this study consistent with the cognitive perspective, defined by Pintrich and Schunk (2002) as: “the process whereby goal-directed activity is instigated and sustained” (p. 5).

Goals. The goal of becoming a teacher is defined as “subjective representations of what one would like to happen and what one would like to avoid in the future” (Schutz et al., 2001, p. 229). Goals are understood in this study as core goals or life task goals, and are related to individuals decisions such as career choices, professional decisions, personal or family related decisions.

Reasons for Teaching. The concept of reasons for teaching is referred in this study according to most recent research in the field of teacher education which discusses reasons for teaching as being: intrinsic reasons, extrinsic reasons, and altruistic reasons (i.e., Kyriacou & Coulthard, 2000; Kyriacou et al., 1999; Papanastasiou & Papanastasiou, 1998; Saban, 2003).

Beliefs about Teaching. Beliefs about teaching are understood in this study as knowledge, conceptions, perspectives, images, theories, ideas, etc. that PTs hold about teaching. Specifically, beliefs about teaching investigated in the present study are related to PTs’ beliefs about students’ teaching and learning (e.g., conception of schooling), beliefs about the teaching

career (e.g., perception of professional identity, orientation towards instruction), and beliefs about quality teaching (e.g., instructional strategy, classroom atmosphere and management etc.).

Significance of the Study

Recent international reviews of the state of teacher recruitment and retention indicate that teacher attrition is a widespread international problem, and many countries are confronted with this problem (Fernandez, 1996; Richardson & Watt, 2005). Also, the US national reviews show similar results, indicating that the growing teacher shortage is an acute problem facing the US education system today.

The US National Center for Education Statistics report (2004) from the School and Staffing Survey (SASS) show that, for the last ten years, approximately 13% of school teachers chose to leave the teaching profession each year. Similar data, from the National Commission on Teaching and America's Future report, also indicate such results. Data indicate that more than 30% of new teachers leave this profession within the first five years (Darling-Hammond & Sykes, 2003), and other studies have documented analogous outcomes from the teacher recruiting programs. In Massachusetts, nearly half of new teachers have left teaching within the first three years. In Houston, Texas, an average of 80% of the teachers in the "Teach for America" program decided not to continue working in the teaching profession after their two-years training program ended (Darling-Hammond et al., 2003; Guarino et al., 2006). Related to the context of the teacher attrition problem, the teacher-quality concern must also be considered. Issues related to teacher quality and quality teacher education are always a priority in a democratic society committed to excellence in teaching and learning for all of its participants. These issues, however, are seldom as central to public policy concepts and decisions as they are today (Cochran-Smith et al., 2005, p. 1).

Problems related to teacher education in the 21st century must be understood in a more complex system. During the latter years of the 20th century and the early years of the 21st, different changes occurred that affected teacher education research, policy, and practice. These include shifting population patterns, major swings in the political arena, the growth of a complex global economy, a number of educational and political movements, and the emergence of access to quality education as a civil right issue (Cochran-Smith et al., 2005, p. 39). Contemporary

research on teacher education is affected by all these issues. As the 21st century began, there was wide agreement that teacher quality was essential to education reform but, still there are many disagreements about what teacher quality is and which teacher characteristics are linked to desirable outcomes.

Despite all of these, it is widely agreed that teachers are among the most significant factors in education and are crucial for the development of any society. Many debates are still ongoing about “why and how teachers matter, and how teachers should be recruited, prepared, and retained in teaching” (Cochran-Smith et al., 2005, p. 2). However, nationwide there is an emerging consensus that teacher quality makes a significant difference in students’ learning and in overall school effectiveness. Politicians, policymakers, and researchers currently use the terms “teacher quality” to emphasize that teachers are a critical influence on how, what, and how much students learn. The *No Child Left Behind Act* cemented into law the assumption that “teacher quality matters by guaranteeing that all students have highly qualified teachers who receive high quality education” (Cochran-Smith et al., 2005, p. 2). In this context, several different agendas for reforming teacher preparation have emerged and advocates of different viewpoints still debate how best to recruit, prepare, and retain teachers.

Additionally, analyses of the national data show that teacher preparation is essential for how individuals understand their future professional roles and their practices. Such research findings show that individuals who enter teaching without adequate student teacher training leave teaching at higher rates as those who have had such practice teaching. Those who enter teaching without preparation in key areas, such as instructional methods, child development, and learning theories leave at rates at least double compared with those who have had such training (Darling-Hammond, 1998; Darling-Hammond & Sykes, 2003).

While these statistics certainly suggest a need for a systemic reform in teacher education, they also speak to what a challenge it is to be a teacher, the importance of the career choice and teacher education. Therefore, given that teacher attrition is a critical problem in the US as well as the imperative need for quality teaching in today’s society, it is important to investigate and analyze how prospective teachers view their career choices and beliefs about teaching. More specifically, from this perspective, it is important to investigate how PTs view teaching as a career choice, what are their reasons for entering teaching, what are their beliefs about teaching, and how do they understand their goals of becoming teachers. PTs’ reasons for teaching and their

beliefs about teaching, play an important role in shaping their future professional roles, their identities as teachers, and their future practices, and consequently, their attitudes toward teaching as a career choice.

Findings from such research can add a significant contribution to both research and practice in understanding the extent to which career decisions of people entering the teaching profession are shaped by their beliefs about teaching, their expectations, and their understanding of teaching practices. Therefore, implications of such research findings might provide valuable insights to decision-makers at all levels—from policy to local implementations—to pay explicit attention to teacher candidates' motivation for entering and remaining in the teaching profession (Darling-Hammond, 1998; Fernandez, 1996; Malderez, Hobson, Kerr, Tracey, & Pell, 2004).

Moreover, knowing how PTs view teaching as a profession and what specific reasons for teaching they have, can add valuable information to understanding a possible existing mismatch between PTs' expectations about the teaching profession and the reality of teaching practice, which can be related to teacher attrition. Contributions from such research, therefore can provide insights to both research and practice regarding changes that need to be made in teacher education programs (i.e., regarding PTs' expectations), changes in the realities of teaching (i.e., workplace factors), or both.

Additionally, knowing how students understand their goal of becoming a teacher, how they perceive themselves as teachers, and how they perceive teaching as a profession can help both research and practice more thoroughly to understand the career choice at the individual level. The teaching career choice is a personal option and reasons for choosing this career varies from person to person. Findings from this study may provide a useful foundation for further exploration of why individuals choose to enter teaching, why they may or may not choose to remain in teaching, and implications regarding future job satisfaction. Major implications can also be considered for the teacher education system and curriculum, in presenting teaching as an appealing profession and central for the development of society.

CHAPTER 2

LITERATURE REVIEW

Introduction

The purpose of this chapter is to review the literature pertaining to PTs' reasons for teaching and their beliefs about teaching. The chapter is divided in two sections, each serving a specific purpose:

- 1) **Theoretical Aspects.** The purpose of this section is to describe theory and research related to issues of reasons for teaching and beliefs about teaching, in the context of my research study;
- 2) **Related Research.** The purpose of this section is to describe prior research that provides information on various aspects related to PTs' reasons for teaching and their beliefs about teaching.

Theoretical Aspects

For a better understanding of the conceptual framework in the present study and the purpose of this investigation, the theoretical aspects are presented in relationship with key concepts employed in this study.

Motivation

There are many definitions of motivation and much disagreement over its precise nature. In essence, motivation has been conceptualized in varied ways including “inner forces, enduring traits, behavioral responses to stimuli, and set of beliefs and affects” (Pintrich & Schunk, 2002, p. 5). Motivation in this study is understood from a cognitive perspective, focusing on individuals' goals, reasons, thoughts, and beliefs. Although, there is disagreement about the precise nature of motivation, a general definition, consistent with the cognitive perspective is provided by Pintrich and Schunk (2002): “Motivation is the process whereby goal-directed activity is instigated and sustained” (p. 5).

Motivation therefore, is understood in this study in relationship with goals and reasons for engaging in an activity or task. The importance of goals as related to motivation is reflected in the definition of motivation, in which “goals” are the central construct. Motivation is seen as a process, rather than a product. Motivation involves goals that provide impetus for, and direction to, action. Cognitive views of motivation are united in their emphasis on the importance of goals. Pintrich and Schunk (2002) state that goals may not be well formulated and may change with experience, “but the point is that individuals have something in mind that they are trying to attain or avoid” (p. 5).

Goals

According to cognitive perspectives and most goal theories (e.g., Dweck & Leggett, 1988; Locke & Latham, 2002), motivation refers to goal-oriented behavior. Goals are addressed in most motivational theories (e.g. Goal Setting Theory, Achievement Goal Theory), as the relationship of goal difficulty to performance, especially the relationship between students’ academic achievement goals and achievement behavior.

However, the present study did not explore the goals from the perspective of self-regulation theories or academic achievement. My focus in this study was not on self-regulation nor academic goal performance, but on the goal development of PTs, and sources of their goal development. Goals are understood in this study as *core goals* or *life task goals* and are defined as “subjective representations of what one would like to happen and what one would like to avoid in the future” (Schutz et al., 2001, p. 229). Goals function as an important psychological mechanism that directs a person’s energy, thoughts, and behavior (e.g., Dweck & Leggett, 1988; Locke & Latham, 2002; Pintrich & De Groot, 1990; Wigfield & Eccles, 2002).

Reasons for Teaching

Most recent research in the field of teacher education refers to reasons for teaching as intrinsic reasons, extrinsic reasons, and altruistic reasons (i.e., Kyriacou & Coutlhard, 2000; Kyriacou et al., 1999; Papanastasiou & Papanastasiou, 1998; Saban, 2003).

Intrinsic reasons for teaching are related to aspects of the job activity itself, such as love for teaching, or teachers’ passion for their subject matter knowledge and area expertise. *Extrinsic reasons* are related to aspects of the job which are not inherent in the work itself, such as long

holidays, level of pay, or social status. *Altruistic reasons* focus on seeing teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to improve society. In knowledge-sharing communities and organizations, people often cite altruistic reasons for their participation, including contributing to a common good, a moral obligation to the group, mentorship or “giving back”. This component of motivation, considered by some as an extension of intrinsic motivation (e.g., Kasser & Ryan, 2001) or, by others as a distinctive component of motivation (e.g., Kyriacou et al., 1999; Saban, 2003) has emerged from three decades of research by hundreds of educationalists and is still evolving.

The concepts of intrinsic and extrinsic motivation have been discussed by Deci and Ryan, (2000) in their Self-Determination Theory (SDT). Intrinsic motivation has been defined as doing an activity for its inherent satisfaction rather than for some separable consequences (Deci & Ryan, 2000, p. 56). There is currently no grand unified theory to explain the origin or elements of intrinsic motivation. Most explanations combine elements of Bernard Weiner’s (1985) attribution theory, Bandura’s (1977) research on self-efficacy, and other studies relating to locus of control and goal orientation. Extrinsic motivation has been defined as “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Deci & Ryan, 2000, p. 60). Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. This view holds the assumption that intrinsic and extrinsic motivations are not just separate processes but incompatible, if not antagonistic (Deci, 1971).

Covington and Mueller (2001) advanced an alternative perspective on the relationship between intrinsic and extrinsic motivation, and a different view of the two concepts, as being *not antagonistic*. They argued that the presumption of the antagonistic relationship largely depends on the theoretical perspective adopted. Therefore, they proposed a different interpretation based on the Needs Achievement Theory. Opposed to how Deci and Ryan (2000) defined the concepts, Covington and Mueller (2001) clearly stated that these two types of motivation may coexist and considered some of the means by which intrinsic motives and caring about learning can be stimulated in their own right in school settings. From this perspective, the authors concluded that “it is not necessarily the extrinsic nature of rewards, nor even the offering of rewards in general that is the main impediment to valuing what one is learning; rather it is the scarcity of these rewards” (Covington & Mueller, 2001, p. 161). Their proposed model of understanding these

two concepts implies a unidimensional model of motivation. It suggests that both intrinsic and extrinsic tendencies blend within the same individual so that everyone can be placed somewhere along a single continuum, ranging from a high intrinsic orientation at one end of the dimension to a dominantly extrinsic orientation at the other (Covington & Mueller, 2001). Within this context, the authors discuss the reasons in relationship with incentives. Different kinds of incentives call for different student behaviors, therefore different kinds of incentives lead to different reasons individuals have for engaging in an activity (Bandura, 1997; Covington & Mueller, 2001). The driving reasons are viewed therefore as “intrinsically or extrinsically motivated behaviors” (Covington & Mueller, 2001, p. 161).

For the purpose of this study, I considered Covington and Mueller’s perspective (2001) for investigating and understanding the relationship between intrinsic and extrinsic reasons of PTs in their teaching career choices. This approach is in line with results from the pilot study (Pop et al., 2006) that I conducted prior to developing the present proposal study, and is also in line with the purpose of this study. The present investigation takes into consideration the interplay among different types of reasons for teaching as influential sources in PTs’ career decisions for teaching. The study purpose is to explore PTs’ goals in the context of their reasons for teaching as tendencies that blend within the same individual, and also beliefs of PTs about teaching.

Beliefs about Teaching

The teacher education literature abounds with research on various aspects of teachers’ and prospective teachers’ thinking and knowledge that are labeled *beliefs* or *preconceptions* about teaching and learning. Different authors label these terms in different ways, including “perspectives, worldviews, metaphors, constructs, images, and implicit theories” (Pajares 1992, p.308). As Pajares (1992) suggested, these many labels may suggest a messy construct in the field.

According to Torff and Sternberg (2000), anthropologists, social psychologists, and philosophers—the three groups who have studied the nature of beliefs and their connections to actions—have come to an agreement on a definition of beliefs as “psychologically held understandings, premises, or propositions about the world that are felt to be true” (p. 147). As such, beliefs have much in common with concepts such as “attitudes, values, judgments,

opinions, dispositions, implicit theories, preconceptions and perspectives”, and often are used interchangeably with these terms (Pajares, 1992, p. 308). Pajares (1992) also suggested that beliefs have a cognitive component (knowledge), an affective component (emotion, evaluation), and a behavioral component when action is necessary.

Within this study, beliefs are defined using Torff and Sternberg’s perspective (2000), that “beliefs are propositions and network of ideas that a PT holds to be reasonable, whether those propositions are expressed overtly by the PT or held implicitly, and inferred from statements and actions. Elements of beliefs include conceptual categories that define what is reasonable or important to notice, differentiate (and attend to), empirical claims, prescriptive guidelines, and educational values” (Torff & Sternberg, 2000, p. 148). Specific beliefs explored in the present study are related to PTs’ beliefs about learning and teaching (e.g., understanding of the schooling concept) and PTs’ beliefs about the teaching career (e.g., perception of professional identity, orientation towards instruction). Additionally, the interviews also explore more in-depth PTs’ beliefs about quality teaching in the context of PTs’ understanding of their goal to become teachers (e.g., PTs’ understanding of instructional style, classroom atmosphere and management issues, content knowledge etc).

Related Research

Related research in the teacher education field regarding PTs’ views of teaching as a career, typically has revolved around two major concepts: 1) issues related to *reasons for teaching* and 2) *beliefs about teaching*. Below, are presented in detail, each of the two major concepts: reasons for teaching, and beliefs about teaching in the context of related researches in the field.

Reasons for Teaching

In the process of realizing their intended career path, choosing a college major is one of the first decisions undergraduate students must make. Therefore, it is vital to understand how different factors influence students’ choice of major and career. Over the years, a number of research studies (i.e., Bidwell & Vreeland, 1996; Cebula & Lopes, 1982) have examined factors influencing students’ choice of major. The most frequently cited reasons in the literature include

monetary considerations, previous academic or work experience, the role of models (i.e., teachers, family members, peers, etc.) and issues related to life stage (i.e., marital status, children, age, etc.).

In a 1982 study, Cebula and Lopez analyzed the determinants of students' choices of their undergraduate majors. Unlike previous studies that only focused on economic rates of return as a determining reason for choice of major, this study employed starting salary differentials as well as other monetary and non-monetary considerations. They surveyed over 1,000 US undergraduate students from various departments and colleges about the financial significance of choosing a major. Their findings suggested that monetary variables (i.e., expected future earnings) were very important to these students as they selected a major field of study. This would explain why more students enroll in fields perceived to be lucrative (e.g., business administration, finance) than non-lucrative (e.g., arts), or domains perceived as low paid (e.g., teaching, social work, etc.).

Most research in the field of motivation for the teaching career choice (i.e., Kyriacou & Coulthard, 2000; Kyriacou et al., 1999; Papanastasiou & Papanastasiou, 1998; Saban, 2003) indicates that the reasons given by PTs fall into three main categories: altruistic, intrinsic, and extrinsic reasons. Altruistic reasons deal with seeing teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to improve society. Intrinsic reasons for teaching deal with aspects of the job activity itself, such as love for teaching, or passion for their subject matter knowledge and area expertise. Extrinsic reasons deal with aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, family influences, or social status.

Kyriacou et al. (1999), in a comparative cross-sectional study, investigated factors influencing the choice of teaching as a career. The study used mixed-methods including survey and interviews. A survey was administered in the first phase of the study to graduate students from England ($n=112$) and Norway ($n=105$). Twelve students from each sample were selected for a second phase of the study, the interview. Participants from both countries reported being strongly influenced by their enjoyment of the subject they would teach, liking to work with children, and that teaching would enable them to use their disciplinary subject. Study results showed three main categories of reasons, as indicated by participants, for choosing teaching as a career: (1) altruistic reasons (e.g., the desire to improve society and help children succeed), (2)

intrinsic reasons (e.g., the desire to use knowledge and expertise), and (3) extrinsic reasons (e.g., long holidays).

Shen and Hsieh (1999), in a US study about improving the professional status of teaching, asked participants (2947 future teachers, 457 current teachers, and 1219 education faculty members) to rate the importance of various suggestions for improving the professional status of teaching. The results indicated differences in terms of motivation between pre-service teachers and in-service teachers, but all participants rated increasing extrinsic and intrinsic rewards for teaching to be the most important. In addition, study results revealed that participants viewed practical instruction in their teacher education program as very important. Participants mentioned that there is a gap between the theoretical and practical aspects of PTs' preparation. Consequently, this would lead PTs to construct misconceptions about what teaching means. Misconceptions about teaching may create a gap between PTs' perception of teaching as a profession and their actual occupational experiences, thereby indirectly fueling teacher attrition.

Contemporary research in initial teacher training also discusses the importance of PTs' goals and beliefs in pursuing teaching as a career (i.e., Schutz et al., 2001; Onwuegbuzie, Minor, Witcher, & James, 2002). Goals are used as a key explanation for the effort and persistence needed to become successful; beliefs are presented as opinions, attitudes, preconceptions, perspectives, and orientations in guiding behaviors.

Schutz et al. (2001) investigated the emergent goal of becoming a teacher in a longitudinal study. Their findings revealed that four main sources were influential for the goal to become teachers. These sources, described by authors as: (1) family influences, (2) teacher influences, (3) peer-influences and, (4) teaching experience (p. 229) represented the major categories of factors influencing PTs' professional goals. In addition, these sources, external factors contributed to the PTs' goal development in different ways: encouraging the person to become a teacher, modeling teaching behavior, exposing the person to teaching experiences, and discouraging the person from becoming a teacher. Also, influences such as critical incidents, emotions, and social-historical factors (i.e., social status and financial considerations) were prominent in the goal histories of the participants.

Another central concept investigated in the teacher education research regarding PTs' views of teaching as a career, is their beliefs about teaching. How PTs envision teaching as a

career, what is the role of an educator, and how PTs perceive themselves as teachers, are among the research questions addressed by studies investigating the topic of beliefs about teaching.

Beliefs about Teaching

As students enter teacher training programs for various reasons, they also tend to bring with them a set of personal beliefs about teaching and learning, teaching as a profession, and what constitutes effective teaching. Their beliefs are mostly based on their personal and past school experiences and also, these beliefs play an important role in understanding the career choices PTs make (Saban, 2003; Woolfolk Hoy & Murphy, 2000). The beliefs and the system of personal and professional values that PTs hold, can be an important factor in one's decision for the teaching career, and in their understanding of the professional practices. Several studies, presented further, discuss these issues from different perspectives related to teacher education.

Research (i.e., Clark & Peterson, 1986; Saban, 2003) shows that each student entering the teacher education program brings a personal teaching schema, or a personal value system about teaching and learning. PTs' personal value systems can act as filters through which they understand and interpret their future teaching roles and practices. Also, these research studies suggested that PTs' thinking is mainly influenced by their past educational experiences as students, and that their beliefs tend to represent traditional conceptions of teaching and learning, such as the behavioral perspectives of instruction. According to Salisbury-Glennon and Stevens (1999), PTs often tend to think of teaching and learning as "telling and memorization" (pg. 743). Also, most PTs perceive teaching as a teacher-centered model, rather than a student-centered model. They also tend to think of classroom management as controlling their students and perceive extrinsic motivators to be more effective than intrinsic motivators.

In a comprehensive review of studies investigating preconceptions about teaching and student learning, Woolfolk Hoy and Murphy (2000) describe recent research findings about the nature of PTs' intuitive conceptions. They describe PTs' implicit beliefs about teaching, beliefs that have the origin in the educational system and its cultural backdrop, as secondary intuitive conceptions. Primary intuitive conceptions were considered those related to content specific notions, such as understanding of the binary system in mathematics, or the grammar rules in teaching foreign languages, etc. The secondary intuitive conceptions include beliefs about intelligence, sense of self, learning, teaching (learning to teach), assessment, as well as attitudes

(and expectations of) students. These beliefs converge to predominantly support a teacher-centered model of education. Woolfolk Hoy and Murphy (2000) found PTs' beliefs in these areas to be robust and resistant to change in favor of student-centered practices typically taught in the teacher-education courses. At the same time the authors suggested that PTs' beliefs can be amended in positive ways through curriculum designs and instructional strategies that encourage PTs to confront and analyze intuitive conceptions about teaching. Therefore, in order to provide a quality teacher education, it is important to investigate how PTs understand the concepts of teaching and learning, so we can emphasize through different elements of teacher education (e.g., pedagogical aspects) a more realistic approach of teaching.

Also, Anderson (2000), in a qualitative study, examined the beliefs of individuals at different points along the path of a teaching career, from teacher-education student to practicing professional. The data revealed that beliefs about teaching vary at the individual level. Additional findings showed that teachers' intuitive conceptions of teaching are not necessarily obstacles to deeper understanding, but sometimes serve as stepping stones with the right kind of teacher education. Such progress occurs at uneven rates among different individuals. The study conclusion was to develop teacher-education practices that are responsive to the diversity of intuitive conceptions held by both preservice teachers and in service teachers.

Most literature (i.e., Clark & Peterson, 1986; Onwuegbuzie et al., 2002; Saban, 2003) suggests that PTs' beliefs about student learning are formed based on their own early school experiences. PTs seem to place affective concerns ahead of cognitive ones when asked about characteristics of effective teachers (Torff & Sternberg, 2000). While researchers have argued that PTs often see instruction as the transmission of information from teacher to student, other researchers have indicated that PTs' thinking did not fit easily into transmissive or progressive categories (Onwuegbuzie et al., 2002). These beliefs function as a form of prior knowledge and affect how PTs learn from their programs and influence how they teach once they have entered the profession.

Saban (2003), in a study conducted in Turkey, investigated prospective teachers ($n=381$) about their views of teaching. The study explored characteristics and perceptions about teaching of prospective teachers enrolled in an elementary teacher training program. A questionnaire consisting of fixed-responses (Likert-style) and open-ended questions was administered to all entry-level elementary education students enrolled in a major Turkish university. The survey

sought information about PTs' background characteristics, past and preferred elementary schooling experiences, reasons for choosing elementary teaching as a career, and perceptions of the elementary teaching profession. Results showed slight differences between male and female PTs regarding their preconceptions of the teaching profession, and no significant differences between genders related to reasons for choosing the teaching career. Additional results from the survey indicated that PTs' preconceptions and their preferences for a teaching style were predominantly student-centered, rather than teacher-centered, contrary to most research findings in the field (perhaps due to the cultural characteristics of the research context).

Saban (2003), has suggested the use of "metaphors" as a cognitive device in understanding prospective teachers' preconceptions of teaching. The metaphors used in Saban's study (2003) were grouped under two broad theoretical perspectives in education characterized as: *teacher-centered* and *student-centered* perspectives. Some examples of metaphors in Saban's study, for the schooling conception (i.e., for "*student-school-teacher*") includes the following: "criminal-prison-guard" (external control and punishment); or "race horse-hippodrome-jockey" (exams and competition) as a teacher-centered perspective. For a student-centered perspective, examples of metaphors are: "flower-garden-gardener" (meeting students' individual needs); or "player-team-coach" (active participation and cooperation).

The rationale for the grouping of the metaphors is based on the relationship between the teacher, the student, and the goals of education. For example, the teacher-centered perspective focuses more on transmission of knowledge, and the student-centered perspective focuses more on learning facilitation. For instance, under the student-centered model, the focus moves away from the teacher towards the student, and the role of the teacher shifts towards one of helping the student to learn. Under the teacher-centered model, the focus moves away from the student toward the teacher, and the role of the teacher is to transmit knowledge (Saban, 2003, p. 834).

The present study also used the concept of metaphor as a means of research for addressing PTs' conceptions and their understanding of schooling. According to Saban (2003), "metaphors play an important role in gaining insights into more complex concepts" such as teaching, learning, or schooling (p. 830). Also, by using metaphors, important ways of comprehending people's personal experiences and their views of teaching can be provided. Metaphors can act as "translators" (Saban, 2003, p. 830) of PTs' experience and their personal schema about teaching and learning (such as student-centered or teacher-centered perspectives).

Pajares (1992), Torff and Sternberg (2000) suggested that beliefs are organized in ways that are not logical but psychological, with some beliefs being more connected to other beliefs, and thus more difficult to change. The authors state that beliefs are organized into clusters, allowing incompatible beliefs to be held in separate clusters and thus protected from each other. Different types (i.e., factors) of beliefs are also investigated in the present study that relate to clusters of PTs (i.e., typologies) based on their reasons for teaching. More specifically, PTs' beliefs about teaching that are investigated in this study through both the quantitative and qualitative methods, are related to PTs' beliefs about teaching and learning (e.g., conception of schooling) and beliefs about the teaching career (e.g., perception of professional roles, orientation toward instruction, etc.). Additionally, the qualitative investigation (interviews) in the present study also focused on investigating PTs' beliefs about quality teaching (e.g., understanding of effective/quality teaching, classroom instruction and management issues, etc.) in the context of their understanding of the goal to become teachers.

Previous research (Pajares, 1992; Torff & Sternberg, 2000) regarding PTs' beliefs about quality teaching, show that PTs' new knowledge about effective teaching practices will be internalized if this new knowledge fits into their already existing belief system. From this perspective, one aim of the teacher education is to provide PTs with experiences that facilitate the alignment of their preexisting beliefs with research findings on teacher effectiveness and exemplary teachers. Therefore, in order to produce knowledgeable and skillful teachers, education of the prospective teachers should focus on both, the content and pedagogical aspects of teacher education. Most research in this area investigated the actual characteristics of effective teachers or surveyed in-service teachers or educational theorists regarding their beliefs on the topic. Several studies of teacher effectiveness have examined the PTs' perceptions of effective teaching and the attributes of effective teachers (i.e., Murphy, Delli, Edwards, 2004; Onwuegbuzie, Minor, Witcher, & James, 2002; Roehrig, Guidry, Bodur, Guan, Guo, & Pop, 2007; Steven, 2004; Withcher & Onwuegbuzie, 1999, Wilson & Cameroon, 1996).

Withcher and Onwuegbuzie (1999) investigated PTs' perceptions of effective teachers' characteristics in a mixed-method study. The study determined PTs' perceptions of effective teachers' characteristics, and also investigated demographic factors (i.e., gender, ethnicity, age, year of study, etc.) that may have influenced their responses. Participants were 219 PTs enrolled in large mid-Southern university. PTs completed a questionnaire asking them to identify, rank,

and define between three and six characteristics that they believed excellent teachers possess or demonstrate. Six major characteristics that PTs considered to reflect effective teaching were found as follows: (1) student-centeredness (79.5%); (2) enthusiasm for teaching (40.2%); (3) ethicalness (38.8%); (4) classroom behavior management (33.3%); (5) teaching methodology (32.4%) and knowledge of subject (31.5%). Further, a canonical correlation analysis examined the relationship between the six themes and a selection of demographic variables (i.e., gender, year of study). The canonical analysis revealed that the six correlations combined were statistically significant.

In a similar study, Onwuegbuzie et al., (2002) investigating PTs' beliefs and their perceptions of characteristics of effective teachers, administered an open-ended response survey to PTs in an introductory education course. Participants were asked to identify, rank and define between three to six characteristics of effective teachers. Both quantitative and qualitative analyses of the data were conducted. Onwuegbuzie et al. (2002), sought to compare what teacher candidates view as important characteristics of effective teachers with descriptions provided in the literature. Findings from the study revealed that PTs, in general, regarded the interpersonal context as the most important aspect of teaching. Education major/specialization (i.e., elementary or secondary) was not a significant predictor. The analyses of PTs' perceptions revealed seven themes: (1) student centered (55.2%); (2) effective classroom and behavior manager (33.6%); (3) competent instructor (33.6%); (4) ethical (29.9%); (5) enthusiastic about teaching (23.9%); (6) knowledgeable about subject (19.4%); and (7) professional (15.7%). Also, study results suggested that participants ($n=132$) rated being student centered as the most common characteristic of effective teachers. In addition, their exploratory factor analysis revealed that three factors (meta-themes) underlying the seven themes were also important in PTs' preconception about quality teaching: Instructional and Management Skills (Factor 1), Ethical and Well-Tempered Behavior (Factor 2) and, Knowledge and Enthusiasm of/for Subject and Students (Factor 3).

Roehrig et al.(2007), in a study investigating PTs' beliefs about quality teaching examined possible relationships between PTs' guided field observations of motivating primary literacy instruction and their knowledge about effective beginning reading practices. Specifically, the study explored PTs' beliefs about effective teaching when the preservice teachers were (a) provided with knowledge of findings from exemplary literacy-related teacher research and

descriptions of effective beginning reading instruction that motivates children and (b) then asked to critically observe classroom reading instruction in light of this knowledge. Participants ($n = 48$) participated in a Directed Field Experience (DFE) course including instruction on, and observations of, exemplary teaching practices promoting student engagement and literacy achievement. The observation instruments designed for this course were based on the Classroom AIMS Instrument: A Checklist of Effective Classroom Practices (Atmosphere, Instruction/Content, Management, and Student Engagement) for the Early-Primary Grades (K-4) (Roehrig et al., 2007). The AIMS Checklist provided a basis for rating observations of teachers' classrooms by evaluating their use of exemplary classroom practices, particularly in relation to establishing motivating literacy instruction. Correlations, calculated between the quantity of exemplary reading instruction practices observed by PTs and the accuracy of observations with their knowledge about effective beginning literacy instruction, suggested that guided field observations of exemplary practices may positively impact PTs' knowledge of effective early literacy instruction. Observing more exemplary practices was associated with PTs' knowledge acquisition represented in concept maps. Also, study results showed that practices promoting a generally motivating classroom atmosphere were more readily understood by PTs, compared to motivating in literacy instruction.

Several other studies examined the impact of teacher education courses and field experiences on PTs' beliefs regarding their understanding of learning and teaching concepts, and also the concept of quality teaching from this perspective (i.e., Hancock, Gallard, 2004; File, Gullo, 2002; Skamp & Mueller, 2001; Feiman-Nemser, McDiarmid, Melnick, & Parker, 1989; Wubbels, 1992). Hancock and Gallard (2004) conducted a qualitative study about the influence of K-12 field experiences on preservice science teachers' beliefs about teaching and learning. The study sought to understand the impact of field experiences on the beliefs developed by preservice science teachers. Participants were students in an undergraduate science education course that involved observation and teaching experiences in K-12 classrooms. The data used in this qualitative study included drawings representing beliefs and in-depth interviews with selected participants. The findings indicated that PTs' beliefs focused on key dualities: (1) learning through experience versus transmission of knowledge and (2) PTs' tendencies toward a student-centered versus a teacher-centered instructional approach. Findings of the study regarding PTs' beliefs about learning through experience compared to beliefs about transmission of knowledge

revealed that PTs most commonly depicted science teachers as facilitators of experiential learning and directors of laboratory activities. Additionally, most PTs had a teacher-oriented perspective (the role of the teacher was to direct and organize the lab activities and lecture). The PTs believed that students learn science through experiences to develop understanding and memorization of information that was transmitted via lectures. PTs also believed that teachers who facilitate experiences and direct lectures foster meaningful learning. The study findings also suggested that field experiences both reinforce and challenge the beliefs held by PTs.

In a longitudinal study conducted by Skamp and Mueller (2001), they investigated what conceptions PTs hold about quality elementary science teaching and how these conceptions change during preservice education. Twelve Canadian preservice elementary teachers were interviewed on four occasions as they completed a post-graduate 2-year education degree. The findings from these interviews were compared with a similar longitudinal Australian study, in which nine PTs were completing an undergraduate education program. Entry program conceptions of quality science teaching dominated and learning frameworks did not appear to change. Issues of teacher educators were raised about extending and changing PTs' conceptions of effective practice.

Feiman-Nemser et al. (1989) explored the impact of an introductory teacher education course with a specific focus on the relationship between teaching and learning on PTs' conceptions of teaching. Their qualitative study analyzed the pre/post essays of elementary education majors on the questions "What is Teaching?". The semester's instructional activities including field experiences, readings, watching video-tapes, and analyses of case studies focused on four major topics: (1) traditions of teaching; (2) relationships of teaching and learning; (3) contexts of teaching; and (4) knowledge required for teaching. Study results revealed that changes in PTs' views of teacher knowledge was evident in their analyses of pre/post essays. Feiman-Nemser et al. (1989), noted that, in general, PTs' descriptions of their preconceptions about what teachers need to know revealed misconceptions about teacher knowledge. The study revealed that PTs place more emphasis on content knowledge rather than pedagogical knowledge. Also, study results showed that most PTs placed affective components (i.e., loving children) above cognitive components (i.e., content knowledge and skills, and pedagogical aspects of instruction). Additionally, study results indicated that most PTs thought of teaching as telling. They also thought of learning as listening to the teacher and being able to give back the

information almost verbatim. The authors also stated that most PTs who were investigated in this study rarely considered what it meant to be an effective teacher. Many felt that they already knew enough about their content area and that they would learn to teach through trial and error. Based on their results, the authors stressed the importance of quality teacher education programs, and stressed the importance of studying the preconceptions and prior beliefs of PTs as related to their future instructional practices.

To summarize, the majority of studies regarding PTs' beliefs about teaching focused primarily on understanding the nature of their beliefs, characteristics of intuitive conceptions about learning and teaching, characteristics of effective teachers, and also changes in PTs' beliefs based on specific educational course contents. Little research has explored the interrelationship of PTs' beliefs about schooling and the teaching career related to PTs' based on their reasons for teaching. Therefore, my intention in this study was to explore what specific beliefs, or types of beliefs about teaching PTs hold, and how these beliefs are related to PTs' reasons for teaching and their goal of becoming a teacher. Most of the studies cited investigated the concept of beliefs about teaching, solely. My interest was to explore PTs beliefs about teaching in relationship with PTs' reasons for teaching (i.e., clusters of PTs based on their reasons for teaching), in the context of their understanding for the goal of becoming a teacher.

Summary of the Literature Review

In summary, most research on PTs' reasons and beliefs about teaching focus specifically either in solely investigating the reasons of PTs for teaching or PTs' beliefs about teaching. Very few studies analyze in depth PTs' understanding of their goals to become teachers in relationship with different types of reasons for teaching (e.g., intrinsic, extrinsic, or altruistic reasons) and their beliefs about teaching. Moreover, most of these studies investigated PTs outside the US (Kyriacou & Coulthard 2000; Kyriacou et al., 1999; Papanastasiou & Papanastasiou, 1998; Saban, 2003). Research shows that there are some marked differences in the rankings of various reasons for teaching from country to country. For instance "immediate employment after graduation" (external motivation), was mentioned as the strongest reason by Papanastasiou and Papanastasiou (1998) in a study of student teachers in Cyprus for their decision to enter elementary teaching (p. 36). Kyriacou and Coulthard (2000) found that "a job that I will find

enjoyable” was the most important factor influencing pre-service students’ choice of career in England and Wales (p.119). These variations, as Kyriacou et al. (1999) pinpointed, “may well be a reflection of the differences between countries in their social, economic and cultural context, and in the general image held of teaching as a career” (p. 379).

In addition, few research studies focused on investigating PTs’ beliefs about teaching as related to their reasons for teaching. Moreover, a small number of studies investigated the interconnection of such reasons and beliefs in the context of their understanding of goal development. PTs’ reasons for teaching and their beliefs about teaching play an important role in shaping their future professional roles, their identities as teachers and their future practices, and consequently their attitudes toward teaching as a career choice. Therefore, it is imperative to investigate PTs’ reasons for teaching as related to their beliefs about teaching and taking into consideration individuals, understanding of their professional and life goals. Findings from such research can add a significant contribution to both research and practice in understanding the extent to which career decisions of people entering the teaching profession are shaped by their beliefs about teaching, their expectations, and their understanding of teaching practices.

In addition, knowing how PTs view teaching as a profession and what specific reasons for teaching they have, can add valuable information in understanding a possible existing mismatch between PTs’ expectations about the teaching profession and the reality of a teaching practice. Contributions from such research can provide insights to both research and practice regarding changes in teacher education programs (i.e., regarding PTs’ expectations), changes in the realities of teaching (i.e., workplace factors), or both.

CHAPTER 3

METHODOLOGY

Design of the Study

The present study investigated PTs' understanding of their goals of becoming teachers with respect to their reasons and beliefs about teaching. Particularly, my intention in this study was to explore the specific reasons that PTs have for entering the teaching career, and what typologies (clusters) of PTs exist based on their reasons for teaching. Further, across clusters of PTs, I wanted to investigate their beliefs about teaching—all in the context of PTs' understanding of their goals to become teachers.

Mixed methods were used for data collection: surveys and interviews. Participants in this study were undergraduate students enrolled in EDF 4210 Educational Psychology and EDF 4430 Classroom Assessment courses for the Spring semester 2007. The study was conducted in two phases: in the first phase all participants ($n=215$) completed a survey questionnaire, followed by in-depth interviews (the second phase of the study), with a selected number of participants ($n=25$).

Research Questions

Specific research questions addressed by the present study were:

Quantitative Research Questions

1. What specific types of reasons (i.e., factors) were influential in PTs' decisions to become teachers?
2. What typologies of PTs (i.e., clusters) existed, based on their reasons for teaching?
3. What specific types of beliefs (i.e., factors) did PTs hold about schooling and about the teaching career?
4. What differences existed across various clusters of PTs, with respect to the groups' ratings of their beliefs about schooling and beliefs about the teaching career?

Qualitative Research Questions

1. How did PTs understand their goal of becoming a teacher?
2. How did PTs understand their goal of becoming a teacher in the context of quality teaching (for example their understanding of instructional style, classroom atmosphere and management issues, content knowledge, etc.).
3. How were different reasons and beliefs about teaching expressed by various groups/clusters of PTs influential in their understanding of the goal to become a teacher?

Setting and Participants

The present study was conducted at a major university in the Southeastern US. Participants were undergraduate students enrolled in a teacher training program within the College of Education at the chosen university. Selection of participants was made from the five sections of the Educational Psychology course (EDF 4210) and three sections of the Classroom Assessment course (EDF 4430) in the Educational Psychology and Learning Systems Department. Survey and interviews were used to collect data. A total of 303 students were enrolled at the time in these two courses for the Spring semester 2007. From the total of 303 students enrolled, 215 preservice teachers completed the surveys in the first phase of the study, and 25 preservice teachers (among these survey respondents) participated in an interview during the second phase of the study.

Survey Participants

The 215 participants included a total of 173 (80%) females and 42 (20%) males, aged 18-41 years. Also, 147 (68%) participants were White American, 23 (11%) were Latino/Hispanic, 40 (19%) African American and 5 (2 %) participants indicated their ethnic identity as “Other”. The participants’ major/specialization indicated a variety of domains, but predominant were Elementary Education ($n=56$, 26 %) and Social Science Education (46, 21 %). The majority of PTs were juniors in their third year of study ($n=121$; 57%), followed by seniors ($n=45$; 21%), and sophomores ($n=43$; 20%). Only a small number of freshmen students were recorded ($n=6$; 3%). Table1 summarizes demographics of participants ($n=215$) in this study.

Table 1. Demographic Features for All Participants (n=215)

| Characteristics | Participants <i>n</i> (%) |
|--------------------------------|----------------------------------|
| Ethnicity/race | |
| White American | 147 (68%) |
| Latino/Hispanic | 23 (11%) |
| African American | 40 (19%) |
| Other | 5 (2%) |
| Gender | |
| Males | 42 (20%) |
| Females | 173 (80%) |
| Age | |
| 18-24 | 209 (97%) |
| 25-30 | 3 (1%) |
| 31-41 | 3 (1%) |
| Major/Specialization | |
| Early Childhood Education | 20 (9 %) |
| Elementary Education | 56 (26 %) |
| Math Education | 31 (14%) |
| Social Science Education | 46 (21%) |
| English Education | 29 (14%) |
| Physical Education | 9 (4%) |
| Other | 24 (11%) |
| Year in program | |
| Freshman | 6 (3%) |
| Sophomore | 43 (20%) |
| Junior | 121 (57%) |
| Senior | 45 (21%) |
| Career intentions | |
| Committed to teaching | 154 (72%) |
| Undecided | 33 (15%) |
| Not currently interested | 18 (8%) |
| Other | 5 (2%) |
| Family members teachers | |
| Yes | 108 (50%) |
| No | 107 (50 %) |
| Total | 215 (100%) |

Note. Percent is relative to the total number of survey respondents (*n*=215)

In terms of participants' career intentions relative to their willingness to start a teaching career after graduation, the majority of survey respondents (*n*=154; 72%) indicated that they were definitely interested in obtaining a teaching position (i.e., committed to teaching). A considerably smaller number of respondents indicated that they are undecided (*n*=33; 15%), and even fewer participants (*n*=18; 8%) indicated that they are not interested, at this time, in teaching

Demographic data also showed that approximately half of the participants indicated they have a family member who is a teacher (or was previously teaching): 108 (50%) indicated that they had/have family members who are teachers, and 107 (50%) indicated that they didn't/don't have family members being teachers.

The 215 survey participants were further divided into subgroups (i.e., clusters) of PTs based on their survey responses about reasons for becoming a teacher. An initial quantitative analysis (cluster analysis) was conducted to determine clusters of PTs (i.e., typologies). The cluster analysis revealed three distinctive clusters of PTs (*n*'s of 70, 93 and 52). More details on the analyses and characteristics of the three clusters are presented in the "Results" section. Demographic data for survey participants within each cluster are presented next (also, see Table 1 Appendix J). Cluster 1 participants (*n*=70) included a total of 58 (83%) females and 12 (17%) males, aged 18-41 years. Interestingly, the majority of participants in this group were aged between 18-24 years old (*n*=65; 93%); only two participants (3%) were aged between 25-30 years old, and three participants (4%) were between 31-41 years old. The participants' major/specialization indicated a variety of domains, but predominant were Elementary Education (*n*= 22; 31%), Math Education (*n*=14; 20%) and Social Science Education (*n*=11; 16 %). Cluster 1 participants were in their third year of study, juniors (*n*=38; 54%), followed by seniors (*n*=18; 26%) and sophomores (*n*=13; 19%). Only one participant was a freshmen (*n*=1; 1%).

In terms of participants' career intentions after graduation, the majority of Cluster 1 participants (*n*=46; 66%) indicated that they were definitely interested in obtaining a teaching position (i.e., Committed to teaching), followed by a small number of respondents who indicated that they were undecided (*n*=14; 20%), and even fewer participants (*n*=7; 10%) indicated that they were not interested, at this time, in teaching (i.e., Not currently interested to teaching). Demographic data also showed that having a family member who is a teacher (or was previously a teacher) indicated that 30 participants (43%) they had/have family members who are teachers, and 40 participants (52 %) indicated that they didn't/ don't have family members being teachers.

Cluster 2 participants (*n*=93) included a total of 78 (84%) females and 15 (16%) males, aged 18-41 years. Interesting also for this group, the vast majority of participants were aged between 18-24 years old (*n*=92; 99%), only one participant (1%) was between 25-30 years old, and none participants were between 31-41 years old. Cluster 2 participants' major/specialization indicated also a variety of domains, but predominant were Elementary Education (*n*= 23; 25 %)

and Social Science Education ($n=22$; 24 %). The majority of Cluster 2 participants were in their third year of study, juniors ($n=55$; 60%), followed by sophomores ($n=24$; 26%), seniors ($n=12$; 13%), and only two participants (2%) were freshmen. In terms of participants' career intentions after graduation, the majority of Cluster 2 participants ($n=76$; 82%) indicated that they were definitely interested in obtaining a teaching position (i.e., Committed to teaching). A small number of respondents indicated that they were undecided ($n=14$; 20%), and even fewer participants ($n=7$; 10%) indicated that they were not interested, at this time, in teaching (i.e., Not currently interested to teaching). Demographic data also showed that having a family member who is a teacher (or was previously a teacher) indicated that 49 (52%) participants had/have family members who are teachers, and 44 participants (47 %) indicated that they didn't/don't have family members being teachers.

Cluster 3 participants ($n=52$) included a total of 37 (71%) females and 15 (29%) males, aged 18-41 years. Also, this group showed interesting age characteristics, all participants ($n=52$; 100%) were aged between 18-24 years old; none were older than 25 years. Cluster 3 participants' major/specialization indicated also a variety of domains, like the other two clusters. Predominant specializations were Social Science Education ($n=13$; 25 %) and Elementary Education ($n= 11$; 21 %). The majority of Cluster 3 participants, similar to Cluster 1 and 2 participants were in their third year of study, juniors ($n=28$; 54%); seniors were 15 (29%) and less were sophomores ($n=6$; 12%). Only three participants (6%) were freshmen.

Cluster 3 participants' career intentions after graduation indicated that the majority of them ($n=32$; 62%) were interested in obtaining a teaching position (i.e., Committed to teaching), followed by ten (19%) respondents who indicated that they were undecided, and six (12%) participants who indicated that they were not interested, at this time, in teaching (i.e., Not currently interested to teaching). Demographics of Cluster 3 participants also showed that 29 (56%) participants indicated that they had/have family members who are teachers and 23 (44%) indicated that they didn't/ don't have family members being teachers.

Interview participants

In the second phase of the study, a total of 25 PTs participated in a face-to-face interview. From each cluster of PTs a selected number of interview participants was made with respect to the cluster size. Participation in the second phase was voluntary, and students consented to have

their interviews audio-taped. Selection of participants was made among the students who indicated in their survey responses (phase 1) that they were willing to take part in an interview. More details regarding the selection of participants for Phase 2 of the study and selection procedures are presented further in the “Procedure “section. Table 2 presents a summarization of demographic features for the interview participants ($n=25$).

Table 2. Demographic Features for Interview Participants ($n=25$)

| Characteristics | Participants n (%) |
|--------------------------------|--|
| Ethnicity/race | |
| White American | 21(84%) |
| Latino/Hispanic | 2 (8%) |
| African American | 2 (8%) |
| Gender | |
| Males | 6 (24%) |
| Females | 19 (76%) |
| Age | |
| 18-21 | 17 (68%) |
| 22-24 | 6 (24%) |
| 25-31 | 2 (8%) |
| Major/Specialization | |
| Early Childhood Education | 2 (8 %) |
| Elementary Education | 10 (40%) |
| Math Education | 5 (20%) |
| Social Science Education | 4 (16%) |
| English Education | 4 (16%) |
| Year in program | |
| Junior | 18 (72%) |
| Senior | 7 (28%) |
| Career intentions | |
| Committed to teaching | 20 (80%) |
| Undecided | 4 (16%) |
| Not currently interested | 1 (4%) |
| Family members teachers | |
| Yes | 13 (52%) |
| No | 12 (48 %) |

Note. Percent is relative to the total number of survey respondents ($n=215$)

Demographics of interviewed participants (see Table 2) indicated that the 25 interview participants included 19 (76%) females and 6 (24%) males, aged 18-31 years. Also, 21 (84%) interviewed participants were White American, 2 (8%) were Latino/Hispanic and 2 (8%) were African American. The interview participants’ major/specialization varied, but predominant were Elementary Education, 10 (40%) and Math Education, 5 (20%). The majority of interviewed PTs

were juniors in their third year of study ($n=18$; 72%), followed by seniors ($n=6$; 24%), and only one sophomore (4%). Interestingly, in terms of participants' career intentions relative to pursuing a teaching career after graduation, the majority of survey respondents ($n=20$; 80%), indicated that they were definitely interested in obtaining a teaching position (i.e., committed to teaching). Only 4 participants (16%) indicated that they were undecided and one participant (4%) was not interested, at this time, in teaching.

Demographic data for interview participants within each cluster are presented in Table 2 Appendix K. Cluster 1 interview participants ($n=7$) included a total of 5 (71%) females and 2 (29%) males. Age distribution among participants was relative similar: three participants in this group were between 18-21 years old ($n=3$; 43%), another three participants (43%) were between 22-24 years old, and one participant (14%) was aged between 25-31 years old. Participants' major/specialization indicated a relative equally distribution among the variety of domains/specializations of PTs, but predominant were Elementary Education ($n=3$; 43%), followed by Math Education ($n=2$; 29%), one (14%) Social Science Education participants and one ($n=14\%$) Early Childhood Education student. Cluster 1 interview participants were in their third and fourth year of study: juniors ($n=4$; 57%) and seniors ($n=3$; 43%).

Cluster 2 interview participants ($n=12$) included a total of ten (83%) females and two (17%) males. Age distribution among participants was interesting: the majority of participants ($n=9$; 75%) were between 18-21 years old, two participants (17%) were between 22-24 years old, and only one participant (8%) was aged between 25-31 years old. The participants' major/specialization indicated a relative equally distribution among the variety of domains/specializations of PTs: Elementary Education ($n=4$; 33%), Math Education ($n=3$; 25%), Social Science Education ($n=3$; 25%) and English Education ($n=2$; 17%). Cluster 2 interview participants were predominantly in their third year of study, juniors ($n=11$; 92%) and only one senior ($n=1$; 8%).

Cluster 3 interview participants ($n=6$) included a total of four (67%) females and two (33%) males. The majority of participants ($n=5$; 83%) were aged between 18-21 years old and one participant (17%) was between 22-24 years old. The participants' major/specialization indicated that majority ($n=3$; 50%) were Elementary Education, one Math Education (17%), one Social Science Education (17%), one English Education (16.7%) and one Early Childhood

Education (17%). Cluster 3 interview participants were in their third and fourth year of study: juniors ($n=3$; 50%) and seniors ($n=3$; 50%).

Procedures

The present study was conducted in two phases. All participants ($n=215$) completed a survey in the first phase of the study. Based on the survey responses about reasons for becoming a teacher, an initial quantitative analysis (factor analysis and cluster analysis) was conducted to determine different types of reasons for teaching, and consequently clusters of PTs (i.e., typologies of PTs). The cluster analysis was specifically conducted to create typologies of PTs based on the different patterns participants displayed, regarding their reasons for teaching.

Once the clusters of PTs were established, a selected number of participants from each of the three clusters participated in an in-depth interview, in the second phase of the study. Further details are presented next to describe the study procedure, and participants' involvement in the two phases of the study.

Phase 1: Survey

In the *first phase*, all participants ($n=215$) completed a survey questionnaire. The survey was comprised of a demographic questionnaire and three additional questionnaires investigating PTs' reasons for teaching and their beliefs about teaching. The Demographic Questionnaire (see Appendix D) purpose was to collect participants' demographic data, such as age, gender, major, ethnicity, major/specializations, career intentions, previous teaching experience, etc. The three additional questionnaires specifically targeted PTs' reasons for teaching, PTs' beliefs about teaching and learning (i.e., conception of schooling), and beliefs about the teaching career. Each of the questionnaires had a specific content and a specific purpose. A more detailed description of the questionnaires is discussed next in the "Instruments" section.

Phase 2: Interview

In the *second phase* of the study, based on their survey responses, a total of 25 participants were selected to participate in an in-depth interview. Selection of participants was made among the students who indicated in their survey responses (phase 1) that they were

willing to take part in an interview. Therefore, participation in the second phase was voluntary, and students consented to have their interviews audio-taped.

The procedure of selecting interview participants was based on a stratified random sampling. First, participants' selection for the interview was based on PTs' responses to the *Reasons for Teaching Questionnaire* (RTQ) and the initial analysis of survey data. PTs' survey responses regarding their reasons for teaching was analyzed using factor analysis and cluster analysis. The purpose of this initial quantitative analysis was to group individuals based on similar patterns they displayed regarding their reasons about teaching. Specifically, the cluster analysis was used to create clusters of PTs (i.e., create typologies of PTs) based on the different patterns that participants displayed regarding their reasons for teaching. Next, once the clusters of PTs were obtained, a total of 25 participants across the clusters were selected for the second phase of the study, the interview. The number of individuals were randomly selected from each cluster, as follows: seven participants from Cluster 1 ($n=70$), twelve participants from Cluster 2 ($n=93$), and six participants from Cluster 3 ($n=52$). Therefore, from each cluster of individuals, a specific number of participants (representing proportional distribution/group) were selected to participate in an in-depth interview. Initially, within each of the groups/clusters of individuals, a minimum of four participants from each cluster was intended to be selected for the interview, with more participants from clusters that have larger numbers.

As Table 3 shows from a total of 215 survey respondents, 114 agreed to participate in the second phase of the study, the interview. Further, from each cluster of PTs, a selected number of individuals were randomly selected for the interview with respect to the size of clusters (representing a proportional distribution per group).

Table 3. Numbers of Survey and Interview Participants

| Participants | Cluster 1 <i>n</i> | Cluster 2 <i>n</i> | Cluster 3 <i>n</i> | Total <i>n</i> |
|---|-----------------------|-----------------------|-----------------------|-------------------|
| Survey participants | 70 | 93 | 52 | 215 |
| Participants who agreed to participate in the interview | 34 | 55 | 25 | 114 |
| Interview participants | 7 | 12 | 6 | 25 |

In this qualitative phase of the study, grounded theory methods and principles (Creswell, 1989, 2007; Strauss & Corbin, 1990, 1998) were used in designing the study, in data collection, and data analysis. The researcher in a grounded theory design typically conducts 20 to 30 interviews, constantly seeking to construct and develop a theory that explains the process, action, or interactions on a topic (Creswell, 2007). The researcher's intention therefore, is to collect enough interview data to saturate the categories (or find information that continues to add to categories until no additional information is found).

Instruments

The survey instrument, administrated in the first phase of the study was comprised of four questionnaires, as follows: *Demographic Questionnaire* (DQ), *Reasons for Teaching Questionnaire* (RTQ), *School Metaphors Questionnaire* (SMQ) and the *Career Statement Questionnaire* (CSQ).

Overall, the purpose of the surveys were to collect demographic data from participants, to investigate the reasons PTs have for entering a teaching career, their beliefs about teaching and learning, and their beliefs about the teaching career. An additional purpose of the *Reasons for Teaching Questionnaire* was to select participants for the second phase of the study, the interview. Below, information about each of the questionnaires is presented and discussed, in terms of their content and purpose in this study.

Demographic Questionnaire (DQ)

The purpose of the *Demographic Questionnaire* (see Appendix D) was to collect general information about each participant such as age, ethnicity, major/specialization, career intentions, teaching experience, etc.

Reasons for Teaching Questionnaire (RTQ)

Reasons for Teaching Questionnaire (see Appendix E), adapted from Kyriacou et al. (1999), is a self-completion instrument of 21 items, investigating PTs' reasons for choosing the teaching career. Participants were asked to rate on a scale of 1 to 5 (1 = "not important at all" and

5 = “extremely important”) the importance of specific reasons for their choosing teaching as a career.

The original study (Kyriacou et al., 1999) did not provide, nor discuss, information on validity and reliability of the instrument. Using the survey, the authors conducted a descriptive study comparing the reasons given by PTs ($n=225$) in England and Norway about their teaching career choices. In their study (Kyriacou et al., 1999) the questionnaire results were used for descriptive purposes only (i.e., descriptive statistics, percentages). However, reliability coefficients, Cronbach’s alphas, were calculated based on participants’ responses in the present study. Cronbach’s alpha coefficient obtained for the total number of 21 questionnaire items ($\alpha = .79$) suggested that the total items maintained a fairly-high internal consistency. In addition to the overall internal consistency, Cronbach’s coefficients for the subscales (i.e., factors) representing types of reasons for teaching were also calculated as: Reasons related to subject matter taught ($\alpha = .82$), Reasons related to job benefits ($\alpha = .71$), Reasons related to identity issues ($\alpha = .62$), Reasons related to meaningful relationships ($\alpha = .67$), Reasons related to holistic views of profession (2 items, $\alpha = .63$), Reasons related to opportunities ($\alpha = .60$). These values also suggested a fairly high internal-consistency for the subscales obtained.

School Metaphors Questionnaire (SMQ)

The *School Metaphors Questionnaire* (see Appendix F) adapted from Saban (2003) is a self-completion instrument of 12 items consisting of 12 metaphors for schooling. The purpose of this questionnaire was to investigate PTs’ conceptions of teaching and learning as future teachers. Participants were asked to rate each metaphor on a scale 1 to 4 (1 = “strongly disagree” and 4 = “strongly agree”) to indicate the most preferred metaphorical images of their conceptions of schooling as future teachers.

Saban’s (2003) study explored the teaching characteristics and perceptions of PTs enrolled in an elementary teacher education program in Turkey ($n=381$). The *School Metaphors Questionnaire* (Saban, 2003, p.843) was comprised of a total of 12 items presenting different metaphors for schooling (i.e., “patient-hospital-doctor” is a metaphor for student-school-teacher etc). The metaphors in Saban’s study (2003) were grouped under two subscales, representing two educational perspectives characterized as (1) teacher-centered perspective and (2) student-centered perspective. The rationale for the grouping of the metaphors was based on the

relationship between the teacher, the student, and the goals of education. For example, the teacher-centered perspective focuses more on transmission of knowledge; the student-centered perspective focuses more on facilitating students' learning.

The present study also used the concept of metaphors as a means of research for assessing PTs' conceptions and their understandings of schooling. By using metaphors, PTs' views of teaching can be explored. Metaphors can act as "translators" (Saban, 2003, p. 830) of PTs' experiences and their personal schemas about teaching and learning (such as student-centered or teacher-centered perspectives). Descriptive statistics (i.e., counts, percentages, means, and standard deviations) were used by Saban (2003) to report the data gathered through the survey. Reliability coefficients were calculated in the present study for the SMQ and the two subscales proposed by Saban (2003). The Cronbach's alpha coefficient obtained for the total number of 12 questionnaire items was $\alpha = .76$, while the subscale indicating teacher-oriented conceptions was $\alpha = .75$, and the subscale indicating student-oriented conceptions was $\alpha = .62$.

Career Statements Questionnaire (CSQ)

The *Career Statements Questionnaire* (see Appendix G), also adapted from Saban (2003), is a self-completion questionnaire of 15 items exploring participants' perception of teaching as a profession. Participants rated each statement on a scale of 1 to 4 (1 = "strongly disagree" and 4 = "strongly agree") to indicate the level of their agreement with the teaching career statements provided by the questionnaire. The instrument purpose was to investigate aspects of the teaching profession without organizing the questionnaire items into specific subcategories. Specifically, beliefs investigated by CSQ were related to PTs' understanding of career choice commitments (i.e., "For me teaching is a lifelong career"), PTs' perception of professional roles (i.e., "I believe one of the most important role as a teacher is to foster students' emotional growth") and their orientation towards instruction (i.e., "I believe students learn best through direct instruction").

Similar to the *School Metaphors Questionnaire* previously discussed, the *Career Statement Questionnaire* is based on Saban's (2003) survey. Information on validity and reliability of the instrument were not provided by the source. Saban (2003) used descriptive statistics (i.e., counts, percentages, means, and standard deviations) to report the data gathered through the survey. However, reliability coefficients were calculated based on participants'

responses in the present study for the “Career Statements Questionnaire” and the obtained subscales. The Cronbach’s alpha coefficient obtained was $\alpha = .78$ for the total number of 15 questionnaire items. The three subscales obtained were: PTs career orientation views ($\alpha = .78$), perception of student growth and development ($\alpha = .62$), and orientations toward instruction ($\alpha = .59$).

Interview

Participants in the second phase of the study, the interviews ($n=25$), were recruited from the pool of surveyed PTs who indicated in their survey responses (phase 1) that they were willing to take part in a face-to-face interview. Participation in the second phase was voluntary, and students consented to have their interviews audio-taped. Later, the interviews were transcribed and data from the interviews were coded, organized, and further analyzed.

The procedure of selecting interview participants was based on the students’ RTQ responses with the initial quantitative analysis of the survey data. First, data from the RTQ responses regarding PTs’ reasons for teaching were analyzed using factor analysis on the items. Subsequently, these factors were used to conduct a cluster analysis of participants. The purpose of the cluster analysis was to group individuals (i.e., create typologies of PTs) based on similar patterns they displayed regarding their reasons for teaching. Once the clusters of PTs were obtained based on results from this initial quantitative analysis, a selected number of participants ($n=25$) were interviewed, in the second phase of the study. Individuals (representing proportional distribution/group) were selected from each cluster, as follows: seven participants from Cluster 1 (Cluster 1 $n=70$), twelve participants from Cluster 2 (Cluster 2 $n=93$), and six participants from Cluster 3 (Cluster 3 $n=52$).

The in-depth, semi-structured interviews were designed to allow participants to express their understanding of motivational aspects for the teaching career and their beliefs about teaching. PTs’ beliefs about teaching were explored in relationship with their reasons for teaching, and in the context of PTs’ understanding of the goal to become a teacher. Specific beliefs explored in the present study through interviews, were related to PTs’ beliefs about learning and teaching (e.g., understanding of the schooling concept), PTs’ beliefs about the

teaching career (e.g., perception of professional identity, orientation towards instruction), and about the quality teaching (e.g., understanding of instructional style, content knowledge, etc.).

The interview approach was an interactive process rather than a controlling process (Marshall & Rossman, 1989). Participants were asked additional questions as their stories unfolded, based on their survey responses about reasons and beliefs about teaching. The dialogue was presented to participants as an opportunity to reflect on the meaning of their journeys that had brought them to considering the teaching career. As Brown (2005) emphasized in her study about teachers' stories on career satisfaction, the qualitative approach can identify new dimensions and multiple perspectives. She stated that the best stories are those which "stir people's minds, hearts, and souls and by so doing give them new insights into themselves, their problems and their human condition. The challenge is to develop a human science that can more fully serve this aim. The question then, is not *Is science telling stories?* but *Can science learn to tell good stories?*" (p. 636).

Overall, the purpose of the qualitative study was to construct a theoretical model based on grounded theory analysis that would explain PTs' understanding of their teaching goal development with respect to PTs' reasons for teaching and their beliefs about teaching. The intent of a grounded theory is to generate or construct a theory, an abstract analytical schema of a phenomenon that relates to a particular situation. This situation is one in which individuals interact, take actions, or engage in a process in response to a phenomenon. To study how people act and react to this phenomenon, "the researcher collects primarily interview data, develops and interrelates categories of information, and writes theoretical propositions or presents a visual picture of the theory" (Creswell, 2007, p. 56).

Data Coding and Analyses

Participants' interviews were recorded with their consent, and later the interviews were transcribed verbatim. Data from the transcribed interviews was then coded, and organized into categories, and analyzed. Two primary coders were involved in organizing and coding the data, with additional help from another four coders. A coding scheme was built progressively by the coders, tested and constantly revised until complete agreement on coding was reached.

In this qualitative study, grounded theory principles were used (Creswell, 1989, 2007; Marshall & Rossman, 1989, Strauss & Corbin, 1990, 1998) to analyze interview data. Grounded

theory is a qualitative analysis approach that involves descriptive as well as analytic features. Through microanalysis, questioning, and constant comparisons, researchers are able to examine specifics of the data in a descriptive and analytic sense and to constantly ask abstract, theoretical questions that are relevant to the details of the data. By increasing the “sensitivity” to the data, concepts which represent the phenomenon are identified. Then, “properties” and “dimensions” that are discovered in the data are elaborated and organized (Creswell, 1989, 2007; Strauss & Corbin, 1998). Further, the researcher develops and interrelates categories of information to generate a theoretical model that explains the data. Grounded theory aims to represent a reality that emerges from data, rather than from different existing theories.

Three types of coding were used in this study, following the procedure of grounded theory analysis: open, axial, and selective coding (Creswell, 1989, 2007; Strauss & Corbin, 1998). Grounded theory provides a procedure for developing categories of information (open coding), interconnecting the categories (axial coding), building a story that connects the categories (selective coding), and ending with a discursive set of theoretical propositions (Strauss & Corbin, 1998). Each one of the three types of coding, and the coding procedures is presented below.

Open coding. In the open coding phase, the researcher forms initial categories of information about the phenomenon being studied, by segmenting information. Open coding is the analytic procedure of finding primary concepts from the data and helps to develop *categories* which cover these concepts. Within each category, the researcher finds several properties, or subcategories, and looks for data to dimensionalize, or show the extreme possibilities on a continuum of the property. *Categorization* aims to discover “certain concepts that can be grouped under a more abstract higher order concept, based on its ability to explain what is going on” (Strauss & Corbin, 1998, p. 113).

Axial coding. In axial coding the researcher assembles the data in new ways after open coding. Once an initial set of categories is developed, the researcher begins exploring the interrelationship of categories with the main category, the central phenomenon. This is presented using a coding paradigm or logic diagram in which the researcher identifies a *central phenomenon* (i.e., a central category about the phenomenon), explores *causal conditions* (i.e., categories of conditions that influence the phenomenon), specifies *strategies* (i.e., actions or interactions that result from the central phenomenon), identifies the *context and intervening*

conditions (i.e., the narrow and broad conditions that influence the strategies), and delineates the *consequences* (i.e., the outcomes of the strategies) for this phenomenon. In this phase, the researcher is able to create a coding paradigm, or a theoretical model that visually portrays the interrelationship of these axial coding categories of information; a theory, a model, is therefore built, or generated.

Selective coding. In selective coding, the last step in the coding procedure, in which the researcher takes the model and develops *propositions* (or hypothesis) that interrelate the categories in a model or assembles a story that describes the interrelationships of categories in the model. The researcher therefore, identifies in this phase a “story line”, and writes a story that integrates the categories in the axial coding model. In this phase of analysis conditional *propositions* (or hypotheses) are typically presented. The theory should embody “the voices of many”, and explicate them in a general sense. This theory, developed by the researcher, is articulated toward the end of a study and can assume several forms, such as a narrative statement (Strauss & Corbin, 1998), a visual picture (Creswell, 1989; 2007), or a series of hypothesis or propositions (Creswell, 1989; 2007). The study ends at this point with a generation and presentation of a theory which was the goal of the research (Creswell, 2007).

By completing these three types of coding a theory that encompassed what I considered to be main categories, ideas, and connections in the data were developed. Although it was not a strictly linear process, textual data were analyzed using these three types of coding (open, axial, and selective). During open coding data were “fractured” into provisional categories representing emerging subphenomena that shed light on the nature of teacher learning and work. Properties (i.e., subcategories) and their dimensions gave depth and meaning to the categories. Data were reassembled using axial coding techniques, whereby categories and subcategories were continuously compared to challenge and strengthen emerging category relationships. The final stage, selective coding, involved determining the story line and describing the relationship between categories.

Interviews data were analyzed by using an *inductive approach*, a process that involves an inductive model of theory development and its purpose is to generate or discover a theory grounded in views from participants. In an inductive approach data analysis is primarily determined by the interpretations of the raw data (inductive), but also by the research objectives

(deductive). The grounded theory research goal and process is that of developing a theory, not testing a theory (Creswell, 2007).

Verification

Quality criteria for qualitative research in general, are concerned with how accurately and meaningfully qualitative inquiry reveals a reality—that is verification (Creswell, 2007). There have been numerous terms describing the concept of verification: reliability and validity (Merriam, 1998), credibility, dependability (Lincoln & Guba, 1985), trustworthiness and goodness (Marshall & Rossman, 1989). However, the underlying constructs of quality criteria remain the same in the pursuit of accuracy and authenticity in a qualitative research report.

To ensure the standards of quality and verification of this study several procedures suggested by the literature review (i.e., Creswell, 1989, 2007; Lincoln & Guba, 1985, Marshall & Rossman, 1989) were used such as: members checks, peer review or debriefing, external audits, clarifying researcher bias, and providing rich, thick description from the interviews.

Member checks. In member checks the researcher solicits participants' views of the credibility of the findings and interpretations (Lincoln & Guba, 1985; Merriam, 1998). In this study, member checks were conducted after the interviews were transcribed. The transcribed interviews were emailed to the interview participants asking them to provide feedback on the accuracy of the conversations. This procedure allowed participants to clarify or edit their interview responses. Member checks is a common procedure in which subjects' feedback on interview data is solicited in order to eliminate the possibility of misinterpretations of their meaning during the interview. This technique is considered by Lincoln and Guba (1985) to be "the most critical technique for establishing credibility" (p. 314). According to Stake (cited in Creswell, 2007, p. 227) participants should play a major role directing as well as acting in the study research. They should be asked to examine the data and to provide critical observations or interpretations.

Peer review (or debriefing). This technique provides an external check of the research process, much in the same spirit as inter-rater reliability in quantitative research (Creswell, 2007, p. 228). Lincoln and Guba (1985) define the role of the peer debriefer as a "devil's advocate", an individual who keeps the researcher honest; asks hard questions about meaning and interpretations. In this research study, the peer debriefer were two colleagues, graduate students,

experienced researchers in qualitative studies, with similar research interest in teachers' motivation and beliefs. We worked together in the process of conducting this study, having peer debriefing sessions (Lincoln & Guba, 1985) that involved different stages of study development: organizing data, coding and analyzing the data, and recording the findings.

External audits. This technique allows an external consultant, the auditor, to examine both the process and the product of the account, assessing their accuracy (Creswell, 2007). The auditor should have no connection to the study. In assessing the product, the author examines whether or not the findings, interpretations, and conclusions are supported by the data. Lincoln and Guba (1985) compare this, metaphorically with a fiscal audit, and the procedure provides a sense of interrater reliability to the study. In this research study there were several individuals playing the role of external audits. The main individual was a graduate student, in the field of education, but with no related specialty, no teaching experience and no connection to the study. Also, three other individuals who constantly provided help, as audits, were two undergraduate students, in the field of psychology. Additionally, their backgrounds were not related to teaching in any way (they have no teaching experience, or intention to teach) and also they were not connected to the study.

Clarifying researcher position. From the outset of the study, it is important that the reader understands the researcher position and any biases or assumptions that impact the inquiry (Creswell, 2007; Merriam, 1998). In this clarification, the researcher comments on past experiences, biases, prejudices, and orientations that likely shaped the interpretation and approach to the study. As described in Chapter One, in my professional education background, I have been a teacher for several years. This background could provide possible sources of subjectivity in viewing and understanding PTs' goal development. As an experienced teacher, I see teaching from the perspective of my past experiences, personal values, and my own teaching style. I was also educated in a foreign country, within a different political context, and my perspective of seeing teaching can be influenced by the context and time I was trained as a teacher.

Rich, thick description. By providing rich, thick description from the interviews, and about participants the researcher allows the reader to make decisions regarding transferability (Creswell, 2007; Lincoln & Guba, 1985; Marshal & Rossman, 1989). With such detail description, the researcher enables readers to transfer information to other settings and to

determine whether the findings can be transferred because of shared characteristics (Creswell, 2007).

Also, dependability of the qualitative findings was ensured by frequently using *self-reflexive memos* (as a way to reflect and make sense of the data) and by *sharing knowledge* and data interpretations with my professors and colleagues. Memos are written records of analysis related to the formulation of theory (Strauss & Corbin, 1990, 1998). They contain the actual products of the three types of coding such as conceptual labels, paradigm features and indication of process. As Strauss and Corbin (1998) stated, memos are crucially instrumental in assisting the researcher to keep record of the various development aspects of theory construction. Also they are extremely helpful in providing a fund or storehouse of analytic ideas that can be sorted, ordered, and reordered, according to organizing scheme and need.

CHAPTER 4

RESULTS

Summary of Findings

The aim of the present study was to explore and analyze PTs' understanding of their goals to become teachers with respect to their reasons and beliefs about teaching. The study used a mixed methods approach, consisting of surveys and interviews. Overall, the present study results indicated a variety of reasons for teaching and beliefs about teaching expressed by PTs in both their surveys and interviews responses.

The survey results provided information about PTs' specific reasons for teaching and also were used to identify clusters of PTs based on their motivational patterns. Additionally, the survey investigated PTs specific beliefs and types of beliefs about teaching, such as beliefs about teaching and learning (e.g., conception of schooling) and beliefs about the teaching career. An additional purpose of the survey was to explore possible differences among different clusters of PTs with respect to their views about teaching. Survey data were analyzed by using descriptive statistics (i.e., counts, percentages, means, standard deviation, etc.), factor analysis, cluster analysis, and analysis of variance (ANOVA).

Generally, quantitative results indicated a combination of PTs' reasons for teaching in their survey responses. Quantitative results from the factor analysis conducted for the participants' reasons for teaching (RTQ responses) indicated six main categories of reasons (i.e., factors) that PTs expressed as being influential in their choices to become teachers. These factors (i.e., subscales) were reasons related to PTs' identity issues, reasons related to PTs' subject matter, reasons related to PTs' meaningful relationships, reasons related to the teaching job benefits, reasons related to PTs' holistic views of profession, and reasons related to job opportunities through teaching.

Furthermore, a cluster analysis was conducted to identify clusters of PTs displaying similar motivational patterns for teaching. Results from the cluster analysis identified three different clusters of PTs; specific reasons were relevant for each cluster of PTs in their teaching

career choices. Study results from both the quantitative and qualitative analysis indicated that specific reasons were relevant for each cluster-group of PTs in their teaching career choices.

Findings from the qualitative analyses, added more information to explain how PTs understood their goal development with respect to their reasons for teaching and their beliefs about teaching. The interview results specifically provided more depth to how PTs' specific motivators for teaching, their beliefs about teaching, as well as PTs' actions interrelated in a comprehensive structural model with specific characteristics for each particular cluster. Qualitative data were analyzed by using the principles of grounded theory (Corbin & Strauss, 1989; Creswell, 2007). A grounded theory model was developed representing PTs' understanding of their teaching goal development as related to four major categories: *Motivators*, *Beliefs*, *Context*, and *Strategies*. The characteristics of each model component (i.e., categories) and their interrelationships are discussed in the next section with respect to all interview participants and further to the characteristics of the three clusters. Application of the grounded theory model to the clusters provided a better understanding of the interplay between various reasons for teaching and beliefs about teaching expressed by the participants within each cluster of PTs. These findings bring new insights and contribution to the teaching practical domain, and also to our empirical knowledge about how PTs conceptualize their teaching goal development.

In what follows, I will discuss in detail, study findings from both the quantitative and qualitative analysis, then within the "Discussion" section, I will discuss relationships of the current results with findings from similar or related research.

Quantitative Analysis: Survey Results

The purpose of the questionnaires was to collect participants' demographic data, as well as specific data regarding PTs' reasons and beliefs about teaching. An additional purpose of the *Reasons for Teaching Questionnaire* (RTQ) was to select participants for the second phase of the study, the interview. First, an initial factor analysis of the reasons for teaching was made to investigate different types of reasons for teaching (i.e., factors) that PTs indicated. Next, using the factors created by the factor analysis, a cluster analysis was conducted to identify clusters of PTs (i.e., typologies) with respect to their reasons for teaching as indicated by the participants in

their RTQ responses. Results from the cluster analysis, were further used to select participants for the second phase of the study, the interview.

Data from the questionnaires were used for descriptive and exploratory purposes. Descriptive statistics (i.e., counts, percentages, means, standard deviation, etc.) were used to report data gathered through the fixed-responses items from the questionnaires. Further, survey data were used to analyze PTs' reasons for teaching, their beliefs about teaching and learning (i.e. conception of schooling), and beliefs about the teaching career. A factor analysis was performed to determine specific types of PTs' beliefs about schooling (i.e., student-centered, teacher-centered) and beliefs about the teaching career (e.g., orientation toward instruction, perception of professional roles etc). Additionally, oneway analysis of variance (ANOVA) and post hoc tests were used to determine possible differences across the clusters of PTs regarding their beliefs about schooling and beliefs about the teaching career. The following sections describe these analyses and results.

Reasons for Teaching Questionnaire (RTQ): Factor analysis

The *Reasons for Teaching Questionnaire* (see Appendix E) was administrated to all participants, in the first phase of the study, to investigate the reasons for teaching PTs have when thinking of teaching as a career; or, more specifically, the influences that were prevalent in their choice of the teaching career. An additional purpose of the questionnaire was to use the factors obtained to identify clusters of individuals (based on the factors/subscales assessing PTs' reasons for teaching). These clusters of PTs identified typologies of individuals displaying similar motivational patterns for teaching. Further, once the clusters of PTs were identified, selected PTs from each cluster participated in interviews—an in-depth exploration of their beliefs about teaching, in the second phase of the study.

Therefore, to answer the first Research Question: “ What specific types of reasons (i.e., factors) were influential in PTs' decisions to become teachers?” a factor analysis was conducted on PTs' responses to the RTQ. Initial exploratory factor analyses were conducted to determine unique subscales (i.e., factors) within the questionnaires. Exploratory factor analysis identifies the latent factors that exist in a set of observed variables through their shared correlations (Kim & Mueller, 1978). According to Dillon and Goldstein (1984), factor analysis can be used as a data reduction technique. In essence, it groups the items into factors containing similar items.

The factors resulting from the factor analysis on the items in the *Reasons for Teaching Questionnaire* (RTQ) are displayed through their factor loadings. Items that are similar show high factor loadings (factors loadings for each questionnaire are displayed in Tables 4 through 8). Complex and diverse relationships are therefore simplified and made more robust. As such, this technique allows the interrelationship of variables to create a smaller set of variables (i.e., subscales).

A varimax rotation was used as an orthogonal rotation technique to create simple structures of the questionnaires' items. The reason for using the varimax rotation/orthogonal method was to maximize the variance of the loadings and to minimize cross loadings of items that may load on more than one factor. This method also allows for the option of excluding items, for instance if items load on more than one factor they may be eliminated or placed in a particular factor based on theoretical considerations.

The factor analysis for the RTQ was conducted on the 21 items to determine if the items grouped together as a unique factor or would split into more than one latent factor. Eigen values greater than one constituted the criteria for factor extraction. The factor structure accounted for 62% of the total variance. Results from the factor analysis indicated six categories of reasons (i.e., factors) that PTs expressed as being influential in their choices to become teachers. These factors (i.e., subscales), presented below, were labeled as follows:

1. *Reasons related to the subject matter taught* (i.e., enjoying their subject matter, believing their subject matter is important for students)
2. *Reasons related to job benefits* (i.e., job security, long vacations)
3. *Reasons related to identity issues* (i.e., personality suited for teaching, wanting to help children succeed)
4. *Reasons related to meaningful relationships* (i.e., past school experiences, family influences to become a teacher)
5. *Reasons related to holistic views of profession* (i.e., viewing teaching as a noble profession, viewing teaching as an opportunity to help improve society)
6. *Reasons related to opportunities* (i.e., opportunities to socialize with colleagues, teaching leading to better jobs in the future)

These results are broadly in line with other studies (Kyriacou, Hultgreen, & Stephens, 1999; Brunetti, 2001; Saban, 2003) that have indicated similar factors as being powerful motivators in influencing students' decisions about choosing the teaching career.

Table 4. Summary of Subscales (i.e., factors) and Survey Items for the RTQ (n=215)

| <i>REASONS FOR TEACHING QUESTIONNAIRE (RTQ)</i> | | |
|---|---|----------------|
| Item # | Factors/Survey Items | Factor Loading |
| F1: Reasons related to subject matter taught (4 items, $\alpha = .82$) | | |
| 14 | The subject I will teach is important to me | .902 |
| 15 | The subject I will teach is an important subject for students | .797 |
| 5 | I enjoy the subject I will teach | .741 |
| 13 | I can get a job as a teacher in any part of the country | .412 |
| F2: Reasons related to job benefits (4 items, $\alpha = .71$) | | |
| 6 | My employment as a teacher is assured after graduation | .782 |
| 1 | Teaching offers good job security | .745 |
| 9 | Teachers have a respectable social status | .576 |
| 4 | There are long vacations | .539 |
| F3: Reasons related to identity issues (4 items, $\alpha = .62$) | | |
| 11 | I have a personality that is suited for this job | .780 |
| 12 | Previous jobs that I had influenced me to become a teacher | .685 |
| 10 | I like the activity of classroom teaching | .648 |
| 7 | I want to help children succeed | .487 |
| F4: Reasons related to meaningful relationships (4 items, $\alpha = .67$) | | |
| 19 | Other people influenced me to become a teacher (e.g., previous teachers, friends) | .738 |
| 20 | It can help me to get a job teaching in another country | .731 |
| 18 | Family members influenced me to become a teacher | .705 |
| 21 | My experience as a student has given me a positive image of the job | .475 |
| F5: Reasons related to holistic views of profession (2 items, $\alpha = .63$) | | |
| 8 | Teaching is a noble profession | .760 |
| 16 | Being a teacher can help improve society | .681 |
| F6: Reasons related to opportunities (3 items, $\alpha = .60$) | | |
| 17 | Being a teacher can lead to other jobs in the future | .528 |
| 2 | The job offers opportunities to socialize with colleagues | .697 |
| 3 | The level of pay is quite good | .654 |

The reliability coefficients of the RTQ factors were also calculated in this study. The Cronbach's alpha coefficient obtained was $\alpha = .79$ for the total number of 21 questionnaire items, which indicates a fairly high internal consistency. Also, the reliability coefficients for the questionnaire subscales were calculated. Table 4 presents the summary of the questionnaire subscales, illustrating the reasons for teaching (i.e., factors) with their alpha coefficients, and the survey items for each factor.

Reasons for Teaching Questionnaire (RTQ): Cluster Analysis

One additional purpose of the RTQ was to use the factors/subscales representing reasons for teaching previously obtained through factor analysis to identify clusters of individuals. These identified clusters of PTs represent typologies of individuals displaying similar motivational patterns for teaching. Further, these clusters of PTs were used to select participants for the second phase of the study, the interview.

To answer the second Research Question: "What typologies of PTs (i.e., clusters) existed, based on their reasons for teaching?" a cluster analysis was conducted to examine patterns of individual differences based upon PTs' self-ratings with respect to their reasons for teaching (i.e., factors). Results from the cluster analysis revealed three distinctive groups/clusters of PTs (n 's of 70, 93, and 52) who indicated specific sets of reasons as being relevant for their teaching career choices, and therefore influential for their decisions.

Cluster analysis is a statistical procedure that systematically places individuals into groups "in space" according to similar ratings on more than one variable. The analysis produces groupings in which individuals are most similar within the group and most dissimilar to individuals in the other groups. A quick cluster analysis, using SPSS, was conducted in this case, based on the factors from the RTQ. The appropriate cluster solution obtained was based on parsimony and significant differences between the cluster group vectors (i.e., factors) on the subscales used to identify the cluster groups. A three-cluster solution demonstrated significant differences between the cluster groups. Table 5 displays the means, p values and comparison of means for each clustering variable across the three clusters of PTs.

Table 5. Means and *p* values for the final clusters of PTs as related to their reasons for teaching (i.e., factors)

| Factors | Cluster 1 | Cluster 2 | Cluster 3 | <i>p</i> |
|--|--|--|-------------------------------------|----------------|
| | <i>Content-oriented</i> (<i>n</i> =70) | <i>Enthusiastic</i> (<i>n</i> =93) | <i>Pragmatic</i> (<i>n</i> =52) | |
| | Mean | Mean | Mean | |
| F1: <i>Reasons related to subject matter taught</i> | 4.38 | 4.60 | 3.76 | <i>p</i> <.001 |
| F2: <i>Reasons related to job benefits</i> | 3.40 | 4.12 | 3.39 | <i>p</i> <.001 |
| F3: <i>Reasons related to identity issues</i> | 4.04 | 4.48 | 3.66 | <i>p</i> <.001 |
| F4: <i>Reasons related to meaningful relationships</i> | 2.55 | 3.61 | 2.62 | <i>p</i> <.001 |
| F5: <i>Reasons related to holistic views of profession</i> | 4.70 | 4.76 | 2.42 | <i>p</i> <.001 |
| F6: <i>Reasons related to opportunities</i> | 2.60 | 3.64 | 3.05 | <i>p</i> <.001 |

Cluster analysis on RTQ subscales showed interesting group typologies of the PTs based on their patterns of the reasons for teaching (i.e., factors) subscales. Next, characteristics of each cluster are presented with respect to PTs' reasons for teaching.

Cluster 1: The content-oriented

PTs in Cluster 1, *The content-oriented* (*n*=70) can be primarily characterized as a moderate, middle group compared to PTs in Cluster 2, *The Enthusiastic* and Cluster 3, *The Pragmatic* relative to specific factors. Overall, PTs in *The content-oriented* cluster indicated their reasons for teaching as highly related to their content expertise, or subject matter (i.e., they enjoy their subject), related to identity issues (i.e., they perceive themselves as having a personality suited for teaching), and related to holistic views of the profession (i.e., altruistic views of teaching such as perceived noble profession, beneficial to the development of society). Additionally, PTs in *The content-oriented* group indicated, relative to participants from the other two clusters, that they tended to place lower ratings on reasons related to opportunities (i.e., teaching leading to better jobs in the future). Interestingly, PTs in *The content-oriented* group also tended to have lower ratings on job benefits (F2) and reasons related to meaningful relationships (F4), compared to PTs in Cluster 2, *The Enthusiastic*, although PTs in *The Enthusiastic* group rated these two factors similarly to *The Content-oriented* group's ratings.

In many ways *The content-oriented* group's ratings were very similar to *The Enthusiastic* groups' ratings. Overall, both groups had similar ratings of reasons, as being very influential to their teaching career choice (i.e., F1: Reasons related to subject matter, F2: Reasons related to job benefits, F3: Reasons related to identity issues, and F5: Reasons related to holistic views of profession). Interestingly, what seemed to differentiate participants in *The content-oriented* group from participants in *The Enthusiastic* group were their responses regarding reasons related to meaningful relationships (F4), and their reasons related to opportunities (F6). Participants in *The content-oriented* group actually reported the lowest mean on these two factors relative to both *The Enthusiastic* group's ratings and *The Pragmatic* group's ratings. Therefore, data revealed that PTs in *The content-oriented* group had high ratings on reasons related to subject matter, identity issues and positive views of teaching (i.e., altruistic), therefore these reasons were influential for PTs from this cluster for their career choice. Interestingly, meaningful relationships (F4) such as family influences, peers, or other people seemed to represent for PTs in this cluster less influential reasons for teaching. Also, PTs in *The content-oriented* group don't see teaching as offering opportunities related to their future career development (or at least career related). They seem to view teaching as not offering opportunities that are valuable in their future career development.

Cluster 2: The Enthusiastic

Participants in Cluster 2, *The Enthusiastic* ($n=93$), the cluster with the largest number of individuals, had a tendency to show high ratings across all six factors, relative to participants from the other two clusters. Interestingly, as Table 5 shows, PTs in *The Enthusiastic* group reported the highest average means for all six dimensions (i.e., factors). These students' responses indicated that their reasons for teaching were highly related to (1) their content expertise, or subject matter (i.e., they enjoy their subject taught), and (2) their viewing of teaching in a positive manner that had advantages (i.e., teaching has/offers benefits). Additionally, PTs in *The Enthusiastic* group indicated that their motivation was highly related to identity issues, such as their favorable self-perception as future teachers (i.e., perceived their personality as being suited for the teaching career). PTs in this group also displayed, as equally important in their reasons for teaching, meaningful relationships as motivators for teaching, and holistic views of the teaching profession—they held complex and altruistic views of teaching

(i.e., teaching is a noble profession, through teaching we can improve society). PTs' perceptions of teaching as offering a lot of opportunities seemed to play an important role in the motivation for teaching of participants in this group; they seemed to view teaching as a "means to an end." They were most likely to see additional opportunities that might be offered through teaching as being valuable in their future career development.

Cluster 3: The Pragmatic

Participants in Cluster 3, *The Pragmatic* ($n=52$) overall, had the tendency to score consistently lower on all six factors (i.e., F2: Reasons related to job benefits, F3: Reasons related to identity issues, F4: Reasons related to meaningful relationships, F5: Reasons related to holistic views of profession, and F6: Reasons related to opportunities) relative to participants from the other two clusters. On two factors (F4: Reasons related to meaningful relationships, and F6: Reasons related to opportunities) *The Pragmatic* group's ratings were very similar to *The content-oriented* group's ratings. Interestingly, *The Pragmatic* group had their highest ratings on F1: Reasons related to subject matter taught, F3: Reasons related to identity issues, and F2: Reasons related to job benefits. These results therefore suggest that mainly PTs from this group were motivated by their subject matter, have some positive perception of their teaching identity (i.e., see themselves as having a personality suited for teaching), and also were motivated by job benefits. Also, their lowest scores on F4: Reasons related to meaningful relationships and F5: Reasons related to holistic views of profession, indicated that PTs from *The Pragmatic* group seemed to have as less influential reasons (or none) any meaningful relationships (i.e., family influences, peers, or other people), and they had an unsophisticated view of teaching (i.e., not a noble profession, not important to society). Therefore, participants from this group, showed that their reasons for teaching to be less related to holistic views of the teaching profession, (i.e., teaching is a noble profession; through teaching we can improve society) and had few personal relationships that influenced their decisions to enroll in a teacher education program.

In order to interpret differences and similarities among the three clusters with respect to their beliefs about teaching, follow-up analysis of variance was conducted with the remaining questionnaires and through interviews that were conducted with a subsample of students from each of the three clusters.

School Metaphors Questionnaire (SMQ): Beliefs about Teaching Analyses

The *School Metaphors Questionnaire* (see Appendix G) purpose was to investigate PTs' conceptions of schooling (i.e., conception of teaching and learning) as future teachers. Participants were asked to rate each of the 12 metaphor statements on a scale of 1 to 4 (1 = "strongly disagree" and 4 = "strongly agree") to indicate the most preferred metaphorical images of their schooling conception as future teachers. To answer the third Research Question: "What specific types of beliefs (i.e., factors) do PTs hold about schooling and about the teaching career?" a factor analysis was conducted for survey participants' responses on both the *School Metaphors Questionnaire* and the *Career Statement Questionnaire*.

Further, to answer Research Question 4: "What differences exist across various groups/clusters of PTs, with respect to groups' ratings (means) of their beliefs about schooling and beliefs about the teaching career?" ANOVAs were conducted in order to determine differences across PTs' responses within the three clusters with respect to their ratings on subscales about their beliefs about schooling and their beliefs about teaching. Results from both the factor analysis and ANOVA on PTs' beliefs about teaching and learning (i.e., their conception of schooling) are described below.

Factor analysis. The factor analysis for the SMQ was conducted on the 10 items to determine if the items grouped together as a unique factor or would split into more than one latent factor. Eigen values greater than one constituted the criteria for factor extraction. The factor structure accounted for 50 % of the total variance. Results from the factor analysis regarding PTs' beliefs about teaching and learning (i.e., conception of schooling) indicated two distinct categories of beliefs (i.e., factors). These factors (i.e., subscales) presented below were labeled as follows:

1. *Teacher-centered perspective* (i.e., instruction was perceived as having the teacher in charge of teaching and learning)
2. *Student-centered perspective* (i.e., instruction was perceived as having the student in the center of the teaching and learning process)

The *Teacher-centered perspective* focused on transmission of knowledge; the teacher was perceived as having control in the process of teaching and learning. From PTs' responses, the metaphors most illustrative for this category were depicting the teacher as a leader in the process of teaching and learning (i.e., "guard", "entertainer", "commander", "doctor", "jockey",

“chef”). And on the opposite side, students were perceived as passive recipients of the instruction, in the process of teaching and learning. Students were, according to survey responses, passive elements in the process of learning (i.e., “audience”, “soldier”, “patient”, “race horse” and “customers”).

Table 6. Summary of scales (i.e., factors) and Survey items for the SMQ (n=215)

| <i>SCHOOL METAPHORS QUESTIONNAIRE (SMQ)</i> | | |
|---|--|----------------|
| Item # | Factors/Survey Items | Factor Loading |
| F1: Teacher-centered perspective (6 items, $\alpha=.75$) | | |
| 2 | Criminal - Prison - Guard (e.g., Student is <i>Criminal</i> - School is <i>Prison</i> - Teacher is <i>Guard</i>) | .834 |
| 11 | Audience – Circus - Entertainer (e.g., Student is <i>Audience</i> - School is <i>Circus</i> - Teacher is <i>Entertainer</i>) | .748 |
| 3 | Soldier - Army - Commander (e.g., Student is <i>Soldier</i> - School is <i>Army</i> - Teacher is <i>Commander</i>) | .701 |
| 6 | Patient - Hospital – Doctor (e.g., Student is <i>Patient</i> - School is <i>Hospital</i> - Teacher is <i>Doctor</i>) | .549 |
| 4 | Race horse - Race track - Jockey (e.g., Student is <i>Race horse</i> - School is <i>Race track</i> - Teacher is <i>Jockey</i>) | .484 |
| 12 | Customer – Restaurant - Chef (e.g., Student is <i>Customer</i> - School is <i>Restaurant</i> - Teacher is <i>Chef</i>) | .482 |
| F2: Student-centered perspective (4 items, $\alpha =.62$) | | |
| 10 | Player - Team - Coach (e.g., Student is <i>Player</i> - School is <i>Team</i> - Teacher is <i>Coach</i>) | .765 |
| 8 | Flower – Garden - Gardener (e.g., Student is <i>Flower</i> - School is <i>Garden</i> - Teacher is <i>Gardener</i>) | .654 |
| 9 | Child – Family - Parent (e.g., Student is <i>Child</i> - School is <i>Family</i> - Teacher is <i>Parent</i>) | .605 |
| 7 | Tourist - Island - Guide (e.g., Student is <i>Tourist</i> - School is <i>Island</i> - Teacher is <i>Guide</i>) | .586 |

The *Student-centered perspective* focused on learning-facilitation, instruction was oriented toward students’ needs. PTs who selected student-centered items on the SMQ, perceived students not as passive recipients of the instruction, but perceived them as key elements, playing active roles in the processes of teaching and learning. The teacher was perceived as a collaborator, a facilitator of learning, and not as a leader, an element of control. Participants’ responses on the metaphors statements from the SMQ, indicated that a *Student-centered perspective* depicted the teacher as “coach”, “gardener”, “parent”, and “guide”, and the student

was depicted as “player”, “flower”, “child”, and “tourist”. Table 6 presents the summary of the questionnaire subscales, illustrating the factors of PTs’ conceptions of schooling and also the alpha coefficients for each subscale.

Oneway analysis of variance (ANOVA). Additionally, further quantitative analysis with ANOVA on PTs’ beliefs about teaching and learning (i.e., conception of schooling) showed significant differences among the three clusters of PTs. More specifically, ANOVA results for each of the factors (F1: Teacher-centered perspective, and F2: Student-centered perspective) with respect to PTs’ answers within the three clusters indicated that the three clusters indeed represent distinct typologies of individuals. ANOVA results for the first factor F1: Teacher-centered perspective with respect to the three clusters of PTs indicated that there were significant differences among the three clusters ($F_{[2, 212]} = 3.88; p=.022$). Also, results for the second factor F2: Student-centered perspective with respect to the three clusters of PTs indicated that there were also significant differences among the clusters ($F_{[2, 212]} = 5.07; p=.007$). Table 7 below shows the summary of means, standard deviations, F values and p values across the three clusters.

Table 7. Means, Standard deviations, F values and p values of clusters and factors from the SMQ ($n=215$)

| Factors | Cluster 1 <i>Content-oriented</i> ($n=70$) | Cluster 2 <i>Enthusiastic</i> ($n=93$) | Cluster 3 <i>Pragmatic</i> ($n=52$) | F | p |
|---|--|--|---|------|------|
| F1: <i>Teacher-oriented perspective</i> | 1.93 _a (.45) | 2.16 _b (.60) | 2.11 (.50) | 3.88 | .022 |
| F2: <i>Student-oriented perspective</i> | 3.08 (.60) | 3.25 _a (.49) | 2.98 _b (.35) | 5.07 | .007 |

Note: Means with different subscripts are significantly different at the .05 level

Means and standard deviations also showed that *The content-oriented* participants had a low score for the F1: Teacher-centered perspective ($m=1.93; sd=.45$) and a relative high score on F2: Student-centered perspective ($m=3.08; sd=.60$), which suggests these PTs are oriented toward an instructional style that takes into consideration students’ needs. Cluster 2 participants, *The Enthusiastic* group had the highest score for the F2: Student-centered perspective ($m=3.25; sd=.49$) relative to all clusters, and a relative low score on F1: Teacher-centered perspective

($m=2.16$; $sd=.60$), suggesting these PTs are highly oriented toward an instructional style that takes into consideration mainly student needs. Cluster 3 participants, *The Pragmatic* group's scores for both the F1: Teacher-centered perspective ($m=2.11$; $sd=.50$) and F2: Student-centered perspective ($m=2.98$; $sd=.35$) was relative lower to the other two clusters. Their score on F2: Student-centered perspective ($m=2.98$; $sd=.35$) compared to their score on F1: Teacher-centered perspective ($m=2.11$; $sd=.50$) indicated that these PTs were somewhat leaning more toward a student-oriented style, than a teacher-oriented one. This interpretation, however, must be considered with carefulness since these values are very close ($m=2.11$ and $m=2.98$).

Post hoc tests using Scheffe's HSD showed a variety of specific cluster differences for each of these two factors to be accounted. For PTs' ratings on F1: Teacher-centered perspective, results showed that there were significant differences between *The content-oriented* group and *The Enthusiastic* group ($p=.027$), but no significant differences between *The content-oriented* group and *The Pragmatic* group ($p=.165$). Also, no significant differences were found between *The Enthusiastic* group and *The Pragmatic* group ($p=.90$). For PTs' ratings on the second factor, F2: Student -centered perspective, interestingly, results showed that there were significant differences only between PTs' responses from *The Enthusiastic* group and *The Pragmatic* group ($p=.01$). However, no significant differences were found between *The content-oriented* group's ratings and *The Enthusiastic* group's ratings ($p=.138$). Also, no significant differences were found between *The content-oriented* group's ratings and *The Pragmatic* group's ratings ($p=.50$).

Career Statement Questionnaire (CSQ): Beliefs about teaching analyses

The "*Career Statements Questionnaire*" (see Appendix G) purpose was to investigate some aspects of the teaching profession without organizing the questionnaire items into specific subcategories. More exactly, specific beliefs, or clusters of beliefs about teaching as a profession that PTs' hold were explored regarding PTs' understanding of career choice commitments (i.e. "For me teaching is a lifelong career"); perception of professional roles (i.e., "I believe one of the most important role as a teacher is to foster students' emotional growth"); or orientation towards instruction (i.e., "I believe students learn best through direct instruction") etc.

Participants rated each item on a scale of 1 to 4 (1 = "strongly disagree" and 4= "strongly agree") to indicate their level of agreement with the teaching career statements provided by the questionnaire.

Factor analysis. The factor analysis for the CSQ was conducted on 10 items to determine if the items grouped together as a unique factor or would split into more than one latent factor. Eigen values greater than one constituted the criteria for factor extraction. Initially, a factor analysis for all the 15 items of the CSQ was conducted; the factor structure accounted for 62 % of the total variance. Five items were eliminated due to their low loading factors, therefore the second factor analysis was conducted for the 10 remaining items of the questionnaire with higher loading factors. The factor structure with 10 items accounted for 64 % of the total variance.

Table 8. Summary of scales (i.e., factors) and Survey items for the CSQ (n=215)

| <i>CAREER STATEMENTS QUESTIONNAIRE (CSQ)</i> | | |
|---|---|-------------------|
| Survey Items | Factors/Survey Items | Factor Loading |
| F1: Perception of teaching career (3 items, $\alpha=.79$) | | |
| 2 | For me teaching is a lifelong career | .851 |
| 1 | If I had to start all over I would choose teaching again without any hesitation | .843 |
| 3 | I look forward to meeting my first students as a classroom teacher | .720 |
| F2: Perception of student development (3 items, $\alpha=.76$) | | |
| 7 | I believe that one of the most important roles as a classroom teacher is to foster students' social growth | .839 |
| 13 | I believe that one of the most important roles as a classroom teacher is to foster students' emotional growth | .803 |
| 8 | I believe that one of the most important roles as a classroom teacher is to foster students' moral growth | .751 |
| F3: Perception of learning (4 items, $\alpha=.66$) | | |
| 11 | I believe that students learn best through active participation in cooperative learning activities | .807 |
| 10 | I believe that students learn more from asking questions than from listening to the teacher | .739 |
| 6 | I believe that one of the most important roles as a classroom teacher is to facilitate learning | .496 |
| 4 | I believe that one of the most important roles as a classroom teacher is to dispense knowledge | .486 |

Results from this factor analysis regarding PTs' beliefs about the teaching career revealed three distinct factors (i.e., subscales). These factors (i.e., subscales), presented below, were labeled as follows:

1. *Perception of teaching career* (i.e., beliefs about career commitment, etc)
2. *Perception of student development* (i.e., students' emotional, social and moral growth)
3. *Perception of learning* (i.e., belief about active learning)

Table 8 presents a summary of the questionnaire subscales, illustrating the factors and subscales of PTs' conception of schooling (i.e., teaching and learning) and also the alpha coefficients for each subscale, and the survey items.

Oneway analysis of variance (ANOVA). Additionally, analysis of ANOVA on PTs' beliefs about the teaching profession (i.e., career statements) showed overall significant differences among PTs' ratings across the three clusters. ANOVA results for the three factors (F1: Perception of teaching career, F2: Perception of student development, and F3: Perception of learning) with respect to the three clusters showed significant differences across the groups which indicated that these clusters of PTs have distinct views of the teaching career. More specifically, ANOVA results for the first factor F1: Perception of teaching career with respect to the three clusters of PTs indicated that there were significant differences among these three clusters ($F_{[2, 212]} = 19.039; p < .001$). ANOVA results for the second factor, F2: Perception of student development, with respect to the three clusters showed significant differences across the clusters ($F_{[2, 212]} = 13.06; p < .001$). Also, results for the third factor, F3: Perception of learning, with respect to the three clusters showed significant differences across the clusters ($F_{[2, 212]} = 20.33; p < .001$).

Additional results from the means and standard deviations revealed interesting findings. Data analysis showed that participants' views from *The Enthusiastic* group were the most distinctive relative to participants' views from *The content-oriented* group and participants' views from *The Pragmatic* group regarding their scores for all three factors (F1: Perception of teaching career, F2: Perception of student development, F3: Perception of learning). PTs from *The Enthusiastic* group had the highest means scores on all three factors, relative to all clusters. Their obtained scores indicated consistently high scores for all three factors: F1: Perception of teaching career ($m=3.46; sd=.58$), F2: Perception of student development ($m=3.47; sd=.46$) and F3: Perception of learning ($m=3.56; sd=.37$). Participants from *The content-oriented* group had

similar scores to participants from *The Enthusiastic* group (but overall, lower scores than *The Enthusiastic* group on all three factors)-- F1: Perception of teaching career (m=3.36; sd=.53) and F3: Perception of learning (m=3.53; sd=.34), and slightly lower scores on F2: Perception of student development (m= 3.23; sd=.49).

Interesting results were revealed for *The Pragmatic* group; they obtained lower scores on all three factors, relative to the other participants from *The Enthusiastic* group and *The content-oriented* group. *The Pragmatic* group's scores for F1: Perception of teaching career (m= 2.87; sd=.58), and F3: Perception of learning (m=3.17; sd=.38) indicated they had different views than *The Enthusiastic* group and *The content-oriented* group. Also, overall, *The content-oriented* participants' responses indicated that they were somewhat close, and similar, to *The Enthusiastic* participants' views, but there were slight differences, which set apart these two clusters and gave them distinct group personalities.

Table 9. Means, Standard deviations, F values and p values of clusters and factors from the CSQ (n=215)

| Factors | Cluster 1 <i>Content-oriented</i> (n=70) | Cluster 2 <i>Enthusiastic</i> (n=93) | Cluster 3 <i>Pragmatic</i> (n=52) | F | p |
|--|--|--|---|-------|--------|
| F1: <i>Perception of teaching career</i> | 3.36 _a (.53) | 3.46 _a (.58) | 2.87 _b (.58) | 19.03 | p<.001 |
| F2: <i>Perception of student development</i> | 3.23 _a (.49) | 3.47 _b (.46) | 3.06 _a (.48) | 13.06 | p<.001 |
| F3: <i>Perception of learning</i> | 3.53 _a (.34) | 3.56 _a (.37) | 3.17 _b (.38) | 20.33 | p<.001 |

Note: Means with different subscripts are significantly different at the .05 level

Additionally, results from post hoc tests using Scheffe's HSD showed a variety of specific cluster differences for each of these three factors. For PTs' ratings on the first factor, F1: Perception of teaching career, results showed significant differences between PTs from *The content-oriented* group and *The Pragmatic* group (p<.001), and between PTs from *The Enthusiastic* group and *The Pragmatic* group (p<.001), but no significant differences between PTs from *The content-oriented* group and *The Enthusiastic* group (p=.514). Results also indicated that for the second factor, F2: Perception of student development, highly significant differences were obtained between PTs from *The Enthusiastic* group and *The Pragmatic* group

($p < .001$), and between PTs from *The content-oriented* group and *The Enthusiastic* group ($p = .007$), but no significant differences between PTs from *The content-oriented* group and *The Pragmatic* group ($p = .158$). For the third factor, F3: Perception of learning, results also indicated variability of responses across the three clusters. Significant differences were obtained between PTs from *The Enthusiastic* group and *The Pragmatic* group ($p < .001$), between PTs from *The content-oriented* group and *The Pragmatic* group ($p < .001$), but no significant differences between PTs from *The content-oriented* group and *The Enthusiastic* group ($p = .857$).

Interestingly, overall these results showed that there is a great deal of variability between all three clusters, with respect to their beliefs about the teaching career. Generally, results indicated that the distinct clusters included unique group-personalities regarding their views and attitudes toward the teaching career. Furthermore, to explore PTs' beliefs about the teaching career and their beliefs about teaching and learning (i.e., schooling), in-depth interviews were conducted with selected individuals from all three clusters.

Qualitative Analysis: Interview Results

In the second phase of the study, 25 PTs participated in a face-to-face, audio-taped interview. Participants for the interview were selected among the survey respondents who indicated that they were willing to participate in a face-to-face interview. Details regarding the selection procedure of interview participants and demographics of all interview participants ($n = 25$) were presented in the "Methods" section. Additional characteristics of each interview participant (i.e., demographics, major, etc) are presented in Table 3 Appendix L.

The purpose of the interviews was to explore more deeply PTs' understanding of their goals to become teachers with respect to their reasons for teaching and beliefs about teaching. Interview data were analyzed using the principles of grounded theory (Creswell, 1989, 2007; Marshal & Rossman, 1989, Strauss & Corbin, 1990, 1998). Grounded theory is a qualitative analysis approach that involves descriptive as well as analytic features. Through microanalysis, questioning, and constant comparisons, researchers are able to examine specifics of the data in a descriptive and analytic sense and to constantly ask abstract, theoretical questions that are relevant to the details of the data.

The grounded theory was developed through a cross-case analysis, uncovering the nature of teaching goal development for the 25 PTs interviewed. A theoretical model about the PTs' understanding of their goal development was constructed based on the interview data. The grounded theory and the visual model of the PTs understanding of their teaching goal development is presented in the next section, with specific details for each component model and their interrelationships. Further, a second level of analysis, applications of grounded theory for each cluster (i.e., Cluster 1:*The content-oriented*, Cluster 2:*The Enthusiastic*, and Cluster 3:*The Pragmatic*) are presented; these are illustrations of PTs' goal development for each of the three clusters. The purpose of these illustrations was to provide support for understanding the grounded theory model with respect to the similarities and differences across the three clusters.

Grounded Theory Analysis on PTs' Goal Development

The qualitative part of this study examined PTs' understanding of their teaching goal development by using semi-structured, in-depth interviews. Data from the interviews were analyzed using three types of coding: open, axial and selective. Progressively, through the process of coding, categories and subcategories associated with PTs' understanding of their motivation for teaching and beliefs about teaching were identified. Through constant questioning and comparisons within data, the grounded theory was gradually constructed consisting of a core category and its connection to component categories. The development and understanding of the core category and its links to the other component categories resulted in a grounded theory, an interpretative scheme on the nature of motivational aspects of PTs for teaching, and their beliefs about teaching (see Figure 1).

The purpose of this qualitative research design was to understand PTs' understanding of their teaching goal development, and to generate a model for the ways they made sense of their career choices. The process of constructing the grounded theory and the theoretical model was based on Creswell (2007), and Strauss and Corbin (1998) guidelines for generating a grounded theory. A proposed model suggested by Creswell (2007) is composed of a *core category* (as the central phenomenon), and its additional related categories (representing *causal conditions of the phenomenon*, *the context*, and *strategies*). The theory, therefore, should comprise the core category description (as the central phenomenon) and its relationship with the other components of the model. The grounded theory visual model for the PTs' understanding of their teaching

goal development is illustrated in Figure 1. Further, the core category and the components of the theoretical model are described in detail. The main category, which represents the central phenomenon, is the PTs' goal development; the four components of the grounded theory developed are: (a) Motivators; (b) Beliefs; (c) Context; (d) Strategies.

The grounded theory comprises the core category and four major component categories that supported. The core category, Goal Development is the *central phenomenon*, PTs' understanding of their goal of becoming teachers. This category is the essential category, the foundation of the theory (model), bridging the four components categories which explains the nature of motivational aspects and beliefs of PTs about teaching. The four components of the grounded theory developed are: (a) Motivators; (b) Beliefs; (c) Context; (d) Strategies.

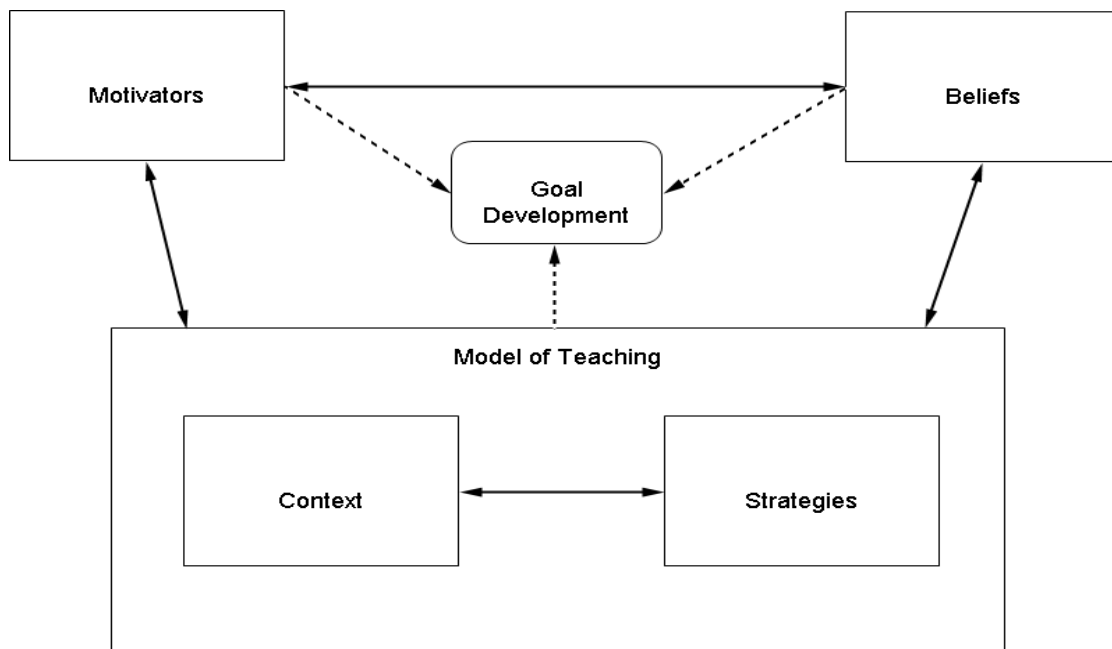


Figure 1. The Grounded Theory Model

The categories *Motivators* and *Beliefs* were identified and described as causal conditions that influence the central phenomenon, the PTs' goal development. The category *Context* represents the context and intervening conditions (narrow and broad conditions that influence the strategies), and the *Strategies* are understood as actions or interactions that result from the central phenomenon under a certain context. These four categories and its elements (see Figure 2 for an

elaborated model with all four categories and its elements) are discussed next, in relationship with each other, with respect to the characteristics of the three clusters of PTs. Figure 2 illustrates the elaborated visual model of the grounded theory for the PTs' understanding of their goal of becoming teachers. The four model components and its elements are illustrated below, and their interrelationships.

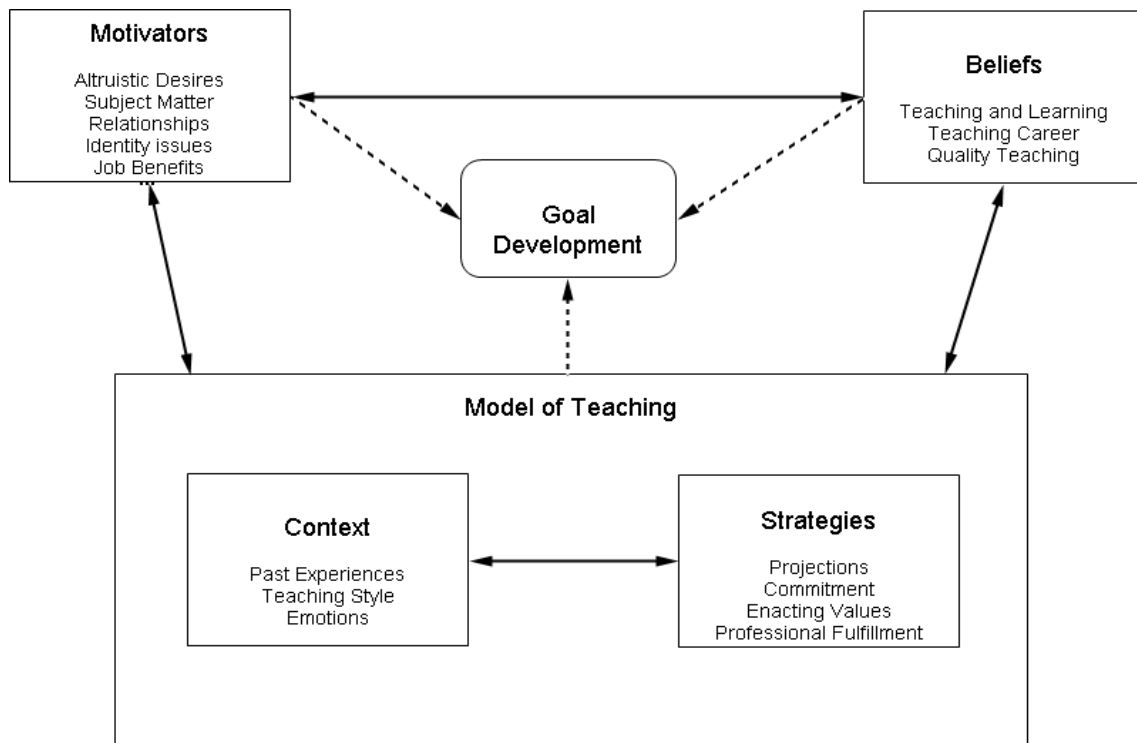


Figure 2. The Elaborated Model of the Grounded Theory

Core Category: Goal Development

The concept of goal development is understood in this study as the goal of becoming a teacher for the PTs interviewed. In this context, the goal of becoming a teacher is defined as “subjective representations of what one would like to happen and what one would like to avoid in the future” (Schutz et al., 2001, p. 229). Goals are understood in this study as core goals or life task goals and are related to individuals’ decisions about their teaching career path.

Component Category 1: Motivators

The model component, *Motivators*, refers to what motivates PTs to think about becoming teachers. I refer to this category as motivators, or reasons for teaching. At the same time, these are also considered sources of influences that PTs expressed as being important in their teaching goal development. Most recent research in the field of teacher education discusses reasons for teaching as being: intrinsic reasons, extrinsic reasons, and altruistic reasons (i.e., Kyriacou & Coulthard, 2000; Kyriacou et al., 1999; Papanastasiou & Papanastasiou, 1998; Saban, 2003). Other studies refer to motivators as sources of influences, or categories of factors influencing PTs professional goal. Shutz et al. (2001) revealed four main sources that were influential for the goal to become teachers: (a) family influences, (b) teacher influences, (c) peer-influences and, (d) teaching experience (p. 229). These sources, external factors contributed to the PTs' goal development in different ways, such as: encouraging the person to become a teacher, modeling teaching behavior, exposing the person to teaching experiences, and discouraging the person from becoming a teacher.

In the present study, data from the interviews revealed six main elements as constituents of the Motivators components. The six elements were identified and labeled, as follows: (a) Altruistic desires; (b) Subject matter; (c) Relationships; (d) Identity issues; (e) Job benefits; and (f) Opportunities.

(a) *Altruistic desires*. Altruistic desires were considered motivators for teaching related to PTs willingness to help children succeed, and to benefit society through their career choices. Altruistic reasons focus on seeing teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to improve society. Also, altruistic desires expressed by interview participants were related to a moral obligation to the group, or community. Their willingness to help others was influenced by the fact that these PTs were also helped themselves as students. Their altruistic desires referred to either helping students in the process of learning, growing academically, socially, or emotionally; either helping peers/colleagues in their professional development –more like a mentorship approach.

(b) *Subject matter*. Participants through their interviews referred to this element as motivator when talking about the importance of the subject matter for themselves and for their students, and their enjoyment for teaching this subject matter. Also, viewing themselves as

knowledgeable in that particular field was another perspective PTs expressed in relationship with subject matter as a motivator for teaching.

(c) Relationships. Relationships were understood as being past, and current relationships with a range of people that have been central to the goal development of PTs. Data from the interviews revealed that relationships were influential for PTs goal development (either the presence, or the absence of a relationship). Specifically, relationships included the following: relationships with previous teachers, relationships with children and young people, relationships with family members (i.e., family members being teachers, or influencing PTs in their teaching decisions), and relationships with others (i.e., friends, peers, community).

(d) Identity issues. Identity issues refer to participants personal characteristics (i.e., fun, outgoing, creative, caring, etc.) as being motivators for teaching. Identity issues were related to participants' perceptions of themselves as being suited, or not for the teaching profession. Participants expressed identity issues as related to perception of themselves as having a suitable personality for teaching, being fun and creative; or in terms of having certain personal characteristics that would be a disadvantage in the teaching profession (i.e., shy, lack of communication skills, etc).

(e) Job benefits. Benefits perceived by participants for the teaching career were related to issues about salary, vacations, job security and jobs availability. Also, benefits were considered other incentives mentioned by the participants such as cash bonus incentives, teachers scholarships, medical benefits, and retirement plans.

(f) Opportunities. Opportunities as motivators for teaching were expressed by PTs as career options viewed by them as links to other jobs, possibility to travel, or aspirations to do something supplementary to teaching, such as additional roles (i.e., being involved in school board, having leadership roles in school or community through teaching).

Component Category 2: Beliefs

Beliefs about teaching were understood in this study as conceptions, perspectives, images, theories, ideas that PTs hold about teaching. Specifically, three major types of beliefs about teaching were investigated through the interviews: (a) PTs' beliefs about students' teaching and learning (e.g., conception of schooling); (b) PTs' beliefs about the teaching career

(e.g., perception of professional identity, teaching advantages and disadvantages); and (c) PTs' beliefs about quality teaching (e.g., instructional style, teaching effectiveness etc).

(a) *Beliefs about teaching and learning.* Beliefs about teaching and learning were expressed by PTs in their interviews through their understanding of the concept of schooling. Interviewees had the opportunity to express their understanding of the concept of schooling, referring to their past and present school experiences, and also using a description of what they considered to be an ideal (preferred) teaching style. Description of such conceptual understanding allowed participants to present metaphorical statements, providing the best explanation of their beliefs about teaching and learning (the relationship between the teacher, the student, and the goals of instruction). Metaphors can act as “translators” (Saban, 2003, p. 830) of PTs' experience and their personal schema about teaching and learning (such as student-centered or teacher-centered perspectives). By using metaphors, the author states that important ways of comprehending people's personal experiences, their views of teaching can be provided. Interview data revealed two major categories representing two educational perspectives characterized as: *teacher-centered* and *student-centered perspectives*. The teacher-centered perspective is characterized as being more focused on transmission of knowledge, and the student-centered perspective is characterized as being more focused on facilitating students' learning.

(b) *Beliefs about the teaching career.* Frequently discussed in the interviews by the participants were issues related to the perceived status of teaching, salary, workload and the teaching work conditions. Additionally, PTs expressed their views about teaching in terms of advantages and disadvantages of the teaching career. Sources of influences on PTs' beliefs about the teaching profession were considered to be social influences, such as family or friends, and the public perception of teaching, especially through the media (i.e., recent events related to school violence and policy matters).

(c) *Beliefs about quality teaching.* Beliefs about quality teaching were related to PTs' understanding of what quality teaching means, and teaching effectiveness. Through their answers, participants provided an image of what a future teacher (inexperienced yet in teaching) holds about professionalism and quality teaching performance. What PTs believe about the concepts of quality teaching is extremely important in their attitudes toward their future practices, and consequently their attitudes toward the teaching career.

Component Category 3: Context

Context was understood in the grounded theory model, as social, personal and emotional context. Three main elements are the constituents of this component as follows: (a) Past experiences; (b) Teaching style, and (c) Emotions. The component of context embedded the idea of environmental issues (i.e., social, personal and emotional situation) that contributed to PTs development in a multidimensional way.

(a) Past experiences. During their interviews PTs talked about their past school experiences as an influential factor in their social, personal and academic development. Especially, influential people from their school environment (i.e., former teachers) had a significant contribution in the PTs' teaching career decisions, by providing either ideal teacher models (i.e., exceptional teachers who were role models for them), or rejected teacher models (i.e., bad examples of teaching). Very often PTs' expectations and projections of their own teaching in the future (i.e., desired location to teach, grade level, type of school, etc.) actually personified their image of own past school, or something similar to what they have experienced as students.

(b) Teaching style. PTs' description of their own teaching style reflected their understanding of a teaching model. PTs' past school experiences, for instance were a source of influence to how PTs understood and described as their own instructional style. Previous teachers, as roles models had a major contribution to PTs' development of a model of teaching. Additionally, PTs understanding of the concept of schooling (i.e., teaching style, relationships, etc.) was influenced by past experiences, these serving as examples of models (desired or not). Also, the acquisition of a set of educational values that were later incorporated in PTs' own model of teaching (i.e., how they are going to teach, their own philosophy of teaching) have their roots in what PTs have experienced academically.

Previous research (Saban, 2003; Schutz et al., 2003; Pajares, 1990) has demonstrated that PTs' thinking and acting is mainly influenced by their past educational experiences as students. Also, according to the same source, PTs' personal teaching schema, or their personal value system about teaching and learning are significantly influenced by the school past experiences. Hence, these personal value systems can act as filters through which they understand and interpret their future teaching roles and practices.

(c) *Emotions*. Through the interviews, participants also expressed their feelings and emotions when talking about their teaching experience, or about how they feel about teaching when they envision themselves as teachers (or performing the act of teaching). Positive and negative emotions were expressed by participants in relationship with their career choices, beliefs and views about the teaching career, and sometimes related to their levels of confidence about teaching.

Component Category 4: Strategies

The component of Strategies was understood as a dynamic element in this model. Four main elements of this component category were established to be as follows: (a) Projections; (b) Commitment; (c) Enacting values; and (d) Professional fulfillment. The component of *Strategies* represents PTs' reactions (or actions) to various other components and elements of the model. For instance, all these elements (i.e., PTs' projections, commitment to teaching, values, professional fulfillment) are a result of how PTs understood their motivation for teaching (Motivators), what were their beliefs about teaching (Beliefs), under what circumstances (Context) they constructed their understanding of the teaching goal development.

(a) *Projections*. Projections refer to PTs' aspirations, or expectations about their teaching career (i.e., their desire to teach in a specific location, or a particular type of school, or a certain grade level, etc). PTs' projections embedded not only their future professional status, but also were expressed in relationship to PTs' personal life and how they envisioned their lives as a whole in the future.

(b) *Commitment*. Commitment to teaching was brought up in the interviews when PTs talked about their future academic and career plans. They expressed these issues in terms of what are their plans after graduation, or when talking about how long they plan to stay in teaching once committed to the career.

(c) *Enacting values*. Through the interviews, and related to different topics, PTs talked about their personal and professional values, and how they are going to enact these values in their teaching. For instance, PTs mentioned how their past school experiences influenced their conceptions about teaching and learning and about their future teaching practices. Additionally, they expressed what lessons they have learned and how they are going to use these experiences

to better themselves or others, and ultimately how they are going to enact certain life and educational principles in their future teaching.

(d) *Professional fulfillment.* Issues related to PTs future plans, and aspirations from the interviews revealed also a strong relationship with their thinking about professional satisfaction, and fulfillment as teachers. PTs’ desire to be professionally satisfied and gain appreciation was related to their motivation for the teaching career, and also to PTs’ perception of teaching in general, and perception of themselves as teachers.

The Component Category 3: Context, and Component Category 4: Strategies, in this developed model, are what I understood as forming together a larger category: “The Model of Teaching”. Figure 3 below represents the subsection for the “The Model of Teaching”.

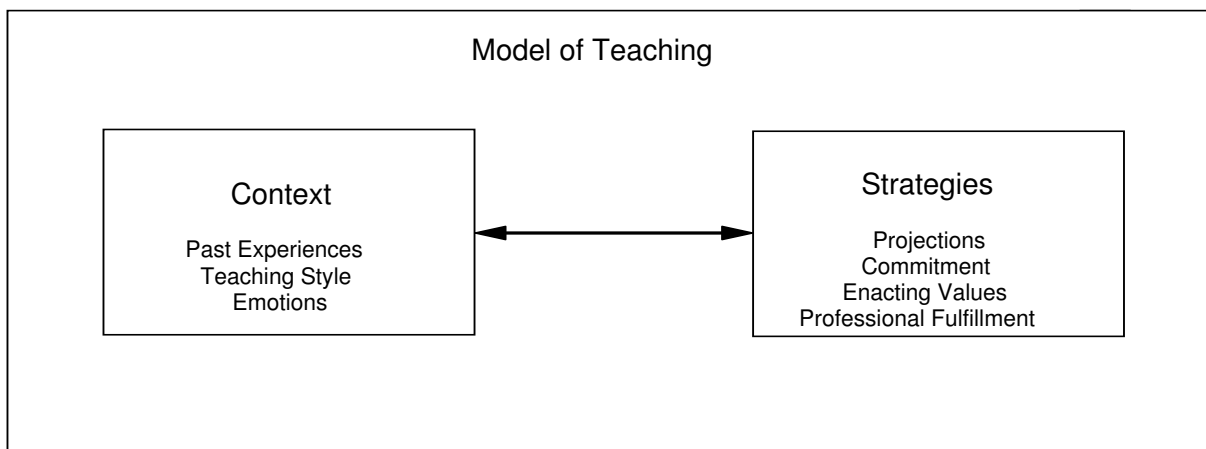


Figure 3. Model of Teaching

Through the components and elements of “The Model of Teaching”, I understood PTs’ personifications of their motives and beliefs for teaching, but in a specific context and through specific behaviors (i.e., actions, strategies). The model of teaching is a concretization of PTs’ thinking and acting, of their motives and beliefs about teaching. Data from the interviews suggested at this level, the most obvious distinctions between the three clusters of PTs. All three clusters have a mixed of motives for teaching, and approximate similar views about teaching, but what specifically differentiated them was the context in which they are applying these values, and how they reacted to these values. Each cluster had a group personality, a specific style of interpreting their own actions/ strategies (i.e., projections, professional fulfillment), and a specific, unique context (i.e., past experiences, personal teaching style, emotions) that enabled

these strategies. Further, each cluster is discussed below, through the perspective of the developed model and also to illustrate similarities and differences among the three clusters of PTs.

Application of the Grounded Theory: Clusters' Presentation

The grounded theory of PTs' goal development constructed explains the nature of teaching goal development for the 25 PTs interviewed. The process of constructing the grounded theory and the theoretical model was based on Creswell (2007), and Strauss and Corbin (1998) guidelines for generating a grounded theory. A proposed model suggested by Creswell (2007) should comprise the core category description (as the central phenomenon) and its relationship with the other components of the model. The grounded theory visual model for the PTs' understanding of their teaching goal development illustrated in Figure 1, explains the nature of the central phenomenon and the relationships with its component categories. Further, the grounded theory is presented to illustrate how the model fits the data for interview participants with respect to the three clusters of PTs obtained. Therefore the components of the grounded theory: Motivators, Beliefs, Context and Strategies and their relationship are discussed next within each cluster of PTs. Next, I will present each cluster to illustrate particularities of them as distinct group-personalities. Cluster 1, *The Content-oriented* is presented first, followed by Cluster 2, *The Enthusiastic* and Cluster 3, *The Pragmatic*.

Cluster 1: The Content-oriented

Participants in *The content-oriented* group overall, were very similar in many aspects to participants in *The Enthusiastic* group, in terms of motivators, beliefs about teaching, and their model of teaching. However, distinctive features of PTs in this cluster were found for different elements of the model, which are explained in detail below.

Motivators. One powerful motivator for the participants in *The content-oriented* group was their subject matter. PTs in this group mentioned that their love for the content matter (i.e., Mathematics, English, etc.) was one of the reasons for which they wanted to become teachers. They were knowledgeable of their subject matter and enjoyed their content; they also expressed the idea of teaching this content at higher levels, if possible. One participant explained, "I'd like

to teach high-school level, advanced classes, where more of the heavy duty math is being done.” Related to this, they also mentioned that their passions for the subject matter were inspired by previous teachers and less by their family. Previous teachers were influential in a way that they provided role models for the PTs, especially in teaching their particular subject matter.

Also, similar to the other two clusters, PTs in *The content-oriented* group mentioned altruistic reasons as being powerful motivators for their decision to become teachers. They wanted to help children learn, but more specifically, *The content-oriented* participants expressed the idea that they want children to understand their subject matter better. One participant explained:

It seem pretty cool to be able to help people understand things better. When I lived in the dorm there were people that were taking basic algebra classes, like basic liberal studies math, and they were struggling with it and that was discouraging to me, so I thought that it would be cool if I could help people not have that kind of trouble with math.

They enjoyed being in the role of a mentor and perceived themselves as being good teachers, capable of helping others in the process of learning. Also, an interesting aspect related to motivators was that, similar to participants in *The Enthusiastic* group, PTs from *The content-oriented* group also expressed the idea of opportunities through teaching, but in a slightly different way. Even if they had the desire to continue education through graduate school, to get a higher degree (Master’s or Ph.D.), they expressed the will to remain in teaching after that, continuing teaching at the K-12 level. Only two participants mentioned that they would like to teach higher level courses (i.e., college level courses, or expand their roles beyond classrooms, in a leadership school position). What is distinctive from the other two clusters regarding this idea is that PTs in this group—even if they wanted to expand their knowledge, or get higher degrees—they still saw themselves teaching their subject matter, and staying close to their content areas.

Beliefs. Beliefs about the teaching career, were overall expressed by the participants in *The content-oriented* group in a positive view, in many ways similar to the views expressed by participants in *The Enthusiastic* group. PTs from *The content-oriented* group perceived teaching as an important profession in society; they emphasized that education, and teaching their subject matter was important for the society. They, like *The Enthusiastic* participants, had realistic views about teaching, pointing out both advantages and disadvantages of teaching. Among advantages they mentioned the opportunity to help people, enjoyment for working with children, while the

disadvantages they mentioned were accountability, pressure, stress, and financial considerations. Teaching was perceived as an important profession in general, but they felt that teachers should get more respect in society, and more money, because teaching requires great effort and it's a challenging job. One participant stated:

It's a good profession and a lot of people respect teachers, but I think that teachers should be respected a little bit more, because there is a big crunch for standardized testing and teachers are being watched carefully ... you hear stories about these teachers who do crazy things, so there's that pressure too.

Interview data showed that overall *The content-oriented* participants' beliefs about teaching and learning (i.e., schooling) were student-oriented. Even when expressing a teacher-oriented approach, participants from *The content-oriented* group had a particular way of emphasizing their content matter importance. Their approaches, therefore, were not necessarily of teachers in control in the learning process, but teachers who are knowledgeable, and that transmitting the knowledge is important. Although they saw students as recipients of this knowledge, the students were perceived more like apprentices who need to become experts through education. One participant from *The content-oriented* group expressed his understanding of the schooling concepts, by providing a metaphor. He explained:

A metaphor for teacher-school-student would be master-technician-apprentice. I think the teacher is a sort of computer programmer, they have a blank hard drive and that they can pour all kinds of information in it. You think of a teacher as someone who is shaping the future of America, that they teach the doctors, they teach the lawyers, politicians, you know...I might teach the next president of US.

Beliefs about quality teaching, were perceived by PTs in this group, mainly as being related to the importance of their content. One participant expressed this idea, as follows:

Quality teaching in my opinion is knowing your subject matter extremely well, having the ability to portray that knowledge; also I believe that teachers really need to know their students on a one-to-one level, because every student is different...For me an effective teacher is when they demonstrate their knowledge and show how much they care about education.

One particular aspect that was common to individuals in this cluster was their emphasis on the subject matter, or their content area. Whether they were talking about motivation for teaching, or their beliefs about teaching and learning, or about how they understand the concept of quality teaching, the content matter was mentioned as being central.

Context. By *Context*, in this study, I understood social, personal, and emotional contexts, more specifically how PTs understood their goals of becoming teachers within a specific context determined by their own past experiences, their perception of themselves as teachers and their teaching styles, and emotional aspects related to teaching. Overall, PTs in *The content-oriented* group, described positive past school experiences, especially in their content area. Their teachers were perceived as role models for them, or being the inspiration for their passion of that particular domain. Certainly, their previous teachers were inspirational for the way PTs saw their content area, or how they described their instructional styles. Those PTs who had controlling teachers in the past, described their own teaching style as similar to the one they had experienced. One PT explained:

As far as my methods: [I'm] a disciplinarian type. I would like my class to run in a certain way, set up guidelines. My style of teaching I reckon would be... a lot of my teachers had similar styles; math teachers in general have a disciplinarian style, math as a straightforward discipline, is tested.

Those PTs who had experienced more flexible teachers, and witnessed a more flexible teaching style when observing their teachers, described their own styles in a similar way. One PT described her teaching style as very engaging:

I see myself as really relaxed; I had teachers that were kind of friendly. I can see myself having friends, students would be my friends...but still have some kind of authority, but not to the point where students are scared of you.

An interesting aspect, when asked to describe more specifically their instructional style, PTs in this group, even though they demonstrated that they were content-oriented and knowledgeable in their field, they were not able to provide an elaborate picture of how they would teach that content. They used more of a generic presentation of their instructional styles, and had little understanding of pedagogical aspects related to teaching their content. On the other hand, Cluster 2 participants (*The Enthusiastic* group), who were also knowledgeable in their content area, unlike *The content-oriented* participants, were able to present in detail how they would teach their content and they proved a high understanding of pedagogical aspects and instructional issues. MT, a PT from *The content-oriented* group, when asked to describe her teaching style, she stated:

Well...literature is very open-ended and I'm a big believer in the fact that are very few wrong answers when it comes to interpreting poetry or literature, or novels....so in that regard I think I'm going to be like there will be less questions

like “you got this wrong because you didn’t interpreted how I wanted to be, or how I wanted to read it...And when it comes to writing I think is pretty important not to focus so much on the grammar and specifics, as the content is very important...well, not that the grammar is not important but it shouldn’t be above the content or lyrics.

In terms of emotions, participants from *The content-oriented* group expressed mixed feelings for teaching, both excitement and anxiety. None of them had an extreme position toward teaching (i.e., only negative, or only positive emotions); they expressed their excitement for entering the teaching career that they liked, but were feeling nervousness because of the challenges they knew they would have to face as novice teachers.

Strategies. Similar to *The Enthusiastic* participants, in terms of projections and commitment to teaching (i.e., how they see themselves in the future), PTs in *The content-oriented* group also expressed the idea of exploring opportunities through teaching. When participants mentioned that their desires are to continue education through graduate school, they either said that they wanted because of the opportunity to teach higher-level courses (i.e., college level courses), or because they wanted to get involved in school leadership positions. The idea overall, was that they wanted to experience professionally more. However, even when they expressed the idea of getting a higher degree, unlike *The Enthusiastic* participants, participants from *The content-oriented* group were willing to continuing teaching their subject matter at the K-12 level.

Also, participants in *The content-oriented* group had a pretty clear idea where they would like to teach in the future, such as a specific location (i.e., the school location, the school type, grade level etc), or similar to *The Enthusiastic* participants they envisioned something close to what they experienced as students themselves.

Cluster 2: The Enthusiastic Group

Overall, participants from Cluster 2 (*The Enthusiastic* group) can be described as excited about teaching, loving their subject matter, and dedicated to the teaching profession. They seem to have a joy for working with students and teaching, and they think of teaching not just as a classroom activity, but beyond—teaching with a purpose to better students’ lives. They also had a good understanding of their content knowledge, as well as a good understanding of principles of teaching and learning.

Motivators. In terms of motivators, PTs from *The Enthusiastic* group expressed enjoyment and passion for their subject matter, and for the teaching profession in general. Similar to *The content-oriented* participants, PTs in this group also saw their content area as being important for students and for society. Most of the PTs in *The Enthusiastic* group demonstrated a profound understanding of their knowledge content, and were able to relate knowledge of their domain to other related domains—emphasizing the importance of practical applications of concepts and interdisciplinary subjects. One of the PTs in *The Enthusiastic* group expressed her understanding and appreciation of her domain/specialization as follows:

To me, math is more—it's not something you have to sit through or struggle through; it's very important because it touches a lot of other fields, so I think it's more a humanistic approach like.... We use math in other domains, in physics, engineering, chemistry, astronomy.... A lot of things we have wouldn't be possible if mathematicians hadn't thought of ways to use what they're doing to apply to what's going on.

An important reason for becoming teachers mentioned by *The Enthusiastic* participants were their enjoyment of working with children and altruistic desires (i.e., helping children learn and succeed). Their involvement in volunteering for different educational programs (i.e., America Reads program) or their involvement in community services, as well as previous experiences in tutoring, or in camp counseling, led them to think and feel that they could help others. They have expressed the idea of a *desire to serve*; the majority (80%) of PTs in *The Enthusiastic* group said that they decided to become teachers because they wanted to help others. Moreover, their willingness to help was driven by examples in their lives: they were also helped, so they wanted to serve others for the purpose of improving those people's lives. They wanted their life's work to have a meaning beyond just providing support for themselves through a job (i.e., teaching). LC, one of the PTs from *The Enthusiastic* group, who was majoring in Elementary Education, decided to become a teacher for altruistic reasons, mainly inspired by her previous teachers, and also having them as models. As she explained:

I had awesome teachers all throughout elementary school. I want to make a difference in someone's life as they made in mine, because I remember all of them; I remember things from each year, and what I learned from them. I want to have that effect on someone else's life, just like they had on mine.

Another powerful motivator for teaching that was mentioned by participants from *The Enthusiastic* group was the influence of a particular person, especially a powerful, meaningful

relationship with a previous teacher or a family member. In the case of a previous teacher being a motivator, not only was the way the subject matter was taught (or the instructional style) a motivator, but also the teacher's personal style was an inspiration for the PT to become a teacher. One of the participants in *The Enthusiastic* group mentioned her math teacher as being an inspiration to her:

My math teacher in high-school, I always loved how she taught. I thought she was also wonderful as a person. She was definitely my favorite teacher; that's another reason [beside loving math] I probably wanted to become a math teacher.

What is distinctive for *The Enthusiastic* participants, in terms of motivators, was also the idea of extended opportunities through teaching. Several participants (58%; 7 out of 12) mentioned that their desires were to continue education through graduate school, either teaching higher level courses (i.e., college level courses) or either staying in teaching, but in expanded roles beyond classrooms, for instance taking leadership positions. Therefore, they saw teaching as an opportunity for taking additional roles besides classroom teaching, such as being involved in the school board, being involved in administrative duties, or in various community projects through teaching. In some way, they expressed this desire of *gaining professional empowerment*, where teaching is the base of their daily career activities, but also seeking additional ways to extend their leadership roles beyond the classrooms.

Beliefs. Interview data showed that participants from *The Enthusiastic* group perceived teaching and learning as being, mainly, a student-oriented approach. Their beliefs about teaching and learning indicated that all participants in this group, when asked to describe an example of their preferred conception of schooling (i.e., a metaphor for *student-school-teacher*) the majority of them (66%; 8 out of 12) provided one that illustrates a student-oriented perspective. Additionally, they were able to explain, in detail, their preferred approach and its implication for teaching and learning. For these PTs, students were seen as active recipients of education, they were entities that play an important role in both the teaching and learning process. The instructor was perceived as a facilitator of learning, as a guide or assistant, in the process of learning. Their descriptions of the teaching process were based on, first, taking into consideration students' needs, and building knowledge from there. JK, one of the participants from *The Enthusiastic* group illustrated her approach by using this example: "The school is like an office, I guess, and

then the teacher is a counselor, or a psychologist or whatever, helping...and students are the ones who need help and guidance, counseling.”

Another participant illustrated her example and provided details for her understanding of the relationships in the process of learning and teaching:

I would say school is kind of like a beehive, and teachers are like the queen bees, and the students are like working bees, and they go out to flowers to pick up knowledge, and they all bring it back and kind of share the honeycomb and ...they produce honey, which is knowledge gathered from different areas with different ideas and skills, everything is kind of integrated. I look at the school as a place to learn, where you could gain knowledge; I think education is very important. ... As a teacher, I facilitate learning, where they go, what they do, types of places....things like that, but they all come together and they all share what they have, and they all work together. This is how I see it: kids go out and learn and they apply things that they bring back and they share.

In terms of PTs views about the teaching career, participants from *The Enthusiastic* group saw teaching as an important profession in society; education was perceived as very important for the society. Interestingly, participants from this cluster had realistic views about the teaching profession, they saw both advantages and disadvantages in teaching, and were able to provide a comparative analysis of both. One PT in *The Enthusiastic* group explained her views:

I think teaching is a wonderful job, is a challenging job, it's not that respected as much as I would like it to be, but I think that people [who] are real teachers, that are quality teachers, that actually care about the students, they know how difficult it is, so their opinion is the one that really matters. But I believe that there always will be teachers, and in every single civilization some of the most respected people at times, like Socrates for instance, they were teachers. I believe then even though the profession in the US isn't that highly regarded as I would like it to be, I still think is a very noble profession and it is good.

Regarding their views of quality teaching, participants from this cluster expressed views related to issues of professionalism, a high work ethic, and dedication for the teaching profession. Teaching, in general was equated with “good teachers”, or “effective teaching”. Effective teachers were described by *The Enthusiastic* participants as successful in teaching, and these successful teachers represented living examples for the others on how to succeed. One participant said: “Quality teaching means someone that succeeds in that goal and someone that students can look up to for anything.” Effective teachers were perceived as role models, experts in their domain, possessing a lot of personal qualities and as someone capable to better students' lives in many dimensions. Effective teachers' teaching style was presented as a reflection of all

these characteristics; quality teaching was understood by PTs in *The Enthusiastic* group as *teaching with a purpose*: “I think quality teaching is when students learn for a purpose, not necessarily learn to get the teacher credit for teacher of the year. Learning about something that they are going to use and apply in life.”

Quality teaching therefore, in their opinion, was about striving to do better, about professionalism and perseverance. BB, one participant from *The Enthusiastic* group explained:

Quality teaching comes from a person who actually cares about their job. I believe there are some teachers out there who could be great teachers, but they are worked out. So, quality teaching comes from a compassionate person who cares about the job and cares about the students. It's where you go home at the end of the lesson and you realize how you can do it better next year....and you actually make it better.

An interesting perception of quality teaching expressed by participants from *The Enthusiastic* group was that quality teaching is a permanent concern of the teacher to motivate students, to have an engaging teaching style, and to strive for meaningful learning in their teaching. Effective teachers were described as holding high expectations of themselves as teachers and also holding high expectations for their students. Also, application of knowledge and skills was perceived as being very important, being productive in teaching, acting responsible, and accountable as a teacher for all students' outcomes. Another aspect about quality teaching, present only in *The Enthusiastic* participants' responses was the obligation of any teacher to recognize and respect diversity in teaching.

Context. The component of *Context* was a very distinctive constituent in the grounded theory model; particularly, the responses of participants from *The Enthusiastic* group, showed a remarkable group personality. Within this study, *Context*, is described as social, personal, and emotional context. Specifically, through *Context* PTs expressed how they understand their goals of becoming teachers in a specific framework (i.e., determined by their own past experiences, their perception of themselves as teachers, their teaching styles, and emotional aspects related to teaching).

Past school experiences were one element that had a powerful impact on how PTs from *The Enthusiastic* group developed their views about teaching and their own teaching goal development. Participants in this group mentioned that overall, they had positive academic experiences, they went to good schools (either they were public or private school), they were

valedictorians and were successful in academics. They also mentioned in their interview responses that they had positive relationships with previous teachers, and most of the time those teachers were a powerful motivator for the PT to become a teacher. These previous teachers that PTs had, perceived as role models, were usually the teachers in that particular content area (i.e., Math, English, etc.) the domain that the PT also has chosen to teach. Their teachers were also perceived as content knowledge experts, as well as individuals possessing great personal qualities.

An interesting aspect of participants from *The Enthusiastic* group is that they valued their school experiences; they valued the role models they had, and wanted to carry on these values in their own teaching. Their role models had a powerful influence on how PTs in this cluster perceived themselves as teachers: as a reflection of their own role models. When asked to describe their teaching style, PTs in this group used concrete examples from their previous experience as students. They mentioned that they would teach in a similar way to the style they were taught, and have observed in their role model. One of the PTs from *The Enthusiastic* group described his teaching style following the model he had:

I would teach like my high school teacher. I had a really good teacher and she was genuinely enthusiastic. She always wanted us to learn, not just get it done for the test, you know, or for the assessments. She wanted us to actually, learn it and understand it. So, she wanted us to understand it; that made me kind of want to do that. I want to help other people [students] understand it, not just do it [math].

Therefore, for PTs in this group, modeling was very important in the process of constructing and developing their own instructional style and model of teaching. Not only previous student-experiences from K-12 were important, but also their student-teacher (i.e., internship) experiences as well. One particular student in *The Enthusiastic* group talked about the teacher she observed and learned from during her internship through her teacher education program. She came to a great appreciation of what she observed from that particular teacher, and what the teacher had to offer; she explained, “I want to be like the teacher I watched this semester. She was a really good teacher. I learned a lot from her.”

When participants in this group were describing a fictional (ideal) model of teaching, the characteristics of the model embedded qualities they have seen or experienced from their previous positive school experiences, such as a knowledgeable teacher, but at the same time

possessing pedagogical skills and personal qualities that are highly appreciated (i.e., fun, outgoing, caring).

Even if they mentioned that, overall, they had positive school experiences, still there were cases where they encountered bad examples of teaching in their schooling. But interestingly, participants from this cluster, compared to participants from the other two clusters, seemed to possess extraordinary skills in observing different models (positive and negative examples of teachers) and learn from them. These PTs seem to demonstrate a high capacity of generalizing and synthesizing the information they gained by observing, and then applying it, and integrating it in their own model of teaching style. Their capacity of constructing an effective model of teaching was based, not only on basic observation skills, but also on reflection abilities, on higher thinking skills, and capability of applying what they have learned. MC said:

I didn't really think of being a teacher in high-school. Back then, no, don't think so. But, now since I'm going to become a math teacher I started thinking about all the past math teachers I had in school, and besides things that I would do, I really think about what they didn't do to help us better understand. I remember this teacher, she wanted us to learn but I just couldn't learn the way she taught, I guess. A teacher should be able to teach to the smartest kid and not the smartest kid in class at the same time. I hope this is how I'm going to teach math.

Participants in *The Enthusiastic* group were also individuals describing themselves as being hard-working students, enjoying academic challenges, and goal-oriented persons who pushed themselves always to do better. Through their interviews, they described the idea of being a “lifetime learner”, which several of the PTs in this group specifically talked about. AF, a PT from *The Enthusiastic* group explained:

I think I was a type of student who was very strict with myself and very goal oriented and didn't need the pushing to do some things and to go and do the assignment and stuff like that. I also read something about being a lifetime learner, recently; I don't know but I really agree with that. I think that there is always something to learn and enjoy the good and I just want to learn about everything. I ask people questions about their professions and stuff like that. Like umm that's the kind of student I am, I think.

Also, in terms of personal characteristics and teaching styles, they saw themselves as creative, flexible, and engaging teachers, while also expressing high appreciation for their students and students' parents. Interestingly, a unique characteristic about participants from *The Enthusiastic* group was that they demonstrated an amazing ability to describe in rich details their

own instructional styles. They were able to provide concrete examples for teaching their subject matter, for teaching a specific concept, and explicit instructional strategies for teaching the content area they will teach. They also demonstrated a great deal of understanding, not only of their content knowledge concepts, but also pedagogical aspects related to their content. In addition to their content area knowledge, they consistently demonstrated a great deal of understanding of the principles of teaching and learning, student development, and educational and instructional matters. KA, a participant from *The Enthusiastic* group described her instructional style as follows:

First, I think I will use mostly lecturing type methods in my teaching since is mathematics and that's how most of my classes were taught. Every now and then we would have the group work activities and so... but I mean I've been learning about other ways of teaching, such as group work, discovery learning, collaborative learning, constructive concept and I hope to incorporate all these into my teaching. I believe one of the best ways for students to learn is to work together... But then I don't think that if they work together all the time then they can always accomplish what's meant to; so I want to use a mixture of the different teaching methods: lecture, active learning methods and group work....

Emotions about teaching expressed by PTs from *The Enthusiastic* group were mixed; they expressed both positive emotions (i.e., excited, content, etc.), and also negative emotions (i.e., challenging, nervous). But overall, they had positive attitudes toward teaching and confidence that they can do it. BB, one of the participants in this cluster talked about a “realistic-optimistic” feeling when thinking about teaching:

Realistic-optimistic. Classroom will be engaging and upbeat. This will be a challenge to keep it up for every day, 180 days a year, but I think this is what excites me. I feel angst when I go to classrooms because of recent events that what happened in the past years, starting with Columbine. But I feel that could happen anywhere. If it will happen in school I will try to do the best to prevent it from happening. One of the most feelings, excitement for the challenge and the upbeat for the students' sake.

Strategies. Similar to the *Context* component above, the component model *Strategies* revealed interesting findings for *The Enthusiastic* participants. In terms of projections and commitments to teaching, participants from this cluster envisioned their future careers as similar to the school locations and atmosphere they experienced as students as well. Four PTs clearly expressed their desires to return to their own towns, and teach in the same schools where they were once students.

A very interesting aspect related to *Strategies*, in terms of enacting values, participants in this group were the only ones who clearly talked about enacting values, such as: passion for teaching, dedication, work ethic, good teaching quality, and respect. These life and educational values were expressed by PTs as being part of their teaching model, and were values that these individuals received from a person (especially a meaningful relationship); either someone from their past school environment such as teachers, or a respected family member. They wanted to pass on these values, through their teaching, to their students. For instance, when talking about their teaching styles, AF, one of the PTs from *The Enthusiastic* group talked about teaching from a perspective beyond classroom teaching implications, and considered relationships with parents. She mentioned how she would engage parents in various academic activities (i.e., field-trips, school fairs), as part of her teaching style. Valuing relationships with parents and community, and also modeling for their students these values, demonstrates how this PT highly appreciated the value of education and relationships that could be enhanced through educational activities. Here is how AF explained her teaching style:

Well, I have ideas about learning like [the importance of] strong relationships with the student and their families... like going on tons of field trips with my students and their parents, but that would be my ideal — to do a ton of stuff and give the kids [and their parents] access to things that I think they would enjoy.

PTs from *The Enthusiastic* group talked about teaching in terms of passion for teaching and about their professional fulfillment through teaching. In spite of their acknowledgment of disadvantages within the teaching profession, participants in *The Enthusiastic* group considered education as being extremely important. They mentioned that they would overcome the difficulties of teaching because of their passion for teaching, and because of their high work ethics. BB, one *Enthusiastic* participant said:

I think teachers are brave. You are not going into teaching for money; it's got to be for passion. Your heart has to be in the right place. We can complain about how little we get paid; but teaching is not really about that, unless you fall into the category of "not a good teacher". You have to be committed 100% of the time to your job; that's a disadvantage. Other jobs you can coast, but in teaching if you want to be effective you have to be on top of your game all the time. Also, if you don't play your cards right, kids won't respect you. If you lose respect in the classroom, it's going to be really hard to gain it back.

Overall, PTs from *The Enthusiastic* group can be described as enthusiastic about teaching and about their subject matter. Also, they showed a complex understanding of their teaching goal development, they had strong educational values, and professional ethics. They demonstrated a good understanding of their content knowledge, as well as a good understanding of principles of learning and teaching, and also various aspects of pedagogical matters. Compared to participants from the other two clusters, *The Enthusiastic* participants also had the most articulated and thorough understanding of a teaching model.

Cluster 3: The Pragmatic Group

Compared to the other two clusters of PTs, participants from *The Pragmatic* group seemed to be motivated primarily by extrinsic motivators for teaching, such as job security and vacations. Also, PTs from this group expressed a tendency to see their teaching style as a teacher-oriented approach; also PTs from this group had an unclear, weak understanding of a teaching model.

Motivators. In terms of motivators, PTs from *The Pragmatic* group mentioned that they were influenced in their teaching decisions by previous teachers (especially in their content area), and past experiences in working with children (i.e., internship, volunteering, and community service). But unlike, participants from the other two clusters, *The Pragmatic* participants mentioned that relationships were not crucial in their decisions to become teachers. Mostly the job benefits, the job security, and their content-matter were expressed as being important motivators for *The Pragmatic* participants regarding their decisions to become teachers. All of the PTs in *The Pragmatic* group mentioned that, among their reasons for becoming teachers was the fact that teaching offers good job security, particularly because of the availability of jobs, and the demand for teachers. These aspects of a teaching career made teaching appealing for them. One participant explained:

Teaching offers a good job security. I don't know where I'm going to live yet, but I know wherever I'll go, I can find a job. There is always going to be a demand for teachers; it's not like one of these careers where you know it's going to be close and can't find a job. Teaching is dependable.

Mostly, for this group of PTs, their motivation for teaching was considered from a perspective of external rewards, such as having flexible hours and a friendly-family career, especially for females who could adjust their schedules to their childrens' schedules.

Interesting aspects about motivators for *The Pragmatic* participants were related to how they came to the decisions of entering the teacher education program. Four of the PTs in this group came to teaching after initially having other plans or they made other decisions before they reached the idea of teaching. Mostly, they talked about having alternate ways to enter the education program, or they switched majors until they came to the decision of teaching. They initially had other goals or, for some, external influences (such as family) pushed them in a direction other than teaching. RM, one of *The Pragmatic* participants, who was pursuing an Elementary Education major, talked about her choice to come to teaching explaining,

I actually originally came to college for Fashion. I did that in high-school and I really enjoy clothing and being creative. But then, I decided is too competitive and I'm not that kind of person... then I went to Communication for a while and ... I didn't declare a major...I didn't know what to do, and then I was home for my summer and I was trying to think 'what do I want to do with my life?' I wanted something where I can be creative, and I can make a difference, and is not competitive, it is secure, and has benefits, an it's a good job if you have a family ...then teaching came to my mind.

Beliefs. Overall, *The Pragmatic* participants' perceptions of the teaching career was that teaching is somewhat of a "middle class" career, but at the same time, offered several advantages that made it an appealing and desirable career. Among the teaching career advantages, mentioned by participants in this group were: "good job security," "teaching is a stable career," is "a family friendly career" and has "good job benefits." Disadvantages of the teaching career mentioned by the participants in this group included "job related stress," "demanding profession," "pressure from higher authorities," and "accountability." One participant explained:

It's stressful, because there is a lot of pressure, and with a lot of changes in the laws, that's even more pressure and accountability. So, you're stretching in so many directions trying to please others and sometimes it's pretty hard, but...it's a challenge.

Concerns about public image as a teacher and issues of privacy were seen by PTs in this group as disadvantages of the teaching career. One of the PT in this cluster mentioned that: "Among disadvantages [of the teaching career]-- are less privacy, like going to the grocery store" while another participant in this group explained, "I think you have to put a lot of extra effort, [like] ... your social life, you always have to be on guard when you're out in the community".

Beliefs about teaching and learning (i.e., conception of schooling) were expressed by the majority of PTs in this group as teacher-oriented perspectives (66%; 4 out of 6). The concept of

schooling was seen as a dyad of “teacher-student” whereby the students were perceived as recipients of knowledge and the teacher was perceived as the deliverer, or the one who controls the process of learning. The school environment was seldom mentioned by PTs from this group, or was completely missing from their descriptions. Some of the metaphors used by participants from this group reflected their desires to control the class, their desires to be seen by students as an authority figure in class. One example of a metaphor presented by a PT was, “The school is a boat, the teachers are the captains and the students are the passengers... the school is the vessel, and the teacher is the captain, leading the way.”

One interesting aspect related to *The Pragmatic* PTs’ expressions of understanding the concept of schooling was that, compared to the participants from the other two clusters, participants from this cluster had a very difficult time finding metaphors to illustrate their preferred conception of schooling. Once they were able to provide a metaphor, or close to a metaphorical expression, even more difficult was for them, further, to elaborate on these metaphors. Also, they had difficulties in expressing how they understood the concepts of schooling, and the relationships between the elements of the schooling concept (i.e., student-school-teacher).

Another interesting aspect of PTs from *The Pragmatic* group, in terms of their views about teaching, was their understanding of the concepts of quality teaching and effective teachers. *The Pragmatic* participants, unlike participants in the other two clusters, held simplistic views of teaching. Quality teaching was spoken more in terms of what someone shouldn’t do in class, or what is not quality teaching (such as having students do worksheets in class all day long by a teacher). Sometimes, they used generic statements, actually saying little about their understanding of what quality teaching is. For example, one participant answer was only one short sentence: “Quality teaching would be quality, not quantity”, and another participant entirely response was: “I can’t just stand up there and write things on the board and expect them to just be sponges and absorb everything. That’s what quality teaching is to me. ”

Their descriptions of effective teachers were done in a very similar manner, providing evidence that PTs in this group had little understanding of teaching in general, had little knowledge of quality teaching, and did not know what an effective teacher does. One participant said, “An effective teacher is one who, you know, is a quality teacher.... She’s getting up, walking around, not just standing in a spot.”

Context. Participants from *The Pragmatic* group, overall, had difficulties in expressing their ideas, elaborating, and describing even simple concepts (such as talking about their past experiences). Most of their descriptions were simplistic, demonstrating a lack of understanding for a model of teaching, and a lack of understanding important concepts related to teaching and learning.

Their difficulty with elaborating and explaining concepts was also noticeable in the ways they explained how they perceived themselves as teachers, or how they described their own instructional styles as future teachers. All of these PTs perceived themselves as future teachers within a very basic, unsophisticated picture. Their presentations of themselves as future teachers depicted a nice, friendly, fun teacher, concerned with classroom management issues, and teaching to the test. One participant from *The Pragmatic* group provided this description of herself as a future teacher:

I want to be a fun teacher. I want to be a nice teacher that everybody likes, but I don't want to be one that has no control over the classroom. I want to do fun activities but, know, at the same time, that there's such a strong emphasis on standardized testing that we do want to go over that. I just want them to have fun and learn and be good.

In their understanding of quality teaching, PTs from this cluster seem to be more concerned with “inside classroom issues”, such as discipline, teaching the material to cover the required curriculum, standardized tests, class routines, etc. Also, unlike the other participants from the two clusters, *The Pragmatic* participants' perceptions of their own instructional style was presented in simplistic ways, without demonstrating a deep understanding of teaching and learning principles, or issues related to pedagogical aspects of teaching. Most of their descriptions of their instructional styles were generic, almost candid; similar to the way they described themselves as teachers (i.e., fun, nice, etc). One participant explained:

I want there to be fun in the classroom. I don't want to be the teacher that everyone thinks is just so mean and doesn't like, but specific instructional [strategies] I haven't really thought of ...I'll just put it all together and make one for myself.

PTs' perceptions of a teaching model from *The Pragmatic* group revealed a lack of understanding for basic concepts of educational psychology and of teaching and learning in general. Cluster 3 (*The Pragmatic*) participants, unlike the participants from the other two clusters, held unsophisticated views of teaching, did not relate to their subject matters, did not

seem to understand the characteristics of the age groups they would teach, nor did they have knowledge of specific approaches/styles of teaching. This lack of understanding for a complex teaching model was also reflected in their understandings of the quality teaching concept.

In terms of emotions, participants in this group expressed mixed feelings about teaching; they talked about excitement for teaching, but at the same time, expressed feelings of nervousness and uneasiness about teaching.

Strategies. Participants in this group when talking about how they envision their future as teachers, and about their commitment to teaching, expressed desires to teach for a while, and then move to another career (or level in education). They stated that they are not sure about where they wanted to teach, or how long they would stay in teaching. One participant explained:

I don't know...I think I'll teach for a couple of years ...I'll see, maybe about 20 years...and then move on like another position in a school board, or somewhere behind the scenes, where I can feel I can be a person of authority.

Three participants talked about teaching as a job that offers the opportunity to leave and come back, so teaching was perceived as a "fall back plan." One participant from this cluster explained:

I know no matter where I go and whatever I do, I can always take time off and come back to it, if I want to ...So, there are a lot of options and I know that I can always come back and practice my job.

Other participants in this cluster perceived teaching as an opportunity that could lead to other career options, sometimes not necessarily related to teaching: One participant explained:

I do want to teach for a few years, but I want to get further in my career, principal or guidance counselor. Or my sister and I will open a business ... because we have good opportunities where I'm from.

An interesting aspect from the interviewed participants in this cluster was their temporary commitment to teaching. An interesting observation about participants in this group was that none of these PTs talked clearly about their professional fulfillment through teaching, as the other two clusters did, nor did they describe teaching as being their passion and dedication. Oftentimes, participants in this group, unlike participants in the other two clusters, expressed concerns about their lack of experience in teaching, and about feeling unprepared for the teaching career. A PT from *The Pragmatic* group described her concerns:

Well, a lack of... knowledge, on being a teacher. I'm not prepared. I'm anxious because I don't really have experience but you know, I haven't taught a real student classroom ...so right now the experience... having students in all those different age groups would be so difficult, like, in a middle school, kids there are so trying because at that age group, they are kind of going crazy, so you definitely have to deal with more behavioral issues and problems.

Overall, *The Pragmatic* participants seemed to be motivated for teaching by benefits, perceive teaching as advantageous from this perspective. Their understanding of the teaching profession is mostly related to pragmatic aspects of life, such as job security, advantages through the profession, etc. Compared to the other 2 clusters, PTs from *The Pragmatic* had little understanding of a teaching model, principles of teaching and learning. Their understanding of the teaching goal development was not as sophisticated and complex as participants from the other two clusters.

In sum, the interview data for the three clusters showed that similar sources of their goal development were found, but in the same time particularities for each cluster in their goal development understanding were present. Through their characteristics, each cluster showed a distinct personality, a different approach in understanding teaching and their own goal development. A schematic (visual) presentation of the three clusters illustrating the most evident characteristics for each cluster in terms of: Motivators, Beliefs, Context and Strategies are presented in Table 4 Appendix M.

CHAPTER 5

DISCUSSION

Overview of the Study

The aim of the present study was to explore and analyze PTs' reasons and beliefs about teaching, and their understanding of the goals of becoming teachers. This study used a mixed methods approach, consisting of surveys and interviews. The research questions in this study investigated PTs' understanding of their goals of becoming teachers as related to their reasons for teaching, beliefs about teaching, and their commitment to teaching. The purpose of the quantitative research questions were to investigate specific reasons (i.e., factors) for becoming a teacher that PTs indicated as being influential in their career choices and to determine typologies of PTs (i.e., clusters) based on their reasons for teaching. In addition, the quantitative research questions investigated specific beliefs that PTs hold about schooling and about the teaching career. The quantitative research questions sought to examine the differences across various groups/clusters of PTs with respect to their responses regarding beliefs about teaching. Overall, the quantitative analyses provided information on the specific reasons for teaching that clusters of PTs held based on their patterns of motivation for teaching. Also, the survey investigated the specific beliefs, and types of beliefs about teaching, that PTs held, such as beliefs about teaching and learning (e.g., conception of schooling) and beliefs about the teaching career.

The qualitative research investigation provided an in-depth exploration of PTs' understandings of their goals to become teachers within the context of their reasons and beliefs about teaching. The qualitative analysis provided information regarding motivational aspects and beliefs about teaching related to the goal of becoming a teacher for different clusters of PTs and also to construct a grounded theory model. The grounded theory components, and their interrelationships, explained patterns (motivational aspects and beliefs related to the teaching career choice) that appeared to be central to the experiences of becoming teachers for all interview participants. Further, the grounded theory model was discussed with respect to the characteristics of participants in each cluster. The qualitative analysis also discussed similarities and differences in PTs' reasons for teaching, beliefs about teaching, and particularities related to

their goal development. As Hosman noted (1989, cited in Creswell 2007, pg. 287) qualitative research strategies are particularly appropriate to address meanings and perspectives of participants because these methods offer the researcher access to deep-structural processes.

Overall, the present study results indicated a variety of reasons for teaching and beliefs about teaching that were expressed by PTs in their survey- and interview-responses. Further, results from both the quantitative and qualitative analyses indicated that specific reasons were relevant for each cluster of PTs in their teaching career choices. Quantitative results from the factor analysis conducted on participants' reasons for teaching (RTQ) responses indicated six main categories of reasons (i.e., factors) that PTs expressed as being influential in their choices to become teachers. Overall, these factors (i.e., subscales) were reasons related to PTs' identity issues, reasons related to PTs' subject matter, reasons related to PTs' meaningful relationships, reasons related to teaching job benefits, reasons related to PTs' holistic views of the profession and reasons related to job opportunities through teaching. Further, a cluster analysis was conducted to identify clusters of PTs displaying similar motivational patterns for teaching. Results from the cluster analysis identified three different clusters of PTs, and further analysis revealed that specific reasons were relevant for each cluster of PTs in their teaching career choices.

Findings from the qualitative analyses, added information to explain how PTs understood their goal development with respect to their reasons for teaching and their beliefs about teaching. The interview results specifically provided more depth to how their specific motivators for teaching, beliefs about teaching, and PTs' actions are interrelated in a comprehensive structural model with specific characteristics for each particular cluster of PTs. These findings bring new insights and contribution to the teaching domain, and also to our empirical knowledge about how PTs conceptualize their teaching goal development. In what follows, I will discuss in detail the findings from both the quantitative and qualitative analyses in relationship with findings from related research.

PTs' Reasons for Teaching

Results from the quantitative analysis based on the factor analysis conducted for the participants' Reasons for Teaching Questionnaire (RTQ) responses indicated six main categories of reasons (i.e., factors) that PTs expressed as being influential in their choices to become teachers. Overall, these factors (i.e., subscales) were reasons related to PTs' (1) identity issues, (2) subject matter, (3) meaningful relationships, (4) the benefits of the teaching job, (5) holistic views of the teaching profession, and (6) job opportunities that could be obtained through teaching. Further, a cluster analysis was conducted to identify clusters of PTs displaying similar motivational patterns for teaching. Results from the cluster analysis identified the existence of three distinctive clusters of PTs (n 's of 70, 93, and 52) based on their RTQ ratings. The cluster analysis results indicated that specific sets of reasons were relevant for PTs' choices, and therefore, influential in their decisions.

Participants from Cluster 1 (*The content-oriented group*), showed that their overall reasons for teaching were related to their content expertise, or subject matter (i.e., they enjoy the subject they will teach). Their reasons were also related to identity issues (i.e., they perceive themselves as having a personality suited for teaching), and related to holistic views of the profession (i.e., altruistic views of teaching such as perceiving teaching as a noble profession, benefits to the development of society). Additionally, PTs in *The content-oriented group* were characterized, relative to participants from the other two clusters, by low ratings on reasons related to opportunities (i.e., teaching could lead to better jobs in the future). These quantitative results were also supported by the qualitative findings indicating that PTs from *The content-oriented group* were willing to remain in teaching and not necessarily seek other job related opportunities (i.e., obtaining a higher degree and then moving on). Interestingly, PTs in *The content-oriented group* also had lower ratings in their RTQ responses regarding job benefits (F2) and reasons related to meaningful relationships (F4), compared to PTs in Cluster 2 (*The Enthusiastic group*). Interpersonal relationships were influential for PTs from *The content-oriented group* to enter a teaching career to a small degree; mostly their career influences were from their former teachers, and not from their family members. Qualitative data from *The content-oriented* participants showed that they valued education, but teaching was perceived as a demanding job, and less rewarding in financial terms.

The content-oriented interview participants' demographics ($n=7$) were not indicative of major sources of influences for PTs attitude toward teaching or their understanding of goal development. PTs from *The content-oriented* group included a total of 5 (71%) females and 2 (29%) males. Age distribution among participants was relative similar: three participants in this group were between 18-21 years old ($n=3$; 43%), another three participants (43%) were between 22-24 years old, and one participant (14%) was aged between 25-31 years old. Participants' major/specialization also indicated a relative equally distribution among the variety of domains/specializations of PTs, but predominant were Elementary Education ($n= 3$; 43 %), followed by Math Education ($n=2$; 29%) and one (14%) Social Science Education participants and one ($n=14\%$) Early Childhood Education student. *The content-oriented* interview-participants were in their third and fourth year of study: juniors ($n=4$; 57%) and seniors ($n=3$; 43%).

Participants from Cluster 2 (*The Enthusiastic* group), were characterized as showing the overall highest ratings on all six factors in their RTQ responses, relative to participants from the other two clusters. Their motivation for teaching seemed to be influenced by their enjoyment for the content matter, their positive perceptions of themselves as teachers, meaningful relationships that encouraged them to enter the teaching profession, opportunities that teaching could provide, and holistic views of the profession (i.e., teaching is an important profession in society). Qualitative data from the interviews supported these findings; PTs from *The Enthusiastic* group expressed very similar motivators as being important for their goal development. They seemed to have a high appreciation and understanding of their content area, had passion for teaching, and respect for education in general. Also, they mentioned that relationships were powerful motivators in their teaching career choices. Compared to participants from the other two clusters, *The Enthusiastic* participants expressed altruistic and intrinsic reasons as being important in their career decisions (i.e., desire to help students succeed, desire to give back to community, passion for their subject matter and for teaching).

Demographics of *The Enthusiastic* interview participants ($n=12$) can play an important role in how PTs from this group understood their goal development. Almost all participants were females in this group ($n=10$; 83%) and only two participants (17%) were males. Age distribution among participants was also interesting: the majority of participants ($n=9$;75%) were between 18-21 years old, two participants (17%) were between 22-24 years old, and only one participant

(8%) was aged between 25-31 years old. The participants' major/specialization indicated a relative equal distribution among the variety of domains/specializations of PTs: Elementary Education ($n=4$; 33%), Math Education ($n=3$; 25%), Social Science Education ($n=3$; 25%) and English Education ($n=2$; 17%). Also, *The Enthusiastic* interview participants were predominantly in their third year of study, juniors ($n=11$; 92%) and only one senior ($n=1$; 8%).

PTs from Cluster 3 (*The Pragmatic* group), were characterized as having overall low ratings on all six factors from their RTQ responses, relative to participants from the other two clusters. Their scores indicated that PTs in this group seemed to be motivated for their teaching career choices mostly by the subject matter, by a positive self-perception of themselves as future teachers, and by the benefits that a teaching job could provide. Also, their lowest scores on F4: Reasons related to meaningful relationships and F5: Reasons related to holistic views of the profession indicated that *The Pragmatic* PTs seemed to have as less influential reasons any meaningful relationships (i.e., family influences, peers, or other people) that influenced them to pursue a teaching career. Additionally, they also had unsophisticated views of teaching (i.e., not a noble profession, not important to society) and a poor understanding of a teaching model. Qualitative findings, in terms of motivators for PTs in *The Pragmatic* group, brought additional support showing that similar motivators (i.e., content area, job benefits) were influential in their teaching goal development. Interestingly, participants from *The Pragmatic* group, compared to participants from the other two clusters, mentioned that relevant interpersonal relationships were not a strong presence in their career choices, and that other people (i.e., teachers, family) did not have an influence in encouraging them to pursue teaching.

Also, demographics of *The Pragmatic* interview participants ($n=6$) showed that majority of participants were females ($n=4$; 67%) and two (33%) participants were males. Age distribution was unequal: almost all participants ($n=5$; 83%) were aged between 18-21 years old and only one participant (17%) was between 22-24 years old. The participants' major/specialization varied; the majority ($n=3$; 50%) were pursuing Elementary Education, one participant was pursuing Math Education (17%), one was pursuing Social Science Education (17%), one was pursuing English Education (17%), and one was pursuing Early Childhood Education (17%). Cluster 3 (*The Pragmatic*) interview participants were in their third and fourth year of study: juniors ($n=3$; 50%) and seniors ($n=3$; 50%).

The qualitative analysis regarding PTs' motivation for teaching, overall, brought more depth of understanding for each clusters' choices, as well as similarities and dissimilarities among participants in the three clusters. Findings from the qualitative analyses indicated that past school experiences, and especially meaningful relationships that PTs had, were important motivators for many cluster participants. Interview data suggested that both the presence, and/or the absence, of a meaningful relationship (i.e., former teacher, family member) had a major influence on PTs' motivation for teaching, on their views about teaching, and especially on how they constructed and understood their teaching model. Participants from *The Enthusiastic* group seemed to be the most influenced in their teaching choices by a meaningful relationship. *The content-oriented* participants mentioned that previous teachers were also powerful motivators for them, but they had little (or no) family influences in their teaching decisions.

Another interesting aspect related to motivators for PTs was that their involvement in any kind of activity related to teaching, such as volunteering, mentorship, tutoring programs, or camp counseling were very important in their decisions to work with people, or students, and to help them succeed. Especially, participants from *The Enthusiastic* group indicated that they participated in volunteering activities and also expressed a "desire to serve others". The altruistic reasons were the most powerful motivators for participants in this group, their altruistic behaviors in general, lead to their desires to help students, and through teaching, they found professional fulfillment. Research shows (i.e., Brunetti, 2003; Kyriacou et al., 2000; Parkay, 2006) that for many teachers the decision to serve through teaching was influenced by people who modeled these behaviors for them. Their desire to serve others and give something back to society was often inspired by other people, by volunteer actions, or certain events where altruism was seen at the heart of teaching. Parkay (2006) pointed out that after the terrorist attacks of September 11, 2001 many people reported that the uncertainty caused by the attacks led them to consider teaching as a career. According to him, many school officials declared that the national wave of soul-searching after the attacks swelled the number of people seeking jobs as teachers. "Clearly," he said, "these people saw teaching as a way to serve and help others, being inspired by the altruistic actions surrounding the 9/11 events" (p. 26).

Qualitative findings from this study indicated that all participants expressed altruistic reasons for teaching at some level, but none of them expressed altruistic reasons for teaching solely; a combination of reasons was found to be characteristic for each cluster of PTs.

Participants from Cluster 2 (*The Enthusiastic* group) compared to participants from the other two clusters seemed to express altruistic and intrinsic reasons as being the most important in their career decisions (i.e., desire to help students succeed, desire to give back to community, passion for their subject matter and for teaching).

Participants from Cluster 1 (*The content-oriented* group) also expressed altruistic reasons as being important for their decision to become teachers, along with their love for the content matter (i.e., intrinsic reasons). Finally, participants from Cluster 3 (*The Pragmatic* group) saw teaching benefits, such as job security and job availability as extremely important in their career choices (i.e., extrinsic reasons). Overall, participants in all three clusters had a combination of reasons for teaching, but one type of reason (i.e., altruistic, intrinsic, and extrinsic) seemed to be predominant for each cluster of PTs.

Deci and Ryan, (2000) discussed the concepts of intrinsic and extrinsic motivation in the context of Self-Determination Theory (SDT) as antagonistic concepts. Intrinsic motivation has been defined as “the doing of an activity for its inherent satisfaction rather than for some separable consequences” (Deci & Ryan, 2000, p. 56); while, extrinsic motivation has been defined as “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Deci & Ryan, 2000, p. 60). Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. This view holds the assumption that intrinsic and extrinsic motivations are not only separate processes but incompatible, if not antagonistic (Deci, 1971). Covington and Mueller (2001) advanced an alternative perspective on the relationship between intrinsic and extrinsic motivation, with a different view of the two concepts, as being not antagonistic. They developed a model that holds a different understanding of these concepts, opposed to how Deci and Ryan (2000) interpreted the concepts. Covington and Mueller (2001) stated that these different types of motivations may coexist and interact within the same individual. Their proposed model of understanding the two concepts implies a unidimensional model of motivation. It suggests that both intrinsic and extrinsic tendencies blend within the same individual so that everyone can be placed somewhere along a single continuum, ranging from a high intrinsic orientation at one end of the dimension to a dominantly extrinsic orientation at the other (Covington & Mueller, 2001). Within this context, the authors discussed the reasons in relationship with incentives. Different kinds of incentives call out for different behaviors,

therefore different kinds of incentives lead to different reasons individuals have for engaging in an activity (Bandura, 1997; Covington & Mueller, 2001). The driving reasons are viewed therefore as “intrinsically or extrinsically motivated behaviors” (Covington & Mueller, 2001, p. 161). Covington and Mueller’s (2001) theoretical approach is very much in line with the results from my study, and seems to explain better the interplay of reasons in one’s understanding of the goal to become a teacher.

PTs’ Beliefs about Teaching

Overall, the quantitative results of PTs’ beliefs about teaching indicated that there is a great deal of variability among the three clusters. Generally, results indicated that participants were organized in distinct clusters, with unique group personalities regarding their views and attitudes toward the teaching career. Results from the factor analysis regarding PTs’ beliefs about teaching and learning (i.e., conception of schooling) indicated two distinct categories of beliefs (i.e., factors). These two factors (i.e., subscales) represented two different views of PTs: one approach characterized as a teacher-centered perspective (i.e., instruction is perceived as having the teacher in control of teaching and learning) and another approach characterized as a student-centered perspective (i.e., instruction is perceived as having the student in the center of the teaching and learning process). Additionally, results from the ANOVA on PTs’ beliefs about teaching and learning (i.e., conception of schooling) showed that, overall, there were significant differences between the three clusters of PTs with respect to these two factors representing PTs’ beliefs about teaching and learning. Means and standard deviations also showed that PTs from *The Enthusiastic* group were highly oriented toward an instructional style that takes into consideration student needs (student-centered). PTs from *The Enthusiastic* group had the higher scores on F1: Student-centered perspectives relative to all clusters. Survey results on *The content-oriented* participants also showed that PTS from this group had mainly a student-oriented perspective, and *The Pragmatic* group had the lowest scores for both factors (i.e., F1: Teacher-centered perspective and F2: Student-centered perspective) relative to the other two clusters. *The Pragmatic* participants showed somewhat higher scores on F2: Student-centered perspectives relative to their scores on F1: Teacher-centered perspectives, suggesting that,

perhaps these PTs were somewhat more oriented toward a student-oriented style than a teacher-oriented one.

Interview data provided additional support to the quantitative findings, and also revealed interesting aspects related to PTs' understanding of teaching and learning concepts (i.e., concept of schooling). Participants from *The Enthusiastic* group had a predominantly student-oriented approach. The process of teaching and learning in their descriptions was based on, first, taking into consideration students' needs, and building students' knowledge from there. Students were seen as active recipients of education, entities that played an important role in both the teaching and learning process. The instructor was perceived as a facilitator of learning, as a guide, or assistant in the process of learning. Also, participants from *The Enthusiastic* group had predominantly altruistic and intrinsic reasons for teaching, which in principle holds the same idea of helping students succeed, placing the student (and not the teacher), as an entity in the center of the instructional process. On the other hand, participants from *The Pragmatic* group had a predominantly teacher-oriented perspective. In their interpretation of the concept of schooling, students were perceived in a static manner, as passive recipients of knowledge, and the teacher was perceived as the deliverer, or the one who controls the process of learning. The school environment was seldom mentioned by PTs from this group, or was completely missing from their descriptions. Some of the metaphors used by participants in this group reflected their desires to control the class and their desires to be seen by students as authority figures in class. Interestingly, in terms of motivation for teaching, participants from *The Pragmatic* group had predominantly extrinsic reasons (i.e., job security, vacations, etc.), where the emphasis is placed on their needs (as teachers, as individuals), and not on others', such as their students.

Quantitative results from the factor analysis regarding PTs' beliefs about the teaching career revealed four distinct factors (i.e., subscales). These factors mainly were related to PTs' beliefs about career commitment, PTs' perceptions of student development, and PTs' perceptions of learning. Additionally, ANOVA analysis showed overall significant differences among the three clusters of PTs. Results from the means and standard deviations revealed that *The Enthusiastic* participants' views were the most distinctive relative to participants who were *content-oriented* and those who were *Pragmatic* regarding their scores for all three main factors (F1: Perception of teaching career, F2: Perception of student development, and F3: Perception of learning). PTs from *The Enthusiastic* group had the highest mean-scores on all three factors,

indicating their tendency to place high values on teaching aspects related to career commitment, students' development, and students' learning. These results are supported by the interview findings, which also showed that PTs from *The Enthusiastic* group highly emphasized these values as important in their teaching goal development. PTs from *The content-oriented* group also had high mean-scores on all three factors (but overall, lower than *The Enthusiastic* participants), especially on F1: Perception of teaching career and F3: Perception of learning. For participants in *The content-oriented* group, interview data showed that they had a great deal of appreciation for the teaching career in terms of career commitment. These were PTs who expressed that they would remain in the teaching field. Interesting survey results were revealed for *The Pragmatic* participants; they provided the lowest scores on all three factors. Therefore, the analysis showed that *The Enthusiastic* participants and *The content-oriented* participants had a tendency to represent opposite views regarding their beliefs about the teaching profession. *The content-oriented* participants' responses indicated that they were somewhat more close and similar to *The Enthusiastic* participants' views, but there were slight differences, which set apart these two clusters and gave them distinct group-personalities.

The quantitative findings were also supported by the qualitative study results. Qualitative findings in terms of PTs' beliefs about the teaching career, of participants from all three clusters, indicated that they had similar views to a certain degree. They all acknowledged that teaching offers both advantages and disadvantages as an occupation; they saw teaching as an important profession in society, but not rewarded financially as well as other professions. Participants from *The Pragmatic* group, compared to participants from the other two clusters, attributed more extrinsic values to the teaching profession, and their views of teaching were related to the teaching profession as offering job security, summers off, time with family, etc. On the other side, participants from *The Enthusiastic* group had more realistic views about teaching; they pointed out both advantages and disadvantages of teaching, but showed a great deal of appreciation for values such as having the opportunity to impact someone's life, the work ethic, and respect for education in general. Therefore, similar to participants in *The Enthusiastic* group, those who were driven by altruistic behaviors to teach, had a more student-oriented perspective of teaching, and their desire was to place someone else's needs first (i.e., their students' needs). On the opposite side of the spectrum, similar to participants in *The Pragmatic* group, those who

were motivated mostly by extrinsic reasons for teaching had a more teacher-oriented perspective of teaching, and their needs as individuals were placed above their students' needs.

Interesting findings from the interviews were revealed in terms of PTs' understanding of the concept of quality teaching. Participants in *The Enthusiastic* group expressed their understanding of quality teaching related to issues of professionalism, high work ethic, and dedication for the teaching profession. Effective teachers were described by *The Enthusiastic* participants as individuals who were successful in teaching, knowledgeable in their domains, possessing personal qualities suited to teaching, and as someone capable to better students' lives in many dimensions. Also, the application of knowledge was perceived by *The Enthusiastic* participants as essential for providing students with valuable life skills. Participants in *The Enthusiastic* group appeared to think about teaching and education in general, as important for life, and they wanted to have their students succeed in life. They seemed to understand quality teaching as having life goals, long-term goals for their students. Therefore, their teaching had meaning beyond the classroom.

Another important aspect from the interviews in the context of understanding the concept of quality teaching was related to PTs' views of accountability. Views expressed by *The Enthusiastic* participants were very different than participants from the other two clusters, related to how they understood accountability in teaching. They considered that it is a teacher's duty to be held accountable for their students' progress, and take responsibility for their students' outcomes. Participants' views from *The Pragmatic* group regarding quality teaching were somewhat opposite to participants' views from *The Enthusiastic* group. *The Pragmatic* participants had a very simple way of understanding quality teaching, and what an effective teacher does. They used mostly generic statements about quality teaching, had no depth in their responses, and very often were unable to express an elaborate answer on this topic. Interestingly, *The Pragmatic* participants expressed their views accountability, in terms of students having to take standardized tests, similar to participants from *The content-oriented* group, as being a disadvantage of teaching; a source of extra pressure and stress for teachers. Their understanding of teachers' responsibilities was dictated more by external factors (i.e., curriculum standards, administration), and not by internal values, such as work ethic and professional principles, which participants in *The Enthusiastic* group often expressed.

Participants from *The Enthusiastic* group had the most elaborated responses regarding their understanding of quality teaching, describing in depth their instructional styles, and understanding of a teaching model. Through their answers, they demonstrated characteristics of excellent teachers and their potential as valuable teachers in our educational system. Participants in *The Enthusiastic* group demonstrated qualities and values that research has shown to be characteristics of effective teachers (i.e., Dolezal, Welsh, Pressley, M., & Vincent, 2003; Feiman-Nemser, McDiarmid, Melnick, & Parker, 1989; Onwuegbuzie, Minor, Witcher, & James, 2002; Roehrig, Guidry, Bodur, Guan, Guo, & Pop, 2007). Excellent teachers have been shown to be student-centered, effective classroom and behavior managers, competent instructors, ethical and enthusiastic about teaching, knowledgeable about their subject matters, and able to maintain professional values. These beliefs, values, and behaviors are important for education programs to instill and promote in their PTs. Additionally, it is important that educational systems find ways of retaining these excellent teachers within the field of teaching.

Additional data from the interviews revealed more complex findings related to PTs' understanding of the development of their teaching goals. Two interesting aspects of this study was how (1) PTs interpreted their motivation and beliefs for teaching within their personal contexts and (2) they personalized specific actions (strategies). There were two main categories on the PTs' understanding of their teaching goal development from the grounded theory: the component category of *Context* and the component category of *Strategies*. The following section discusses these findings and what is particular about the goal development of PTs from this perspective.

Context

Participants from all three clusters mentioned that their past academic experiences were influential in their overall understanding of education and schooling (i.e., teaching and learning). Participants from *The Enthusiastic* group directly expressed ways that previous school experiences and previous teachers influenced their motivation for teaching and their beliefs about teaching. Overall, they had positive school experiences and they appreciated their education. In fact, it was not only their positive school experiences that had an impact on their teaching goal development, but also their ability to process that information at higher levels, and integrate it into their system of beliefs and motives. Therefore, participants from *The Enthusiastic* group

were able to develop a complex understanding of teaching because of (1) their positive past school experiences, and (2) their ability to develop high conceptual understandings.

Also, related to these findings, interview data revealed that PTs' conceptualization of their own teaching style was very much influenced by their previous school experiences. They developed a personal teaching style through observing their former teachers or by observing teachers in their teacher education programs and internships. Very often, PTs talked about a teacher they admired, especially in their content area, and mentioned that they followed that particular teaching style, or incorporated elements of it into their own. These findings show the potential roles that school environment, interpersonal relationships, and teaching styles may have on influencing others to enter the teaching profession. Indeed, the results demonstrated that any teacher has the ability, and are placed in a position, to be a role model. Any teacher can make a difference in someone's life; oftentimes without even being aware of that fact. Research (i.e., Clark & Peterson, 1986; Saban, 2003) shows that each student entering the teacher education program brings with him or her a personal teaching schema, or a personal value system about teaching and learning. Such research studies suggest that PTs' thinking is mainly influenced by their past educational experiences as students. Their conceptions are mostly based on their personal and past school experiences and therefore, these beliefs play an important role in understanding the career choices PTs make (Saban, 2003; Woolfolk Hoy & Murphy, 2000). The beliefs and the system of personal and professional values that PTs hold, can be an important factor in one's decision for entering, and remaining in, the teaching career, and in his or her understanding of professional practices.

Strategies

Participants' projections (i.e., where and how they envision themselves as teachers) was very much expressed in relationship with their school past experiences. Very often PTs expressed the desire to teach in a similar environment to what they experienced as students (i.e., similar location, school type, grade level, etc.), or some PTs specifically expressed their desires to return and teach in their former schools. In terms of commitment, findings from this study showed that PTs across the clusters had various levels of commitment. There was a mixture of attitudes within each cluster, but specific characteristics of each cluster were perceived. Participants from *The content-oriented* group, comparative to participants from the other two

clusters, appeared to be more prone to stay in teaching. Even though they would all receive a higher education degree, participants in *The content-oriented* group, expressed desires to continue their teaching at the K-12 level. Participants from *The Enthusiastic* group and *The Pragmatic* group expressed their desires to move on, but each group for different reasons and from different perspectives. *The Enthusiastic* participants were more likely to say they planned to stay in education, even teaching, but they desired to expand their professional roles (i.e., board school, administration, etc.), to be more empowered and help their community in these ways. They seemed to be more altruistic in their views and options, compared to *The Pragmatic* participants, who also expressed desires to move on to higher levels (i.e., administration, business education), but for more individualistic reasons, such as gaining a higher social status, or personal control.

Through their responses, in some way, participants from *The Enthusiastic* group expressed the need of gaining professional empowerment, where teaching is the base of their daily career activity, but they also seek additional ways to extend their leadership roles beyond the classrooms. This seems to be an important aspect that could be considered by policy makers and educational system leaders. To support these teachers remaining in the classroom, they may need to be provided with leadership opportunities. Research (i.e., Cochran-Smith, 2005; Parkay, 2006) shows that teachers in the US today are developing leadership skills that had not been needed in the past. Today, the continuing professional development of teaching as a profession requires that teachers exercise greater leadership, at the school level and beyond (Parkay, 2006, p. 66). Participants in *The Enthusiastic* group showed that teachers may desire greater leadership responsibilities. How can schools provide opportunities for teachers' growth and leadership in ways that can also help retain them in classroom teaching?

An interesting aspect related to similarities of PTs from *The content-oriented* group, and *The Pragmatic* group was their attitudes toward profession in terms of enacting values, or professional fulfillment. When talking about their past experiences, or role models, PTs from Cluster 1 and Cluster 2 showed that they wanted to promote a teaching style, or understanding for their subject matter as their teachers had, but they did not have, like participants from Cluster 2 (*The Enthusiastic* group), a complex, sophisticated system of values (i.e., caring family values, or valuing community and relationships in the community, etc). Participants from *The Enthusiastic* group demonstrated possession of a system of professional and life principles, by

having these values already integrated and internalized. Most often they were willing to transmit to their students the same values they were taught by school, or by family, such as: respect for education, responsibility, passion for teaching, desire to help others, etc.

Also, only participants from *The Enthusiastic* group, compared to participants from the other two clusters, expressed clear professional fulfillment that they could obtain through teaching. In addition, participants from *The content-oriented* and *The Pragmatic* groups, saw accountability as imposed by an external source (i.e., school, society etc), compared to participants from *The Enthusiastic* group who perceived accountability as an internalized value, part of their professional ethic and responsibility in teaching. Research (Saban, 2003, Pajares, 1990) shows that PTs' personal value systems are rooted in their past educational experiences. The system of values PTs have can act as filters through which they understand and interpret their future teaching roles and practices.

In conclusion, results from this study showed that PTs' analysis of their teaching goal development revealed the complex, personal, and situated nature of reasoning behind their choices and ways that these were interrelated with their beliefs about teaching, within a specific context and actions (strategies). Each cluster of PTs expressed a combination of reasons for their teaching career, and showed specific group characteristics. Yet, PTs in from the three clusters had somewhat similar and common sources of their teaching goal development. Overall, PTs' beliefs about the teaching and learning and their beliefs about the teaching profession were very much in line with their type of motivation. The qualitative findings brought more depth to understanding to how PTs understand their teaching goal development, within a personal context and guided by specific actions, characteristic to their group.

Implications for the Teacher Education

Major implications of findings from this study can be considered for the teacher attrition issues and quality teaching, as well as for the teacher education programs. Results from this study showed that PTs' understanding of their goal development is related to different types (or combination) of motivators for teaching, pertaining to specific beliefs about a teaching career that PTs hold, and all these in a specific context (i.e., past school experiences, emotions, etc.). How PTs perceive themselves as teachers, and how they perceive teaching, represents a key

influence in their career choices. The relationship between motivators and beliefs seemed to be central for the goal development of PTs.

Future research may help explain teacher attrition as being related to an existing gap between PTs' motivations and beliefs about teaching and the reality of the teaching practice. Teacher training programs do not always adequately prepare students for an understanding of the complex psychological and pedagogical nature of teaching, especially high-quality teaching. Often, PTs proceed through their programs of study holding the same beliefs about teaching, which contradict facets of their training and teaching practices in the classroom. Research studies on PTs (Shen & Hsieh, 1999) show that teacher education courses did little to prepare them for real classroom experiences and participants often referred to the existing gap between theory and practice in training.

The quality of the teacher education programs can be a critical concern to be addressed when talking about teacher attrition issues. The teacher attrition problem must be understood in a larger context, connected to teacher quality and quality teacher education. Analysis of national data show that teacher preparation is essential for how individuals understand their future professional roles, their practices, and consequently their attitudes toward the teaching profession (Cebula & Lopez, 1982; Cochran-Smith & Zeichner, 2005). Therefore, a major implication must be considered for teacher education programs to examine the ways they provide PTs with quality preparation, especially related to providing more effective teaching experiences. The teacher education programs can find ways to better scaffold PTs' development of confidence, self-efficacy, realistic beliefs about the teaching profession, and positive attitudes toward the profession.

Recent research (i.e., Darling Hammond, LaFors & Snyder, 2001) in the field of teacher education programs shows that students' courses on subject matter topics are often disconnected from their courses on foundations and educational psychology. According to Darling-Hammond, LaFors and Snyder (2001), students often completed their coursework before they began student teaching, which was "a brief taste of practice appended to the end of their program with few connections to what had come before" (p.16). Therefore, because university and school-based faculty did little planning or teaching together, many PTs encountered different ideas from those with whom they studied and those they encountered in their teaching practice. At the same time,

research has shown that new teachers who entered their own classrooms, could remember and apply little of what they learned by reading in isolation from practice (Darling Hammond, 2001).

The issue of attrition may be also understood as related to a possible mismatch of PTs' lack of preparation in their teacher education programs for the realities of teaching practice. Future research can address these matters to teacher education programs regarding changes that need to be made in these programs (i.e., regarding PTs' expectations about teaching, coursework interrelated with their field practice, etc.) to meet the needs of new teachers. Students' beliefs and expectations are more realistic if support is provided through practical training in teaching and professional socialization.

A critical, important feature of the teacher education programs should be that they support teachers to learn about practice in real settings (by practicing teaching) so PTs can have a more profound understanding of the realities of teaching. These settings would therefore deliberately construct integrated studies of content, learning, and teaching, and create strong connections between theory and practice. Darling Hammond, LaFors, and Snyder (2001) suggest that PTs should be engaged in practical training similar to medical students who usually learn medicine by practicing in "teaching hospitals". Teachers learn "just as students do: by studying, doing, and reflecting; by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see" (Darling Hammond et al., 2001, p. 20). This kind of learning cannot occur either in college classrooms separated from engagement in practice or schools classrooms separated from knowledge about how to interpret practice.

Therefore, it is increasingly clear that teachers' expertise and effectiveness are critical today to a successful education. Only teachers who are both knowledgeable in their content areas and skillful in a wide range of teaching strategies, can have a complex understanding of the teaching profession and be able to respond appropriately to the challenge of teaching. Additionally, analyses of the national data show that teacher preparation is essential for how individuals understand their future professional roles and their practices. Such research findings show that individuals who enter teaching without adequate student teacher training leave teaching at higher rates compared to those who have had such practice teaching. Those who enter teaching without preparation in key areas, such as instructional methods, child development, and learning theories leave teaching at rates at least double compared with those who have had such training (Darling-Hammond, 1998; Darling-Hammond & Sykes, 2003).

Limitations of the Study

First, findings from this study could be limited by the cultural aspects of the settings. The present study was conducted at a US Southeastern university and the geographical environment could be representative only for a specific school culture. Secondly, all participants in this study were following a traditional teacher training program within a large university. Their views could be different from other PTs who are following a non-traditional teacher training (i.e., alternative teacher certification routes through various college programs or educational organizations).

Another issue necessary to be mentioned here is that, through their interviews, participants expressed retrospective accounts. This process could allow participants to recall their experiences and feelings in a faulty manner, and could possibly interpret their life stories and motivations to fit with their career decisions. According to Marguerite McCorkle (1991), participants can construct their stories in a faulty manner due to cognitive composing processes. Reasonable, coherent, even captivating accounts are limited by problems of memory and reporting, and may be based, not on recall but, on other cognitive processes such as knowledge construction (McCorkle, 1991). However, despite these problems, retrospective accounts may still prove valuable information when studying the process of personal understanding of career choices.

Suggestions for Future Research

Findings from this study may provide a useful basis for further exploration of why people choose teaching as a career, and how PTs understand their choices in the context of their motivations, beliefs, and actions. In order to better understand what factors attract individuals to enter teaching, important implications of this study are to be considered for campaigns to increase teacher recruitment. Contributions from research in this area can help by informing policy makers and officials in education to find ways of attracting motivated candidates to teaching. Results from this study showed that PTs' analysis of their decisions to become teachers revealed the complex, personal, and situated nature of reasoning behind their choices. Also, the findings revealed that different combinations of reasons were relevant to each group of PTs

choices for entering teaching as a career, but at the same time, common sources of influence were found for the three groups of participants.

Future research and follow-up studies might be interested to explore if individuals, like those identified in *The Enthusiastic* and *The Pragmatic* groups, who expressed their desire to expand professional roles, reconsider their career options in the future. Do they remain in teaching? Do they move into other roles within education? Also, it would be interesting to further explore if such individuals as those in *The Pragmatic* group, who had more extrinsic reasons for teaching and who were less committed to teaching, are among those who later leave the teaching profession. Additionally, how many of those PTs who were committed to teaching, such as those in *The content-oriented* and *The Enthusiastic* group, who also hold positive views about teaching, leave the teaching profession? Further discussions related to attrition issues, and ways to integrate teacher education programs, policy implications, and the job realities can be addressed by future research.

Contribution from such research can provide insights to both research and practice regarding changes that need to be made in teacher education programs (i.e., regarding PTs' expectations), changes in the realities of teaching (i.e., workplace factors), or both. PTs' beliefs and expectations are more realistic if support is provided through practical training in teaching and professional socialization contexts. Therefore, teacher attrition can be reduced and more motivated individuals can be recruited to the profession if PTs enter their teaching career have more realistic views of teaching and a profound understanding of their career goals.

APPENDIX A

HUMAN SUBJECTS COMMITTEE APPROVAL LETTER



Office of the Vice President For Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8673 · FAX (850) 644-4392

APPROVAL MEMORANDUM

Date: 3/23/2006

To:
Margareta Maria Pop
2142 Delta Way
Tallahassee, FL 32303

Dept.: **EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS**

From: **Thomas L. Jacobson, Chair**

A handwritten signature in black ink, appearing to read "Thomas Jacobson".

Re: **Use of Human Subjects in Research**
Preservice teacher's' reasons for becoming teachers

The forms that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be Exempt per 45 CFR § 46.101(b) 2 and has been approved by an accelerated review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If the project has not been completed by **3/21/2007** you must request renewed approval for continuation of the project.

You are advised that any change in protocol in this project must be approved by resubmission of the project to the Committee for approval. Also, the principal investigator must promptly report, in writing, any unexpected problems causing risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols of such investigations as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Protection from Research Risks. The Assurance Number is IRB00000446.

Cc: Susan Losh
HSC No. 2006.0176

APPENDIX B

PARTICIPANTS' CONSENT LETTER



Florida State University

Department of Educational Psychology and Learning Systems
College of Education
307 Stone Building
Tallahassee, Florida 32306-4453

Voice: (850) 644-4592
FAX: (850) 644-8776

February 28, 2007

Dear Student:

I am Margareta Pop, and I am a doctoral student in the Learning and Cognition Program (Educational Psychology and Learning Systems) at Florida State University. I would like you to help me with my research study, entitled “Preservice teachers’ reasons and beliefs about teaching”. It is an in-depth examination about how preservice teachers view their reasons and beliefs about teaching.

Your participation will involve completing of survey questionnaires and an interview participation. There are no foreseeable risks or discomforts to your participation in this study. However, the possible benefits of your participation include greater understanding about teacher motivation, which can help educators develop more effective teacher training programs.

The results of my research will never be presented in a way that any individual could be identified. Numeric results will be presented in group form and for research purpose solely. Any details that could identify qualitative interviews will be substantially changed. The data will be stored in a locked file drawer, and I anticipate destroying the original data on December 15, 2008, by shredding of the paper based surveys and all electronic files. Your participation in this study is totally voluntary. Your participation in the completion of the survey indicates your consent to participate. If you choose not to participate or you wish to withdraw from the study at any time, you will not be penalized in any way. Your instructor will not see your interview or survey, and your participation—or non-participation—will not affect your course grade. There is no payment for your participation; however, bonus points for the Educational Psychology course and for the Classroom Assessment course are available for participating in this research study.

Either I, **Margareta Pop 850-386-8776, mp04g@fsu.edu**, or **Dr. Jeannine Turner 850-645-2405, turner@coe.fsu.edu** will be happy to answer any questions you may have about the study or your participation in it. If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, you may contact the Chair of the Human Subjects Committee, Institutional Review Board, through the Office of the Vice President for Research, at 850-644-8633.

Thank for your help.

Sincerely,
Margareta Pop

APPENDIX C

AUTHORS' PERMISSION TO USE THE INSTRUMENTS

| | |
|------------------|--|
| Date: | Fr, 3 Feb 2006 16:55:35-0000 [11:55:35 AM EST] |
| From: | ck1@york.ac.uk |
| To: | mp04g@garnet.acns.fsu.edu |
| Subject: | Re: Florida State University MMP |
| Priority: | normal |

Dear Margareta,

Yes, feel free to use my questionnaire and/or adapt it if you wish. Good luck with your research.

Chris

| | |
|------------------|--|
| Date: | Thu, 16 Nov 2006 14:15:46 +0200 [11/16/2006 07:15:46 AM EST] |
| From: | asaban@selcuk.edu.tr |
| To: | mp04g@garnet.acns.fsu.edu |
| Subject: | Re: Florida State University |
| Priority: | normal |

Dear Margareta Pop,

I very much appreciate your interest in my studies.

You can definitely use any of the instruments (as well as the information) that may appear in any of my articles as long as you cite such works in your study.

Best regards,

A Saban

APPENDIX D

DEMOGRAPHIC QUESTIONNAIRE

Dear student,

You have received this survey because you agreed to help with my dissertation study on Preservice teachers' views about teaching. This survey collects information about you as part of my data collection. Please respond to each question as instructed. Your responses will be kept confidential and will only be presented in grouped form and for research purposes. Thank you for your participation.

1. Name: (first name)_____ (last name):_____

2. Are you (please check one): _____ Male or _____ Female

3. What is your marital status? (please check one) :

____ Single

____ Married

____ Separated

____ Divorced

____ Widowed

____ Other: (please specify) _____

4. What was your age on your last birthday: _____

5. What is your current major field of study? _____

6. If you have a minor specialization, please indicate what field is your minor: _____

7. What is your year in school? (please check one):

____ Freshman

____ Sophomore

____ Junior

____ Senior

____ Other (please specify) : _____

8. What is your expected date of your bachelor's degree graduation?

(Please specify): Month _____ and Year _____

9. Is anyone in your family a teacher (or anyone has previously been a teacher)?

(Please specify): Yes _____ or No _____

10. Are you _____ (please check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> White | <input type="checkbox"/> Latino or Hispanic |
| <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> African American |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Asian American |
| <input type="checkbox"/> Other (please specify) _____ | |

11. What is the main reason you are taking this course (Educational Psychology EDF or Classroom Assessment)?

12. Do you intend to teach after graduation? (please check only one answer):

- Yes, I'm *definitely interested* in obtaining a teaching position after graduation
- I'm *undecided* at this time (not sure about pursuing a teaching career after graduation)
- I'm *not currently interested* in teaching at this time (not immediately after graduation, perhaps later on)
- I'm *not interested* in teaching at all (e.g., I was planning to, but I changed my mind)
- Other (please specify): _____

13. Please, respond to either 13 A or 13 B.

A) Why are you *interested* in pursuing a career in teaching?

B) If you are *undecided*, or you are *not currently interested*, or *not anymore interested* in teaching, please briefly describe why.

14. Do you have any previous experience in teaching? (please check one):

- Yes No

15. If, yes, please briefly describe what kind of teaching experience you had:

APPENDIX E

REASONS FOR TEACHING QUESTIONNAIRE

Below is a list of possible reasons why someone might decide to become a teacher.

How important is each reason in influencing your decision to think about becoming a teacher? Please indicate your answer for each item by checking the appropriate box.

| | Reasons | Extremely Important | Very important | Fairly important | Not very important | Not at all important |
|----|---|----------------------------|-----------------------|-------------------------|---------------------------|-----------------------------|
| 1 | Teaching offers good job security | | | | | |
| 2 | The job offers opportunities to socialize with colleagues | | | | | |
| 3 | The level of pay is quite good | | | | | |
| 4 | There are long vacations | | | | | |
| 5 | I enjoy the subject I will teach | | | | | |
| 6 | My employment as a teacher is assured after graduation | | | | | |
| 7 | I want to help children succeed | | | | | |
| 8 | Teaching is a noble profession | | | | | |
| 9 | Teachers have a respectable social status | | | | | |
| 10 | I like the activity of classroom teaching | | | | | |
| 11 | I have a personality that is suited for this job | | | | | |
| 12 | Previous jobs that I had influenced me to become a teacher | | | | | |
| 13 | I can get a job as a teacher in any part of the country | | | | | |
| 14 | The subject I will teach is important to me | | | | | |
| 15 | The subject I will teach is an important subject for students | | | | | |
| 16 | Being a teacher can help improve society | | | | | |
| 17 | Being a teacher can lead to other jobs in the future | | | | | |
| 18 | Family members influenced me to become a teacher | | | | | |
| 19 | Other people influenced me to become a teacher (e.g., previous teachers, friends) | | | | | |
| 20 | It can help me to get a job teaching in another country | | | | | |
| 21 | My experience as a student has given me a positive image of the job | | | | | |
| 22 | Other: | | | | | |

APPENDIX F

SCHOOL METAPHORS QUESTIONNAIRE

Below is a list of possible metaphorical images that someone might use to describe their preferred conceptions of schooling. Now, think of yourself as a future teacher and your preferred conception of schooling. From this perspective, please read the statements below carefully and indicate (check) your level of agreement for each schooling metaphor.

| | Schooling Metaphor for <i>Student – School - Teacher</i> | Strongly agree | Agree | Disagree | Strongly disagree |
|----|---|-------------------|-------|----------|----------------------|
| 1 | <i>Raw material - Factory - Manufacturer</i> (e.g., Student is <i>Raw material</i> - School is <i>Factory</i> -Teacher is <i>Manufacturer</i>) | | | | |
| 2 | <i>Criminal - Prison - Guard</i> (e.g., Student is <i>Criminal</i> - School is <i>Prison</i> - Teacher is <i>Guard</i>) | | | | |
| 3 | <i>Soldier - Army - Commander</i> (e.g., Student is <i>Soldier</i> - School is <i>Army</i> - Teacher is <i>Commander</i>) | | | | |
| 4 | <i>Race horse - Race track - Jockey</i> (e.g., Student is <i>Race horse</i> - School is <i>Race track</i> - Teacher is <i>Jockey</i>) | | | | |
| 5 | <i>Passenger - Bus - Driver</i> (e.g., Student is <i>Passenger</i> - School is <i>Bus</i> - Teacher is <i>Driver</i>) | | | | |
| 6 | <i>Patient - Hospital – Doctor</i> (e.g., Student is <i>Patient</i> - School is <i>Hospital</i> - Teacher is <i>Doctor</i>) | | | | |
| 7 | <i>Tourist - Island - Guide</i> (e.g., Student is <i>Tourist</i> - School is <i>Island</i> - Teacher is <i>Guide</i>) | | | | |
| 8 | <i>Flower – Garden - Gardener</i> (e.g., Student is <i>Flower</i> - School is <i>Garden</i> - Teacher is <i>Gardener</i>) | | | | |
| 9 | <i>Child – Family - Parent</i> (e.g., Student is <i>Child</i> - School is <i>Family</i> - Teacher is <i>Parent</i>) | | | | |
| 10 | <i>Player - Team - Coach</i> (e.g., Student is <i>Player</i> - School is <i>Team</i> - Teacher is <i>Coach</i>) | | | | |
| 11 | <i>Audience – Circus - Entertainer</i> (e.g., Student is <i>Audience</i> - School is <i>Circus</i> - Teacher is <i>Entertainer</i>) | | | | |
| 12 | <i>Customer – Restaurant - Chef</i> (e.g., Student is <i>Customer</i> - School is <i>Restaurant</i> - Teacher is <i>Chef</i>) | | | | |

APPENDIX G

CAREER STATEMENTS QUESTIONNAIRE

Here is a list of statements about teaching as a profession or what someone might consider important in teaching. There are no right or wrong answers because each teacher candidate has his/her own concerns, opinions or values about education. Please read carefully the statements below and indicate (check) your level of agreement for each statement.

| | Statements | Strongly agree | Agree | Disagree | Strongly disagree |
|----|---|----------------|-------|----------|-------------------|
| 1 | If I had to start all over I would choose teaching again without any hesitation | | | | |
| 2 | For me teaching is a lifelong career | | | | |
| 3 | I look forward to meeting my first students as a classroom teacher | | | | |
| 4 | I believe that one of the most important roles as a classroom teacher is to dispense knowledge | | | | |
| 5 | I feel anxious about meeting my first students as a classroom teacher | | | | |
| 6 | I believe that one of the most important roles as a classroom teacher is to facilitate learning | | | | |
| 7 | I believe that one of the most important roles as a classroom teacher is to foster students' social growth | | | | |
| 8 | I believe that one of the most important roles as a classroom teacher is to foster students' moral growth | | | | |
| 9 | I believe students learn best through direct instruction | | | | |
| 10 | I believe that students learn more from asking questions than from listening to the teacher | | | | |
| 11 | I believe that students learn best through active participation in cooperative learning activities | | | | |
| 12 | I believe that punishment is necessary to maintain order in schools | | | | |
| 13 | I believe that one of the most important roles as a classroom teacher is to foster students' emotional growth | | | | |
| 14 | I believe that teachers are born, not made | | | | |
| 15 | I believe that teaching is a very difficult job to do well | | | | |

How important, in your opinion, are each the following roles of a teacher? Please rank each one of them indicating the order of their importance to you (using numbers from 1 to 7). Even if you believe all of these roles to be extremely important, please put a 1 by the role you believe to be the most important relative to others, a 2 by the next most important role, and so forth.

- _____ I believe that my most important role as a classroom teacher is to foster students' social growth
- _____ I believe that my most important role as a classroom teacher is to dispense knowledge
- _____ I believe that my most important role as a classroom teacher is to facilitate learning
- _____ I believe that my most important role as a classroom teacher is to assess students' knowledge
- _____ I believe that my most important role as a classroom teacher is to foster students' moral growth
- _____ I believe that my most important role as a classroom teacher is to foster students' emotional growth
- _____ I believe that my most important role as a classroom teacher is to discipline students in class

APPENDIX H

PARTICIPANT INFORMATION FOR PHASE 2-INTERVIEW

For the second phase of the present study, following this survey, I would like to *interview* a few students about their views about teaching. Bonus points for this class will be awarded to you for participating in the interview. If you are willing to participate in an interview with me, please list your contact information:

Name: _____

Telephone number: _____

Email: _____

Your contribution as a participant to this study is greatly appreciated! Through your answers you help me better understand various issues related to preservice teachers' motivation and their career choice.

THANK YOU FOR YOUR HELP!

APPENDIX I

INTERVIEW PROTOCOL

1. Please tell me a little bit about yourself (for instance, how old are you, about your marital status or if you have children etc).
2. You'll be graduating in ____years (months); please tell me a little bit about your career plans.
3. I'm principally interested in this study, as you know, in exploring students' motivation and beliefs about teaching. Please tell me, in your case, what particular factors have influenced your decision to become a teacher? How did you come to this choice?
4. What was the most crucial influence in your decision to become a teacher?
5. In what ways other people have influenced your decision to become a teacher?
6. How any particular life issues influenced your choice of career?
7. I see in your survey responses you mentioned item # __, __ as being the most influential reasons in your decision to become a teacher. Can you tell me more specifically about each one of them?
8. Thinking back to your school years, how would you describe your K-12 school experience? (Probe: your experience as a student, the schooling style, and school atmosphere)
9. If you would have to use a metaphor for describing your past schooling experience, what would that be?
(Probe: metaphor for schooling means a metaphor for *student-school-teacher*. An example of a metaphor for the student can be "customer", a metaphor for teacher can be "salesperson", and a metaphor for school can be "store").
10. How much and in what ways do you think your past experience as a student influenced your conception of schooling as a future teacher?
11. Do you have any experience in teaching? If yes, can you please tell me a little bit about it?
12. How do you see yourself as a teacher?
13. How would you describe your instructional style as a future teacher and your philosophy of teaching?
14. What are the most important roles, in your opinion, a teacher has?

15. Thinking of yourself as a future teacher, if you would have to use a metaphor for describing your preferred conception of schooling what would that be?

(Probe: by metaphor for schooling I mean a metaphor for *student-school-teacher*. An example of a metaphor for the student can be “customer”, a metaphor for teacher can be “salesperson”, and a metaphor for school can be “store”).

16. You mentioned as the most preferred metaphors for teaching, in your survey responses items # __, __. Please tell me more about how do you understand the concept of schooling through these metaphors?

17. What is quality teaching in your opinion?

18. How would you describe an effective teacher?

(Probe: For instance content knowledge, pedagogical knowledge and skills etc)

19. When thinking of you as a teacher, what kind of emotions (feelings) you associate with this experience?

20. In general, what do you think about teaching as a job?

(Probe: For instance, teachers’ social status, opportunity to help others, financial considerations, how teachers are perceived today in society etc.)

21. What advantages and disadvantages do you think the teaching career has?

22. What do you think would be the most rewarding experiences for you as a teacher?

23. What drawbacks do you have when thinking of teaching as a career?

24. How do you see yourself and your life, ten years from now?

25. Is there anything else you would like to say in addition to what we have discussed so far, and is relevant for our interview?

APPENDIX J

Table 1. Survey Participants' demographics per clusters (n=125)

| Characteristics | Total Participants (n =125) | | Participants Cluster 1: <i>The content-oriented</i> (n=70) | | Participants Cluster 2: <i>The Enthusiastic</i> (n =93) | | Participants Cluster 3: <i>The Pragmatic</i> (n =52) | |
|--------------------------------|--------------------------------|----|---|-----|--|-----|---|-----|
| | n | % | n | % | n | % | n | % |
| Gender | | | | | | | | |
| Males | 42 | 20 | 12 | 17 | 15 | 16 | 15 | 29 |
| Females | 173 | 80 | 58 | 83 | 78 | 84 | 37 | 71 |
| Age | | | | | | | | |
| 18-24 | 209 | 97 | 65 | 93 | 92 | 99 | 52 | 100 |
| 25-30 | 3 | 1 | 2 | 3 | 1 | 1 | 0 | 0 |
| 31-41 | 3 | 1 | 3 | 4.3 | 0 | 0 | 0 | 0 |
| Major/Specialization | | | | | | | | |
| Early Childhood Ed. | 20 | 9 | 10 | 14 | 6 | 7 | 4 | 7 |
| Elementary Education | 56 | 26 | 22 | 31 | 23 | 25 | 11 | 21 |
| Math Education | 31 | 14 | 14 | 20 | 10 | 11 | 7 | 14 |
| Social Science Education | 46 | 21 | 11 | 16 | 22 | 24 | 13 | 25 |
| English Education | 29 | 14 | 5 | 7 | 17 | 18 | 7 | 14 |
| Physical Education | 9 | 4 | 1 | 1 | 4 | 4 | 4 | 8 |
| Other | 24 | 11 | 7 | 10 | 11 | 12 | 6 | 12 |
| Year in program | | | | | | | | |
| Freshman | 6 | 3 | 1 | 1 | 2 | 2 | 3 | 6 |
| Sophomore | 43 | 20 | 13 | 19 | 24 | 26 | 6 | 12 |
| Junior | 121 | 57 | 38 | 54 | 55 | 60 | 28 | 54 |
| Senior | 45 | 21 | 18 | 26 | 12 | 13 | 15 | 29 |
| Career intentions | | | | | | | | |
| Committed to teaching | 154 | 72 | 46 | 66 | 76 | 82 | 32 | 62 |
| Undecided | 33 | 15 | 14 | 20 | 9 | 9.7 | 10 | 19 |
| Not currently interested | 18 | 8 | 7 | 10 | 5 | 5 | 6 | 12 |
| Other | 5 | 2 | 2 | 3 | 1 | 1 | 2 | 4 |
| Family members teachers | | | | | | | | |
| Yes | 108 | 50 | 30 | 43 | 49 | 53 | 29 | 56 |
| No | 107 | 50 | 40 | 52 | 44 | 47 | 23 | 44 |

APPENDIX K

Table 2. Interview Participants' demographics per clusters (n=25)

| Characteristics | Total Participants (n =25) | | Participants Cluster1: <i>The content-oriented</i> (n=7) | | Participants Cluster 2: <i>The Enthusiastic</i> (n =12) | | Participants Cluster 3: <i>The Pragmatic</i> (n =6) | |
|--------------------------------|-------------------------------|----------|---|----------|--|----------|--|----------|
| | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> |
| Gender | | | | | | | | |
| Males | 19 | 76 | 2 | 29 | 2 | 17 | 2 | 33 |
| Females | 6 | 24 | 5 | 71 | 10 | 83 | 4 | 67 |
| Age | | | | | | | | |
| 18-21 | 17 | 68 | 3 | 43 | 9 | 75 | 5 | 83 |
| 22-24 | 6 | 24 | 3 | 43 | 2 | 17 | 1 | 17 |
| 25-31 | 2 | 8 | 1 | 14 | 1 | 8 | 0 | 0 |
| Major/Specialization | | | | | | | | |
| Early Childhood Ed. | 2 | 8 | 1 | 14 | 0 | 0 | 1 | 17 |
| Elementary Education | 10 | 40 | 3 | 43 | 4 | 33 | 3 | 50 |
| Math Education | 5 | 20 | 2 | 29 | 3 | 25 | 0 | 0 |
| Social Science Education | 4 | 16 | 0 | 0 | 3 | 25 | 1 | 17 |
| English Education | 4 | 16 | 1 | 14 | 2 | 17 | 1 | 17 |
| Year in program | | | | | | | | |
| Junior | 18 | 72 | 4 | 57 | 11 | 92 | 3 | 50 |
| Senior | 7 | 28 | 3 | 43 | 1 | 8 | 3 | 50 |
| Career intentions | | | | | | | | |
| Committed to teaching | 20 | 80 | 5 | 71 | 11 | 92 | 4 | 67 |
| Undecided | 4 | 16 | 2 | 29 | 1 | 8 | 1 | 17 |
| Not currently interested | 1 | 4.0 | 0 | 0 | 0 | 0 | 1 | 17 |
| Family members teachers | | | | | | | | |
| Yes | 12 | 48 | 1 | 14 | 8 | 67 | 3 | 50 |
| No | 13 | 52 | 6 | 86 | 4 | 33 | 3 | 50 |

APPENDIX L

Table 3. Demographics of each interview participant (n=25)

| PT | Cluster | Race/ Ethnicity | Gender | Age | Major | Year | Teaching Commitment |
|-----|---------|--------------------|--------|-----|-------------------------|--------|-----------------------------|
| MG | 1 | W | F | 22 | Elementary Education | Senior | Yes |
| CB | 1 | AA | F | 21 | Elementary Education | Junior | Yes |
| CR | 1 | H/L | F | 21 | Elementary Education | Junior | Undecided |
| WVC | 1 | W | M | 31 | Elementary Education | Junior | Yes |
| KJ | 1 | W | F | 22 | Psychology | Senior | Undecided |
| BK | 1 | W | M | 22 | Math Education | Senior | Yes |
| MT | 1 | W | F | 20 | English Education | Junior | Yes |
| LA | 2 | W | F | 20 | Elementary Education | Junior | Yes |
| ES | 2 | W | F | 19 | Elementary Education | Junior | Yes |
| AC | 2 | W | F | 19 | Elementary Education | Junior | Yes |
| XN | 2 | AA | F | 26 | English Education | Junior | Yes |
| TB | 2 | W | M | 23 | History | Junior | Yes |
| EF | 2 | W | F | 21 | Math Education | Junior | Undecided |
| AA | 2 | W | F | 20 | Elementary Education | Junior | Yes |
| KM | 2 | W | F | 20 | Math Education | Junior | Yes |
| BB | 2 | W | M | 20 | Social Science Ed | Junior | Yes |
| CC | 2 | W | F | 22 | English Literature | Senior | Yes |
| MC | 2 | W | F | 21 | Math Education | Junior | Yes |
| JK | 2 | W | F | 19 | Social Science Ed | Junior | Yes |
| LR | 3 | W | F | 20 | Elementary Education | Junior | Yes |
| RM | 3 | H/L | F | 20 | Elementary Education | Junior | Yes |
| RB | 3 | W | M | 24 | English | Senior | Not currently interested |
| LW | 3 | W | F | 21 | Child Development | Senior | Yes |
| AD | 3 | W | F | 20 | Elementary Education | Junior | Yes |
| JW | 3 | W | M | 21 | Social Science Ed | Senior | Undecided |

APPENDIX M

Table 4. Application of the Grounded Theory for the three clusters

| Categories | Cluster 1:<i>The content-oriented</i> | Cluster 2:<i>The Enthusiastic</i> | Cluster 3:<i>The Pragmatic</i> |
|-------------------|---|--|---|
| Motivators | Their subject matter (high content), knowledgeable | Enjoyment and passion for their subject matter; knowledgeable | Their subject matter |
| | Altruistic reasons (willing to help) | Altruistic reasons (“desire to serve”); volunteering experience | Job benefits and job security |
| | Family members less influence (but more influence from a previous teacher) | Influence from a person (i.e., family members, previous teacher) | Relationships less influential (i.e., family members, teachers) |
| Beliefs | Student-oriented approach | Student-oriented approach | Teacher-oriented approach |
| | Teaching perceived as having both advantages & disadvantages | Teaching perceived as having both advantages & disadvantages | Beliefs about career related to job benefits, job security, employment availability |
| | Quality teaching perceived as imposed by external factors (i.e., administration, tests) | Quality teaching: professionalism, high work ethic, and dedication | Quality teaching perceived as imposed by external factors (i.e., administration, tests) |
| Context | Content-oriented in presenting their teaching style | Complex understanding and elaborated presentation of their teaching style | Unsophisticated understanding of a teaching model (generic statements, lack of elaboration) |
| | Previous school experiences & teachers influential for their content knowledge | Previous school experiences & teachers models for their understanding of a teaching model | Previous school experiences & teachers less influential for their understanding of a teaching model |
| | Mixed emotions about teaching | Mixed emotions about teaching | Mixed emotions about teaching |
| Strategies | Willing to stay in teaching K-12 (even if obtaining a higher degree) | Willing to stay in teaching but expand their professional roles (“gaining professional power”) | Willing to stay temporary in K-12 teaching |
| | Envision teaching in a similar setting they had experienced | Envision teaching in a similar setting they had experienced | Vague description of envisioning their future teaching |

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BIOGRAPHICAL SKETCH

Margareta Maria Pop was born in Romania, Cluj-Napoca. She graduated in 1995 with a BA degree in Socio-Psycho-Pedagogy from the “Babes-Bolyai” University, and obtained a MA degree in Educational Consulting from the same university, in 1996.

She has a rich academic and professional background, working in the field of education for almost 14 years. Her experience includes teaching, both in the regular and special education field, as well as K-12 and college level courses. In Romania, she worked as an Elementary Education teacher for five years and taught Educational Psychology and related courses for four years in a Pedagogical College.

In 2000, Margareta came to the United States, in South Carolina, where she taught high-school Special needs students for three years. In August 2004, Margareta enrolled as a graduate student in the Educational Psychology Department at Florida State University. During her graduate studies, Margareta taught Educational Psychology and Classroom Assessment for undergraduate students in the College of Education at FSU. In addition to her teaching, she worked as a research assistant for the Learning Systems Institute (the FCRR division), and for the Center for Integrating Research and Learning (CIRL) at the National High Magnetic Field Laboratory in Tallahassee, FL.