Evaluation of the Factors Affecting Teacher Identity Development of Pre-Service Teachers: A Mixed Method Study*

Ceyhun KAVRAYICI[1]

ARTICLE INFO	ABSTRACT

Purpose: The definition of teacher identity is based on the interpretation of the meanings in educational environment and daily life experiences. The literature highlights that teacher education experiences have a central role in teacher identity construction. It is evident that exploring teacher identity is crucial during the process of teacher education. Therefore, the aim of the study was to examine the factors affecting teacher identity development in the process of teacher education. **Research Methods:** Sequential explanatory mixed method design was employed in this study. The aim of sequential explanatory mixed-method design is to have the qualitative data explain the quantitative results of the first phase in more detail. **Findings:** The findings focused on personal characteristics and teaching practices. The results of the study revealed that personal characteristics and teaching practices during teacher education are the most important factors affecting the development of pre-service teacher identity whereas media effect and close social environment are the factors, which have low effect on developing teacher identity.

Implications for Research and Practice: It is observed that teacher identity hasn't been widely researched in Turkish education context. Therefore, teacher identity studies should be carried out in different population and samples. So, effects of many macro factors such as; social, political, economic ones, and micro factors such as; socio-economic background, branch differences of pre-service teachers in developing teacher identity should be investigated.

---

[1] Anadolu University, TURKEY, email: ckavrayici@anadolu.edu.tr, ceyhunkavrayici@gmail.com, ORCID: 0000-0002-8878-6102

Introduction

The notion of identity is conceptualized throughout the answers of the questions like "Who am I now?" and "Who will I be in the future?" In the literature, the notion of identity is conceptualized as multifaceted composition constructed by personal stories (Beijaard, Meijer, & Verloop 2004; Rodgers & Scott 2008). On the other hand, the literature revealed that the function of identity can be interpreted when individuals interact with others since it is socially constructed (Goffman, 1959; Mead, 1934). So, identity is constructed with numerous meanings that individuals can link themselves with attributed meanings designated by others (Beijaard, 1995). The interpretation of teachers' professional identity occurs in both individually and collectively (Mockler, 2011). Identity also shows its features according to features of settings where it is defined and managed accordingly.

It can be inferred from the literature that the concept of teacher identity is an umbrella term that would be influenced by so many factors. According to Day and Kington (2008), it includes some components like; expectations, social ideals on idealized teacher, workload, role perceptions and development. It is also argued by Coldron and Smith (1999) that choices in learning and teaching process are among the strong determinants in building professional identities of teachers. Moore et al. (2002), on the other hand, highlights the importance of institutions and policy implementations in teacher identity development. Actions, thoughts and emotions are other patterns in building teacher identity that plays a pivotal role in teaching (Beauchamp & Thomas, 2009). There are some classifications about forming teacher identity. For example, Ohlen and Segesten (1998) argues three dimensions in forming teacher identity such as; personal, inter-personal and socio-historical dimensions. Personal dimension focuses on skills and abilities required for the profession. Inter-personal dimension highlights the importance of interactions between the individual and his/her colleagues and the others around him/her. Besides, socio-historical dimension reflects norms and thoughts that have been developed in the organization (Olesen, 2001). As also stated by Beijaard, Meijer and Verloop (2004) teacher identity is something related with norms and experiences in the profession and senses about their own importance in the professional climate. Varelas, House and Wenzel (2005) states that teacher identity is constructed in social, organizational and historical circumstances. According to Day and Kington (2008), teacher identity is developed through personal, professional and socially located identities. Personal dimension reflects the life outside of school and connected with social and family roles. Being father, mother, son, friends, partner etc. could be a source of feedbacks and tensions. Professional identity focuses on policies and social expectations of what an expected teacher is and educational ideals of teachers. Socially located or situated dimension is related to school, classroom or department. This dimension reflects the components located in a specific context or school and affected by local circumstances.

Therefore, it is argued that teacher identity which is developed in complex and rich set of practice and relations (Wenger, 1999), is regarded as a core of teaching profession since it maintains a framework for teachers to construct their own ideas of "how to be", "how to act" and "how to understand" their work and their place in

society.(Sachs, 2005, p.15). Nevertheless, studies assert that education process is vitally important in the formation of teacher identity (Sachs, 2005). During this critical stage pre-service teachers have an opportunity to internalize roles of a teacher, their self-efficacy and their ability to cope with the challenges that might be encountered in the future   (Beijaard, Meijer & Verloop, 2004; Izadinia, 2015; Ottesen, 2007). Recognizing and interpreting teacher identity is constituted by emotions, classroom management experiences, beliefs and attitudes during the process of pre-service teacher education (Grudnoff, 2011; Merseth, Sommer & Dickstein, 2008). Teacher identity, which is affected by education policies, social status, social acceptance, self-efficacy, is started to be constructed before practicing the profession. Factors of teacher identity are shaped and reshaped within their commitment to their organizations (Kavrayici & Agaoglu, 2020), roles and professions which starts in the process of teacher education. Since it is a vital concern in meaning making, teacher education should be started by exploring the teaching self (Bullough, Knowles & Crow, 1992), and then carried out with rigorous, contemporary, intellectually demanding manner (Sachs, 2005). For this reason, notion of identity has been widely used and discussed in teacher identity literature in terms of teacher education period. However, to date, it is observed that there have been few studies conducted about pre-service teacher identity in Turkish context. Hence, it is believed that exploring teacher identity has a critical role in the process of teacher education. Besides, it is also believed that exploring teacher identity help pre-service teachers acquire affective competencies required for their profession and curriculum construction for teacher education. Within this context, the general aim of the study was to reveal the factors that affect development of pre-service teacher identity and enable deeper understanding about these factors. Therefore, the scope of this study was to answer the following questions:

1. What are the levels of factors affecting the perception of preservice teachers' teacher identity?

2. What are the thoughts and feelings of preservice teachers about factors affecting teacher identity?

3. In what extent the findings of the qualitative data can be used to administer deeper perspective to evaluate preservice teachers' identity?

Method

Research Design

Sequential explanatory mixed methods design was employed in this study. Sequential explanatory mixed methods design claims gathering and analyzing quantitative data first and then qualitative data in two sequential phases with one single research (Ivankova, Creswell & Stick, 2006, p.4). The aim of mixed-methods sequential explanatory design is to have the qualitative data help explain in more detail the quantitative results of the first phase. It is typically used like gathering quantitative survey data in the first phase, analyzing the data, and then consecutively implementing qualitative interviews to help explain the survey results in more detail

(Creswell, 2014, p.224). Since the concept of teacher identity is a complex one influenced by so many factors, it would be better to research it deeply by using both quantitative and qualitative research methods called sequential explanatory mixed methods design.

Research Sample

The population of the study were 2346 junior and senior pre-service teachers at Anadolu University, Faculty of Education. Stratified purposeful sampling technique was employed in the study. Since the measurement tool includes questions related to teaching experience and school experience, the target population and sample consisted of juniors and seniors who were enrolled in" teaching experience and school experience" classes, and the strata was decided according to grades of the pre-service teachers. For the quantitative phase of the study, the sample consisted of 364 junior and senior pre-service teachers at Anadolu University, Faculty of Education. The descriptive statistics about the sample of quantitative part of the study are shown in Table 1.

Table 1

Descriptive Statistics of the Participants in Quantitative Phase

Feature	Variable	f	%
Gender	Female	260	71.4
	Male	104	28,6
Department	ELT	66	18,1
	Primary School Education	46	12,6
	Pre-school Education	55	15,1
	Special Education	71	19,5
	Primary School Mathematics Teaching	56	15,4
	Social Science Education	21	5,8
	Guidance and Psychological Counseling	18	4,9
	Arts and Crafts Education	31	8,5
Age	17-18	12	3,3
	19-20	109	29,9
	21-22	184	50,5
	23-24	46	12,6
	25 and above	13	3,6
Grade	Junior	198	54,4
	Senior	166	45,6
Total		**364**	**100**

For the qualitative phase of the study, maximum variation sampling was employed. The aim of maximum variation sampling is to reflect variety of the individuals that would be a side of the problem and is to expose whether there are common phenomena among the variant cases. (Yildirim & Simsek, 2016, p.119). The information about the participants of qualitative part of the study are shown in Table 2.

Table 2

Participants of the Qualitative Phase

Participant	Gender	Department	Age	Grade	Interview Duration
P1	Female	Primary School Education	23	Senior	23.54
P2	Female	Arts and Crafts Education	22	Senior	21.13
P3	Female	Social Science Education	24	Senior	44.47
P4	Male	Special Education	23	Senior	46.43
P5	Female	Pre-school Education	22	Senior	24.27
P6	Male	Special Education	25	Senior	36.39
P7	Female	ELT	21	Junior	46.06
P8	Female	Primary School Education	22	Junior	51.35
P9	Male	Social Science Education	22	Junior	35.84
P10	Male	Primary School Mathematics Teaching	23	Senior	39.42
P11	Male	Primary School Education	25	Junior	72.30
P12	Male	Pre-school Education	24	Senior	31.36
P13	Female	Special Education	22	Senior	33.53
P14	Male	Arts and Crafts Education	21	Senior	19.03

Participants for qualitative follow-up phase were selected among the ones who attended the quantitative strand of the research and filled the survey. The participants were also volunteered to attend quantitative strand of the research. Since the aim of the follow-up qualitative phase in explanatory design is to explain the results of the first quantitative strand, selection of participants arising from the first strand helps the researcher to get stronger and more detailed explanations (Creswell & Plano Clark, 2018). Participant selection for qualitative follow-up phase lasted until the saturation assured. It can be stated that the saturation is completed when new analytical information is not emerged from the data (Moser & Korstjens, 2018). Since the saturation decides on the sample size (Moser & Korstjens, 2018) and since the saturation is reached with 14 participants, the study provides maximum outcome on the research problem.

Research Instruments and Procedures

The quantitative data of the study were collected via Factors Affecting Pre-service Teachers' Teacher Identity Scale developed by Aykac et al. (2017). It was selected as data collection tool, since it was the unique scale which was developed in Turkish context in order to determine the factors affecting pre-service teacher identity. The scale which has 6 sub-dimensions consists of 28 items explaining 63.5 % of total variance. The sub-dimensions are entitled as: "Close social environment", "Education life before higher education", "Teaching experience", "Personal characteristics", "Features of the profession" and "Media effect". Factors Affecting Pre-service Teachers' Teacher Identity Scale is a 5-point Likert scale the rating of which is ranging from 1= did not affect at all to 5= affected very much.

The qualitative data of the study were collected via semi-structured interviews. Semi-structured interviews generally organized as predetermined open-ended questions, with other questions emerging instantly from the dialogue between interviewer and interviewees. (DiCicco-Bloom & Crabtree, 2006, p. 315). The questions

of semi-structured interview were predetermined according to aims of the study and questions emerging from the instant dialogues during the interview was added in order to bring flexibility to interview. Within the scope of the study, 17 interview questions were prepared based on the professional identity literature and mainly according to the results of the survey implemented in the first strand of the study. Interview questions which were structured on the basis of the survey results of quantitative phase constructed as open-ended in order to enable participant-directed responses. The four field experts who had PhD degree in educational sciences examined the 17 interview questions, and four questions were excluded from the draft form since they were not aligned with the aim of the study. The pilot study was implemented with two pre-service teachers from different departments in order to decide whether the draft form including 13 questions are comprehensible. One question from the draft form excluded since it wasn't easy to comprehend. At the end, semi-structured interview form including 12 questions was generated.

Data Analysis

Surveys were delivered to 400 pre-service teachers. Because of carelessly and inconsistently filled forms 373 of the data were entered to SPSS 22.0 software. Then outliers of the data set were checked. When detecting the outliers, box and whisker plots were taken into consideration. The data of nine participants were regarded as outliers in the data set and 364 of them were analyzed. Before analyzing the data, normal distribution was checked. In order to check the normal distribution, the skewness and kurtosis values were examined, and it was observed that the data were normally distributed. The internal consistency coefficients for the subscales were also acceptable: for "close social environment" dimension, $\alpha = 0.83$; for "education life before higher education" dimension, $\alpha = 0.76$, for "teaching experience" dimension, $\alpha = 0.81$; for "personal characteristics" dimension, $\alpha = 0.84$; for "features of the profession" dimension $\alpha = 0.78$ and for "media effect" dimension $\alpha = 0.75$. The quantitative data gathered via Factors Affecting Pre-service Teachers' Teacher Identity Scale were analyzed and the results were reported as standard deviations and arithmetic means.

The data gathered from the interviews were used to extend and explain the findings from the quantitative strand. The interview consent forms, as an ethical requirement, were filled by the participants. The qualitative data, ranged from 19.03 to 72.30 minutes, were recorded via notebook computer and transcribed verbatim. After the transcription of the data, 217 pages word document were acquired. The data listened, read and coded by another researcher alternatively, were interpreted after implementation of template analysis. These interpretations were enriched and supported with direct quotations of pre-service teachers. A template analysis is a kind of technique that is used in analyzing qualitative data. Template analysis aims to help the scholars trying to combine quantitative and qualitative data analyses, which could be regarded as process of content analysis (Crabtree & Miller 1999; King, 2004, p.256). Template analysis, the goal of which is to describe main categories and themes decided by the researcher, allows researcher to evaluate a priori themes that were organized according to findings of quantitative strand (Hesse-Biber, 2018, p.291). King (2004, p. 257) claims that use of a priori codes in template analysis could be regarded as a main difference between the other approaches and template analysis. As also used in the

study of Hesse-Biber (2018), a priori themes deduced from quantitative strand, were used in this study. Coding procedure enabling coding segments corresponding to a priori themes, utilizes a ''top-down'' coding approach. This coding approach means that these segments of the transcribed data is concerned with a priori themes reflecting ultimate ones (Hesse-Biber, 2018, p.291).

Quantitative and qualitative data integration at reporting and interpretation level would occur in "integrating through narrative". Via "integrating through narrative" approach, quantitative and qualitative findings are described in a single of a series of reports. In weaving approach, both quantitative and qualitative findings are written together on a concept-by-concept or theme-by-theme basis. (Fetters, Curry & Creswell, 2013, p. 2142). In this study, the results are discussed in weaving approach in order to explain the research questions consecutively.

Some of the strategies to ensure trustworthiness and credibility were utilized in the study. First of all, the study was triangulated in order to validate and implement comprehensive understanding of the research problem. Using multiple data sources and methods, integrating qualitative and quantitative approaches were the strategies to enable the triangulation in the study. Another strategy used to assure trustworthiness of qualitative findings in this study was member checking. Member checking which can also be regarded as participant validation is a method of returning analyzed data or transcribed interview to a participant. (Birt, Scott, Cavers, Campbell & Walter, 2016, p. 1802). Transcribed data and findings were shared with participants and asked to check them and give feedback. Peer debriefing, referred to as an external perspective (Onwuegbuzie & Leech, 2007) is a kind of triangulation, the process of which includes inviting disinterested expert peer to help as a reviewer on transcribed data and emergent themes of the research. Lincoln and Guba (1985) as seminal scholars on so many critical parts of trustworthiness, define the notion of peer debriefing as a "process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (p. 308). The qualified expert peers that also included in the process of preparing semi-structured interview form were asked to review the transcripts, categories and emergent themes. The researcher and the expert peers discussed final categories, codes and themes derived from the data and decided on the final version. Expert view and inquiry audit can be used as strategy of dependability which can be regarded as a reliability in qualitative research (Lincoln & Guba, 1985). Hence, research process and findings of the qualitative phase was inquired by an inquirer who had used qualitative research method beforehand and who was studying in Educational Administration field. Finally, verbatim quotes were used in order to substantiate the categories and themes.

Results

An analysis was performed to determine the opinions of pre-service teachers on the Factors Affecting Pre-service Teachers' Teacher Identity. According to the answers of the participants, descriptive statistics related to the scale are shown in Table 3.

Table 3

Opinions of Pre-Service Teachers on Factors Affecting Teacher Identity

Measurement Tool	Variables	n	$\overline{X}$	sd
Factors Affecting Pre-service Teachers' Teacher Identity Scale	Close Social Environment	364	1,79	0,75
	Education Life Before Higher Education	364	2,68	1,01
	Teaching Experience	364	2,74	0,74
	Personal Characteristics	364	3,64	0,89
	Features of the Profession	364	2,63	0.91
	Media Effect	364	1,97	0,9

As shown in Table 3, the arithmetic mean of pre-service teachers on the "personal characteristics" dimension was $\bar{x} = 3.64$ and it can be regarded as the highest mean among the dimensions of factors affecting pre-service teachers' teacher identity. The items in personal characteristics dimension of the survey were related to fondness and love for children, being tolerant and amiable, willingness for continuous learning and teaching pleasure. This finding of the study proved that personal characteristics of pre-service teachers is a factor that highly affects teacher identity. It can be stated that among the factors affecting teacher identity, personal characteristics including love for children, teaching passion, etc. are prominent ones in developing and affecting the identity in the profession. Qualitative findings of the study highlighted the importance of the "personal characteristics" that would affect the teacher identity. Personal characteristics such as; being patient and tolerant teaching pleasure, communication skills are the prominent ones. According to remarks of the participants, it can be interpreted that their personal life constructs and builds teacher identity. Therefore, it can be said that findings from the qualitative phase also revealed the importance of "personal characteristics" factor affecting pre-service teacher identity and supported findings in the quantitative strand. A priori themes on the basis of quantitative findings supported the qualitative findings and the narrative quotations in order to support the findings would be given as;

> *"I think teaching profession fits me. My friends told me "we would understand better if you teach us", when were in secondary school and high school. I enjoyed when I was teaching to them and I started to think whether I had talent on teaching profession" P7."*

> *"I love to communicate with people. This is one of the most important reason for me to become a teacher. I think I am good at expressing myself and I like teaching. Besides, I like children as well. I would like to spend my time with children. Their laughs and voices give me peace. That's why I wanted to be a teacher." P3*

> *"..My communication with my friends was strong and telling something to them gave me pleasure. I love children. Besides teaching, guiding and impressing children make me feel wonderful." P10*

The arithmetic mean of "close social environment" dimension ($\bar{x}$ = 1,79) was the lowest one among the factors affecting teacher identity. The items in "close social environment" dimension were related to the factors like parents, close friends and relatives that have effects on building and developing teacher identity. Findings from the qualitative findings also mirror the finding of this dimension revealing that "close social environment" of pre-service teachers are among the least important factors affecting pre-service teacher identity. It could be deduced from the narrations that family of the participants had low and middle socio-economical background. So, this might be reason that they wished their children would have a guaranteed profession, however; they didn't affect or urge them to choose teaching profession. Besides, participant believe that their close friends had some idea about their talent however; they didn't inspire them about the profession. It could also be inferred from the narrations that participants didn't have any common point with their relatives about the profession they would perform in the future. A priori theme based on quantitative findings derived from qualitative findings can be supported with narrative quotations as;

> "My family and close social environment did not affect me at all. My mom and dad were workers so they wished me had a job under the guarantee of the state like being a civil servant. They wanted me look for a job which doesn't have an opportunity of being fired in the future. However, I decided for teaching profession long after. " P12

> "My friends in the past believed that I was good at telling something and convincing people. IIImm however, I don't think that they affected me in choosing teaching profession or what kind of teacher I would be. We even didn't have any conversation with my relatives about professional career. I decided myself about the teaching profession after the university exam. " P2

"Media Effect" dimension ($\bar{x}$ = 1,97) was another dimension which had low arithmetic mean among the dimensions affecting teacher identity. The items in "media effect" dimension were related to the factors like teacher figures in books, movies and tv serials, news on social and mass media that have effects on building and developing teacher identity. The findings from the qualitative strand also supported the finding of this dimension. "Fiction" pattern was observed from almost all of the narrations related to "media effect" dimension that would affect teacher identity of teaching profession. Participants remarked that they believe most of the characters in movies, tv serials or books are far from the real life and practice which make them fantastic and incredible. There might be exceptions about the figures in movies that would affect teacher identity. It was also inferred that news about teachers on mass and social media damages the image of the profession since they include violence, abuse and harassments. Therefore, media effect among the factors affecting teacher identity, were regarded as insignificant according to participants of the study. This a priori theme of qualitative phase can be supported with narrative quotations as;

> "Actually teacher figures in movies or tv serials don't have any effect on what kind of teacher I would be. Because I know that they belong to dream world and they are fictions." P6

> "Teachers on media are not represented properly unfortunately. Their good works are not supported but bad events like child abuse or harassment are reflected as if all the

teachers were responsible for these disgusting cases. So I believe that the things on the media can not be generalized and I really don't care whatever they say. I will do my job without any outsider effect. "P13

"Teacher figures in books don't affect me about the profession since the real life cases make more sense to me. May be the movie "Like Stars on Earth" is an exception. The movie "Like Stars on Earth" influenced me because the teacher in the movie had successful communication with parents, he tried to win the hearts of the students" P1

The arithmetic mean of pre-service teachers on the "features of the profession" dimension was $\bar{x}$ = 2.63 and it can be regarded as the factor that moderately affects teacher identity. The items in "features of the profession" dimension were related to the factors like salaries of teachers, social status and flexible working hours of the profession that have effects on building and developing teacher identity. The findings from the qualitative phase also supported the finding of this dimension. It was deduced from the narrations that participants accepted the advantages of the profession. They believed that salary of teachers is acceptable. They also stated that flexible working conditions would feel them relaxed while spending time with their children and preparing for classes. It could be deduced from the narrations that these kind of features of the profession would affect teacher identity of the participants moderately. Narrative quotations related to a priori theme named "features of the profession", could be stated as follows:

"I think teachers income at moderate level in when we evaluate the conditions of Turkey. Flexible working conditions…. Yes flexible working condition is one of the endearing factors that enables you rest and allow time for your family and etc. However, this is not the thing that would totally affect my behaviors and manners related to profession. It affected a little when choosing the profession. " P5

"When I was choosing the profession, working hours affected me.. So teaching profession provides this time allocation for your private life. Time flexibility could be regarded as an advantage in pre-preparations for the courses. These can be thought as advantages but they are not totally decision points for my professional life. However, they are not the exact determinants of my professional journey." P7

The arithmetic mean of pre-service teachers on the "education life before higher education" dimension was $\bar{x}$ = 2.68 and it can be regarded as the factor that moderately affects teacher identity. The items in "education life before higher education" dimension were related to the factors like role model teachers in primary, secondary and high school and students' feeling of admiration to those teachers that have effects on building and developing teacher identity. The findings from the qualitative phase also supported the finding of this dimension. Participants of the study were experienced teachers who had effect on their teacher identity both negatively and positively. It could be deduced from the narrations that the participants experienced teachers who would be regarded as hero and disappointment. Therefore, the inference is that teacher identity of the participants was affected moderately by their past educational experiences before higher education. Narrative quotations related to a priori theme named "education life before higher education", could be stated as follows:

"I would like to be in teaching profession since I wanted to change some of the behaviors related to the teaching profession. In my opinion some of the teachers as I had in the past, did discriminations among the students, which damaged the feeling of equality. Nevertheless, I also had the teachers who were perfect role models and treated us as equal. So I can say that my life before higher education affected me moderately in this manner."P9

"Among the teachers before the higher education, there were the ones that affected me positively and negatively. Since we were poor, my primary school teacher tried so much to decrease the economical gap between me and the others for instance. However, my teachers in high school didn't affect me so much." P8

"Teaching Experience" dimension ($\bar{x}$ = 2,74) was the other dimension which had another moderate arithmetic mean among the dimensions affecting teacher identity. Most of the arithmetic means of the items in all dimensions of the factors affecting teacher identity were similar more or less. However, one of the outstanding finding in the study was related to the "teaching experience" dimension. Although the arithmetic mean of the dimension was ($\bar{x}$ = 2,74), there were great differences among the arithmetic means of the items in the dimension. While the arithmetic mean of the item entitled "Interactions between me and students in the school that I experienced my teaching internship" ($\bar{x}$ = 3,72) and the item entitled "Successful experiences in my teaching internship school" ($\bar{x}$ = 3,63) were much more higher than the arithmetic mean of the items entitled "Behaviors of the manager that I experienced my teaching internship" ($\bar{x}$ = 1,74) and "cooperation among teachers in the school that I experienced my internship" ($\bar{x}$ = 1,85). The findings from the qualitative strand also supported the finding of this dimension. Participants clearly distinguished teaching experience in terms of in-class practice and teacher/principal effects. While they were highlighting the importance of in-class teaching practice, they rejected principals' and teachers' effects on teacher identity during the teaching experience. The pattern "gap between theory and practice" was observed from the narrations. Participants believed that there are too many differences between the practice and classes in the faculty. They remarked that they mainly felt "as teachers" during the teaching practice. They also highlighted that they didn't notice any effect from principals and teachers as role models during the teaching practice about their teacher identity. Narrative quotations related to a priori theme named "teaching experience", could be stated as follows:

"I believe that internship namely teaching practice and teaching observation courses are insufficient for us. This term I understand that the knowledge we have, doesn't have any significance if they don't come in to practice. I wish I would have had the chance of more practice. As you have more opportunity to practice, you have the chance of testing classroom management styles and build your own methodology." P5

"Teaching practice course experience was wonderful for me. I experienced emotions that I had never had before. Students were so pure and innocent. Their love was unsparing. I experienced so many things related to the profession such as time management, behavior management. Unfortunately, there were cliques in teachers' room, all of them were gossiping about the others, and they didn't like the principal as well. Principal didn't care about us, we didn't see him properly. The principal didn't seem to lead the school effectively." P10

Discussion, Conclusion and Recommendations

The results of the study proved that personal characteristics of pre-service teachers is a factor that highly affects teacher identity. Personal characteristics such as; love for teaching, having good communication skills, being patient and tolerant would have an effect on developing and shaping teacher identity. The findings of the study were consistent with the literature. Bukor (2015) stated that personal expectations and experiences, assumptions and beliefs were important factors in shaping teacher identity. According to Nur'Aini (2018), personal qualifications and interests had a significant contribution to teacher identity development. Learning experiences, life stories, academic success and role models of individuals are among the robust personal factors forming teacher identity (Brown, 2006; Newman, 1997; Reio, 2005). The findings of the study revealed that personal characteristics intersect widely with teacher identity whereas close social environment and media effect have low influence on shaping teacher identity. It can also be stated that dimensions such as "education life before higher education", "teaching experience" and "features of the profession" are the factors that moderately affects teacher identity. It was also deduced from the findings that in-class teaching experiences gained via "teaching practice" and "school observation" classes have crucial role in building and developing teacher identity. Coward and her colleagues (2015) found that constructing professional identity of pre-service teachers was closely related with their interactions with their students and practicing experiences. Similarly, Ivanova and Skara-Mincane (2016) found that self-efficacy of pre-service teachers enhanced and professional development was observed during teaching practice. That's why pre-service teachers wished they had experienced "teaching practice" class longer. Professional features such as; weekend holidays, flexible working hours, social acceptance and average salary would have an effect on teaching profession of pre-service teachers and how to perform it in terms of making arrangements and preparations for lessons and spending qualified time with their family members which would make them feel psychologically well. It was understood that pre-service teachers didn't share common ideas with their parents and relatives about choosing profession and how to perform it. They also weren't influenced by teacher figures in books and movies except from some extraordinary and impressive heroes.

The findings of the study show similarities with the findings of the study of Bacakoglu (2018). According to findings of the study, "personal characteristics" were the most important one among the factors affecting teacher identity. She also highlighted importance of personal characteristics such as; being tolerant and patient, loving children, having powerful communication skills and etc. in shaping and developing teacher identity. On the other hand, "close social environment" dimension was the factor that affects teacher identity at least. Special emphasis was given on "teaching practice" process and it was remarked that teaching experience was one of the factors that triggered building teacher identity. Merseth, Sommer and Dickstein (2008) also argued importance of personal characteristics and teaching experiences in developing teacher identity.

Teacher identity, as a research interest, has been widely studied in educational literature. However, it is observed that there is not so many studies in Turkish context. Therefore, teacher identity studies should be carried out in different populations and

samples. One should consider that teacher identity is an umbrella term, which includes too many factors and would be influenced by many other factors apart from the ones focused in this study. So, effects of many macro factors such as; social, political, economical ones and micro factors such as; socio-economical background, branch differences of pre-service teachers in developing teacher identity should be investigated. Having detailed studies which take these recommendations into account, may make the results of this study more meaningful. The findings of the study also revealed that personal characteristics and teaching practice are critical in teacher identity development. Hence, enhancing teaching practice in pre-service education and determining personal characteristics of teacher candidates would be beneficial in developing teacher identity. Educational life before higher education was another remarkable factor in building teacher identity. Within this context, it would be better to direct students to the profession before higher education.

References

Aykac, N., Yildirim, K., Altinkurt, Y., & Marsh, M. M. (2017). Understanding the underlying factors affecting the perception of pre-service teachers' teacher identity: A new instrument to support teacher education. *Universitepark Bulten*, 6(1), 67-78.

Bacakoglu, G. (2018). Ogretmen adaylarinin ogretmenlik kimliklerini gelistirmelerinde etkili olan faktorlerin degerlendirilmesi. (Unpublished master's thesis). Mugla, Turkey: Mugla Sitki Kocman University.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175-189.

Beijaard, D. (1995). Teachers' prior experiences and actual perceptions of professional identity. *Teachers and Teaching: theory and practice*, 1(2), 281-94.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Teaching and Teacher Education, 20, 107- 128.

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation?. *Qualitative health research*, 26(13), 1802-1811

Brown, T. (2006). Negotiating psychological disturbance in pre-service teacher education. *Teaching and Teacher Education*, 22, 675-689.

Bullough, R., Knowles, J., & Crow, N. (1992). *Emerging as a Teacher*. London, UK: Routledge

Bukor, E. (2015). Exploring teacher identity from a holistic perspective: Reconstructing and reconnecting personal and professional selves. *Teachers and Teaching: Theory and Practice,* 21(3), 305-327

Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies*, 31(6), 711-726.

Coward, F. L., Hamman, D., Johnson, L., Lambert, M., Indiatsi, J., & Zhou, L. (2015). Centrality of enactive experiences, framing, and motivation to student teachers' emerging professional identity. *Teaching Education*, 26(2), 196-221

Crabtree, B. F., & Miller, W. L. (1999). Using codes and code manuals: A template organizing style of interpretation. In B. F. Crabtree & W. L. Miller (Eds.), *Doing qualitative research* (2nd ed., pp. 163-177). Thousand Oaks, CA: Sage.

Creswell, J., W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. California: SAGE Publication

Creswell, J., W., & Plano Clark, V. L. (2018*). Designing and conducting mixed methods research* (3nd ed.). Thousand Oaks, CA: Sage.

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching, Pedagogy, *Culture and Society*, 16(1), 7-23.

DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40, 314-321.

Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs-principles and practices. *Health services research*, 48(6), 2134-2156.

Galman, S. (2009). Doth the lady protest too much? Pre-service teachers and the experience of dissonance as a catalyst for development. *Teaching and Teacher Education*, 25(3), 468-481.

Goffman, E. (1959). The presentation of self in everyday life. Garden City, NY: Doubleday.

Grudnoff, L. (2011). Rethinking the practicum: Limitations and possibilities. *Asia-Pacific Journal of Teacher Education*, 39, 223–234.

Hesse-Biber, S. (2018). Gender differences in psychosocial and medical outcomes stemming from testing positive for the BRCA1/2 genetic mutation for breast cancer: An explanatory sequential mixed methods study. *Journal of Mixed Methods Research,* 12(3), 280-304.

Ivanova, I., & Skara-Mincane, R. (2016). Development of professional identity during teacher's practice. *Procedia-Social and Behavioral Sciences*, 232, 529-536.

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design*: From theory to practice. Field Methods*, 18(1), 3–20.

Izadinia, M. (2015). A closer look at the role of mentor teachers in shaping preservice teachers' professional identity. *Teaching and Teacher Education*, 52, 1-10.

Kavrayici. C. & Agaoglu, E. (2020). Ogretmenlerin mesleki kimlik algilari ve orgutsel bagliliklari arasındaki iliski. *Baskent University Journal of Education*, 7(2), 409-427

King, N. (2004). Using templates in the thematic analysis of text. In G. Symon & C. Cassell (Eds.), *Essential guide to qualitative methods in organizational research* (pp. 256-270). London, England: Sage.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly, CA:Sage.

McDermott, M. (2002). Collaging pre-service teacher identity. *Teacher Education Quarterly*, 29(4), 53-68.

Mead, G. H. (1934). *Mind, self and society*: From the standpoint of a social behaviorist. Chicago, IL: University of Chicago Press.

Merseth, K. K., Sommer, J., & Dickstein, S. (2008). Bridging worlds: Changes in personal and professional identities of pre-service urban teachers. *Teacher Education Quarterly*, 35(3), 89-108.

Mockler, N. (2011). Beyond 'what works': Understanding teacher identity as a practical and political tool. *Teachers and Teaching: Theory and Practice*, 17(5), 517-528.

Moore, A., G. Edwards, D. Halpin, & R. George. (2002). Compliance, resistance and pragmatism: The (re)construction of schoolteacher identities in a period of intensive educational reform. *British Educational Research Journal* 28: 551–65.

Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9-18.

Newman, C. S. (1997). *Seeds of professional identity: Case studies of five preservice teachers' dream and goals*. Unpublished Doctoral Dissertation. U.S.A, Kent State University

Nur'Aini, S. (2018*). Identity-agency and life-course agency of English teachers in Tegal City, Banyumasan area, Indonesia*: Unpublished Doctoral Thesis, Massey University, Manawatū, New Zealandi

Ohlen, J., & Segesten, K. (1998). The professional identity of the nurse: concept analysis and development. *Journal of Advanced Nursing*, 28(4), 720–727.

Olesen, H.S. (2001), Professional identity as learning processes in life histories. *Journal of Workplace Learning*, Vol. 13 No 7(8), pp. 290-297.

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron?. *Quality & Quantity*, 41(2), 233-249.

Ottesen, E. (2007). Teachers "in the making": Building accounts of teaching. *Teaching and Teacher Education*, 23(5), 612-623.

Reio, T. G. J. (2005). Emotions as a lens to explore teacher identity and change: A commentary. *Teaching and Teacher Education*, 21(8), 985-993.

Rodgers, C., & Scott, K. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyre and K.E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions and changing contexts* (pp. 732-755). New York: Routledge.

Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo and M. Kompf (Eds.), *Connecting*

policy and practice: Challenges for teaching and learning in schools and universities (p. 5–21). Oxford: Routledge.

Varelas, M., House, R., & Wenzel, S. (2005). Beginning teachers immersed in to science: Scientist and science teacher identities. *Science Education*, 89, 492-516.

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge university press.

Yildirim, A. & Simsek H. (2016) *Sosyal bilimlerde nitel arastirma yontemleri*, Seckin Yayincilik. Ankara

Öğretmen Kimliğinin Gelişimini Etkileyen Faktörlerin İncelenmesi: Karma Desenli Bir Çalışma

Özet

Problem Durumu: Kimlik kavramı Ben kimim? Gelecekte ne olacağım? gibi soruların yanıtları ekseninde şekillenmektedir. Alanyazında kimlik kavramının kişisel hikayelerle oluşan çok yönlü bir kavram olduğu ifade edilmektedir. Bununla birlikte alanyazın kimlik kavramının sosyal bir biçimde oluşturulduğu ve bireylerin diğerleri ile olan etkileşimleriyle yorumlanması gerektiğini öne sürmektedir. Kişinin mesleki kimliği bireyi tanımlayan ve belirginleştiren rolleridir. Bireyin mesleki kimliğinin, bireyin bir gruba, bir mesleğe ve bu mesleğin norm ve değerlerine olan aidiyeti ile de ilişkili olduğu söylenebilir. Öğretmenlerin mesleki kimliklerinin yorumlanmasının bireysel bir biçimde ve topluluk olarak gerçekleştiği ifade edilebilir. Kimlik kavramının özellikleri içinde bulunduğu bağlama göre değişmekte ve gelişmektedir. Day ve Kington (2008)′ a göre kimlik, beklentiler, sosyal roller, iş yükü, iş algısı ve gelişimi gibi bileşenleri içermektedir. Coldron ve Smith (1999)′e göre ise öğretme öğrenme süreçlerindeki tercihlerin mesleki kimlik oluşumunda önemli etkileri bulunmaktadır. Kurumların ve uygulanan politikaların da mesleki kimliğin gelişiminde ve değişiminde önemli role sahip olduğu vurgulanmaktadır. Duygular, düşünceler ve eylemler de mesleki kimliğin gelişiminde etkide bulunan faktörlerdendir. Araştırmalar öğretmen eğitimi sürecinin öğretmen kimliğinin oluşmasında oldukça önemli bir yere sahip olduğunu göstermektedir. Bu önemli süreçte öğretmen adayları öğretmenlik rollerini içselleştirebilir, öz-yeterliklerinin ve gelecekte karşılaşabilecekleri olumsuzluklarla başa çıkma kapasitelerinin farkına varabilirler.

Araştırmanın Amacı: Öğretmen kimliğinin gelişiminin önemi nedeniyle, öğretmen eğitiminin öğretmen benliğinin araştırılmasıyla başlaması, titiz ve çağdaş bir biçimde ve entelektüel arka plana sahip bir biçimde sürdürülmesi gerektiği ifade edilmektedir.

Türkiye bağlamında öğretmen adaylarının mesleki kimliklerini etkileyen faktörlere ilişkin çok fazla araştırmaya rastlanamamıştır. Bu nedenle, öğretmen eğitimi sürecinde öğretmen kimliğine yönelik araştırmaların yapılmasının önemli olduğu düşünülmektedir. Bu bağlamda, araştırmanın amacı şu sorulara yanıt aramaktır.

1. Öğretmen adaylarının mesleki kimliği etkileyen etmenlere yönelik algılarının düzeyi nedir?

2. Öğretmen adaylarının mesleki kimliği etkileyen etmenlere yönelik düşünceleri nelerdir?

3. Araştırmanın nitel verilerinden elde edilen bulgular öğretmen kimliğini detaylı bir biçimde açıklamada ne kadar etkilidir?

Araştırmanın Yöntemi: Araştırmada açıklayıcı sıralı karma yöntem deseninin kullanıldığı bu araştırmada önce nicel veriler toplanmış daha sonra nitel veriler elde edilmiştir. Açıklayıcı sıralı karma yöntem deseninin kullanılmasındaki amaç birinci nicel aşamadaki verilerin derinlemesine açıklanmasının sağlanmasıdır. Araştırmanın evrenini Anadolu Üniversitesi üçüncü ve dördüncü sınıflarda öğrenim gören öğretmen adayları oluşturmaktadır. Araştırmada amaçlı örnekleme tekniklerinden tabakalı örnekleme tekniği kullanılmıştır. Araştırmanın birinci aşamasında kullanılan ölçme aracının öğretmenlik uygulamasına ilişkin sorulara yer vermesi ve uygulama boyutunun hizmet öncesinde öğretmen kimliğinin oluşumunda oldukça önemli olduğu düşüncesinden hareketle "öğretmenlik uygulaması" ve "okul deneyimi" derslerini almış olan üçüncü ve dördüncü sınıfta öğrenim gören öğretmen adayları araştırmanın örnekleminde tabaka olarak ele alınmıştır. 2018-2019 eğitim öğretim yılında bu tabakada yer alan 364 öğretmen adayı araştırmanın örneklemini oluşturmuştur. Araştırmanın nitel boyutunda ise maksimum çeşitlilik örneklemesi kullanılmıştır. Araştırmanın nicel aşamasına katılmış, farklı bölümlerde öğrenim gören 14 öğretmen adayı ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Görüşmeler 19.03 ila 72.30 dakika arasında sürmüştür.

Araştırmanın Bulguları: Araştırmanın bulguları öğretmen adaylarının mesleki kimliklerini etkileyen etmenlerden kişisel özellikler boyutunun en yüksek ortalamaya sahip olduğunu ortaya koymaktadır. Araştırmanın nitel bulgularından elde edilen görüşlerde bu bulguyu desteklemektedir. Çocukları sevme, sabırlı olma, hoşgörülü olma, öğrenme hazzı gibi kişisel özelliklerin öğretmen kimliğini etkileyen etmenlerden olduğu ifade edilmiştir. Öğretmenlik deneyiminin, öğretmenlik eğitimi süresince öğretmen kimliğini etkileyen önemli etmenlerden biri olduğu sonucuna ulaşılmıştır. Araştırmanın nitel boyutundan elde edilen bulgular da bu sonucu desteklemektedir. Öğretmen adayları fakültedeki derslerden daha çok öğretmenlik deneyimi sürecinde kendilerini öğretmen olarak hissettiklerini, öğretmenlik deneyiminin fakültede öğrenilenlerden farklı olduğunu, kuram ve uygulama arasındaki farklılıklara tanık olduklarını ifade etmektedir. Araştırmanın bulgularına göre "yakın sosyal çevre" ve "medya etkisi" boyutları öğretmen kimliğinin en az düzeyde etkileyen boyutlar olarak ortaya çıkmıştır. Araştırmanın nitel boyutundan elde edilen bulgularda öğretmen adaylarının birkaç istisna dışında filmlerdeki, kitaplardaki ve dizilerdeki karakterlerden etkilenmediklerini ortaya koymaktadır. Öğretmen adaylarının yakın sosyal çevrelerindeki anne, baba, abi/abla ve akrabalar gibi bireylerin de öğretmen kimliğini az düzeyde etkilediği ifade edilmektedir.

"Mesleğin özellikleri", "yükseköğretimden önceki yaşam" gibi boyutların ise öğretmen kimliğini orta düzeyde etkileyen etmenlerden olduğu ifade edilmektedir. Esnek çalışma saatleri ve bu çalışma saatleri dolayısıyla aileye ve özel yaşama zaman ayırabilme olasılığı, tatil olanakları, kazanılan ücret gibi özeliklerin öğretmen kimliğini etkileyen etmenlerden olduğu belirtilmektedir. Öğretmen adaylarının ilkokul, ortaokul ve lise yıllarında rol model olarak aldıkları ve rol model olarak algılanmayacak düzeyde olumsuz davranışlar sergileyen öğretmenlerinin de öğretmen kimliğini etkileyen etmenlerden olduğu vurgulanmaktadır.

Araştırmanın Sonuçları ve Öneriler: Eğitim araştırmaları alanyazında çokça çalışılan bir araştırma konusu olan öğretmen kimliği kavramına yönelik çalışmaların Türkiye'de sıklıkla gerçekleştirilmediği ifade edilebilir. Bu nedenle, öğretmen adaylarının öğretmen kimliğine ilişkin algılarına yönelik çalışmaların farklı örneklemlerde de gerçekleştirilmesinin öğretmen kimliğine yönelik alanyazına yapılacak katkıda önemli olduğu düşünülmektedir. Öğretmen kimliğinin şemsiye bir kavram olduğu ve bu çalışmanın odak noktası olmayan ancak öğretmen kimliğini etkileyen pek çok faktörün olduğu unutulmamalıdır. Bu bağlamda, sosyal politik ekonomik pek çok makro faktörün; öğretmen adaylarının sosyo-ekonomik arka planı, branş farklılıkları gibi pek çok mikro faktörün öğretmen kimliğindeki etkisinin araştırılmasının yararlı olabileceği düşünülmektedir. Bu önerileri dikkate alan daha detaylı çalışmaların yapılmasının bu çalışmanın bulgularını daha anlamlı kılacağı ifade edilebilir.

Anahtar Sözcükler: Öğretmenlik mesleği, mesleki kimlik, öğretmen adayları, öğretmen eğitimi