

Issues of job expectation and job satisfaction affecting the recruitment and retention of trainee teachers and newly qualified teachers.

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Abstract

The aim of this study is to explore the issues of job expectation and job satisfaction affecting the recruitment and retention of trainee teachers and newly qualified teachers. The aim presupposes there is a problem and so considers the recent history of recruitment, selection and retention. The study concentrates on three higher education institutions in the North of England that train teachers for a Post Graduate Certificate of Education (PGCE).

The study explores the views of two cohorts of PGCE students that started their training in 2001 and in 2002 respectively. The study continues to monitor a sample of the PGCE students from each year in their first two years of teaching. Data collection was completed in June 2004.

Data were also collected from sixth formers at four schools over the four years from 2001 to 2004, to explore their views on the teaching profession. Additional data were collected by maintaining a log of newspaper article headlines from 2000 to 2004, which may reflect the perceived image of the teaching profession.

Data were collected at the three institutions by questionnaires given to PGCE students at the start and at the end of their training, in each year. Data were then collected by regular communication by e-mail or letter for the following two years, from 28 teachers. Data from sixth formers were collected by recorded group interviews.

Main Findings.

1. There is regular and frequent public comment and criticism in the news about the teaching profession that is likely to influence the recruitment and retention of teachers.

2. Most 6th formers considering their career choice were influenced against joining the teaching profession, consistently for the four years of data collection in this study.
3. The PGCE year marks changes in student teachers' attitude to the profession. However the PGCE year has not convinced the majority of trainee teachers, who completed the training, that this is certainly the right career for them. The PGCE year has also failed to improve the perception of the trainee teachers that:
 - a. the training has prepared them for the job
 - b. they will have enough time to do a good job
 - c. they will be well respected
 - d. that administration is essential to the job
 - e. that the pay will be sufficient for their lifestyle
4. The PGCE year had an influence on the trainee teachers' perceptions, that differed by location, sector, subject and year of study. However the end result was to produce a group of teachers that had a more homogeneous perception of the profession than they had at the start of their training.
5. During the first two years of teaching each of the individuals followed had a story that unfolded with varying degrees of success and satisfaction.
6. The accumulation of data and analysis allowed the development and consideration of four possible models that should help understanding of the complexity of the situation, and suggest ways to improve and continually monitor the recruitment and retention of secondary school teachers.

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Introduction

The main aim of this study is to explore the issues of job expectation and job satisfaction affecting the recruitment and retention of trainee teachers and newly qualified teachers.

a. The area of research.

One might hypothesise that teacher recruitment and retention was a function of teachers' expectations of the job and teachers' levels of job satisfaction gained in the job. The central issue of the research is to discover and investigate the changing nature of job expectation and job satisfaction in the teaching profession in secondary schools, as 6th formers leave school, train as teachers and enter the profession.

b. Origins of the main aims.

There is evidence of problems with teacher recruitment, retention, attitudes and morale that indicates that research is needed. The country needs a motivated, capable and respected force of teachers in order to successfully educate future generations. Problems arise if teachers feel depressed, demoralised and frustrated. Recent years have seen a large number leaving, or trying to leave the profession by early retirement, sickness or for alternative professions.

If one assumes that students enter their profession with hope, ambition and enthusiasm, then one must ask why and when did their attitude change. This was the main prompt for this research study.

The topic of the study is topical and dynamic. Government initiatives and newspaper headlines are able to influence the profession and observers of the

profession. This study has a longitudinal element in tracking PGCE students over a three year period from their PGCE year and into their first two years of teaching.

The research questions.

- a. What are student teachers' perceptions of the teaching profession?
- b. What are 6th formers' perceptions of the teaching profession?
- c. How do daily news media headlines portray the teaching profession?
- d. Do the perceptions, attitudes and levels of job satisfaction change in the body of people who train as teachers and become teachers, during their training and first two years in the profession?
- e. If the perceptions, attitudes and levels of job satisfaction do change, then when do they change and why do they change?

In 1999, I completed an MEd (Masters in Education) at University of Bradford. My research dissertation considered one academic organisation. I researched attitudes of staff in relation to their profession at a higher education college. The work culminated in an 18,000 word dissertation that identified features that contributed to satisfying and fulfilling experiences, and other features that contributed to frustrating, annoying and depressing experiences. The research was initially intended to be mainly positivistic and consider how reality joined with expectations to create a degree of job satisfaction. The research developed my view of the immense value of a more qualitative outlook, and the need to identify actual expectation rather than remembered or modified expectation.

c. Research strategy.

The strategy in this current research involved researching and investigating three groups of people:

- 6th formers who might enter the teaching profession.
- Student teachers undergoing training.
- New teachers within their first two years in the profession.

The target of the research was job expectations, job satisfaction and how each is modified in the light of experience. The approach to the research was both quantitative and qualitative. The research adopted the following approach:

- Collect information on teacher recruitment and retention.
- Review academic work and recent research on relevant issues.
- Identify the population and sample.
- Survey the sample with a questionnaire.
- Maintain contact with a selection of respondents over two further years to triangulate, clarify and further investigate.

The research strategy considered a number of options.

1. The research could be a longitudinal study or a staged study.
2. Research could concentrate on a specific location.
3. The research could concentrate on the public or private sector.
4. The research could concern primary, secondary, further or higher education

It was decided that the study would be a longitudinal study based on three higher educational institutions known as X, Y and Z. The study asked trainee teachers about their expectations and later their experiences on a number of issues. Trends were tracked to find out when and how changes occur, and how important these changes are

to the teacher. Part of the originality of this study is that it does not rely on memory. The research asks, “How do you feel today?” This is a dynamic study that reflects the real ongoing state of change in the lives of teachers from several points of view: political, economic, social and technological. The subjects were surveyed twice during their training year and contacted several times during their first two years of teaching. In addition 6th formers were asked similar questions about their expectations of the teaching profession. This study is concerned with the dynamics of expectation, motivation and experience which are interlinked and affect teacher retention, teacher morale and teacher effectiveness. Attempts were made to visit the same schools each year in late Spring to gather the views of the 6th formers, to track the changes over four years.

The strategy considerations were influenced by a risk assessment, of what could go wrong, dependent on the strategic decision taken.

Longitudinal studies imply that commitment from the sample was needed. Commitment from students to the research would not be easy to gain. There was no obvious benefit to them to take part in the study. However it was not essential that the students knew it would be a longitudinal study, from the start.

Careful thought was given to the ideal sample. There was a question of geographical spread e.g. West Yorkshire, or North of England or one city. There are many variables to consider that might have affected the simplicity of the research and the reliability and transferability of the findings.

The research could concentrate on urban areas or rural areas. This could affect the results because of ethnic minority concentrations, the social strata of the population, specific location problems e.g. inner London, or the possibility of a north/south divide.

There may also be differences between the public and private sector, and between teachers in primary, secondary, further or higher education.

The decisions were made on a basis of feasibility and validity of the sampling plan.

This longitudinal study considered the sample spread for the original group. The geographical spread of the group after five years was bound to be self-determining, and this might create difficulties in generalisation or transferability of results.

d. Research techniques

Sampling decisions were made based on the above strategy. The institutions selected were contacted via the Principal (for permission) and then the Head of Teacher Training. A questionnaire was created to present to PGCE students at the start of their PGCE year, and a similar questionnaire at the end of their PGCE year. The institutions were visited and the students were surveyed in September 2000 and again in June 2001. The process was repeated in the following year with a new cohort (i.e. September 2001 and June 2002) at the same locations.

Volunteers were requested to maintain contact over the next two years i.e. their first two years in teaching. A sample were selected from each group.

In each of the four years 2001, 2002, 2003 and 2004 a selection of 6th formers at four schools were interviewed to explore their responses to the idea of teaching as a career. Careful consideration was given to the selection of the schools, and access was requested, by communication with the Head Teachers.

Since 2000 a log of newspaper article headlines has been maintained with the hypothesis that the expectations and assumptions are often formed by media influences.

The influences may very strong, dynamic, biased and based on false interpretations, but nevertheless could be an influence on perceptions of the profession at that time.

e. *Substantial and original contribution.*

This research is unique and original. Even though there has been a lot of research and writings about job satisfaction in the teaching profession, each generation (even each year) presents a new set of circumstances (and therefore expectations) among prospective (and new) teachers. The recruitment and retention “crisis” (Coulthard and Kyriacou, 2000) in 2000, when this study began, occurred in a set of circumstances that had developed from the past, but had never been exactly the same before.

The methodology that comprises longitudinal quantitative and qualitative research by questionnaire and case study is a combination of well-used methods in a modern setting. Maintaining communication by e-mail adds a dimension of currency. This study asks about experiences “now”: it does not rely on memory, or rose tinted spectacles. E-mail communication is instant, efficient and allows individuals to respond quickly (and perhaps more reactively and so honestly).

This research results in descriptions of interesting situations in teachers’ lives and statistical significances that allow us to create models that could be predictive of behaviour of others in this current generation, and possible future generations of teachers and prospective teachers.

f. *The Chapters.*

Section 1 covers chapters 1 to 4, and relates the background to and design of the study. Chapters 1 to 3 cover a review of literature that puts this research into context and describes current and recent developments and thoughts on the subject. Specifically chapter 1 discusses the background to the current situation, and describes the state of recruitment and retention when this study began. Chapter 1 also considers comparisons in teacher recruitment and retention internationally.

Chapter 2 focuses on recent studies and research in four areas. Those are the media images of teaching as a career, and the views of the key players i.e. those considering teaching as a career (school pupils and undergraduates), those in training to be a teacher and also teachers themselves.

Chapter 3 is a review of developments and initiatives that contextualise the study.

Chapter 4 describes the methodology adopted in this research and justifies the decisions made. It describes the research questions, the research strategy, the sampling methods, the data collection techniques, the data analysis techniques, ethical issues and the timetable of events. Chapter 4 also considers the problems encountered and how they were overcome.

Section 2 covers chapters 5, 6 and 7 and relates the findings and discussion of this research. Chapter 5 is specifically about the impressions from news media and views of 6th formers. It contextualises the situation for PGCE students and new teachers. Chapter 5 explores how ideas, expectations and hopes for a teaching career originated, and how the thoughts and influencing factors affect career aspirations.

Chapter 6 concentrates on the PGCE year and the questionnaires distributed at the start and the end of each year at the three locations.

Chapter 7 describes the case studies from the first two years of teaching.

Chapter 8 evolves models based on the research findings. The models are a way of summarising and communicating the findings, and also an attempt to understand the complexity of the situation. The models might also help appropriate bodies to make decisions that could ensure that recruitment and retention is more effective.

Section 3 contains chapters 9 and 10 and discusses the future. Chapter 9 considers the way forward. There are considerations, thoughts and proposals for the future based on findings from the data, the analysis and the literature in the light of the current context and current developments.

Chapter 10 concludes the research and makes recommendations for further studies in the light of this very dynamic and complex area.

This study makes an important contribution to this area of research by drawing on longitudinal data with trainee teachers which enables features about job expectations and feedback to be tracked across the PGCE year and into the first two years of job experience. The study highlights the route of a large sample of PGCE students and demonstrates when and how expectations have been modified in the light of experiences and learning.

Chapter 1.

The importance of this research topic nationally and internationally.

1.1 The Context.

What makes a good school?

A report by Cyril Taylor in 2002 stated that the England and Wales had, at that time, 1,007 specialist schools and 15 City Technology Colleges, and was to be faced with new City Academies. It was reported that all these schools have better results than other schools. The NFER sought to find out why. The conclusion pointed to high quality teaching and strong leadership. It seemed to be the teachers rather than the institution that created better results. It was stated, “good teachers not only update their professional knowledge regularly and plan effective lessons, they also tend to be vibrant, enthusiastic and inventive. They make themselves available to pupils outside lessons. They don’t watch the clock. They give time to support after-hours debating and sports, they organise revision classes or run homework clubs. As one teacher put it: They don’t just go the extra mile; they go an extra three miles”, (Daily Telegraph October 25th 2002).

Why do the teacher training institutions not turn out thousands of ideal teachers?

In 2001 I had some initial discussions with the Head of Department at one of the three selected institutions for this research. He suggested that a lot of the people who leave PGCE courses, whether it is 5% or 15%, are generally potentially capable teachers. Rarely do schools report that they are inadequate. He said, “The ones who

leave are, in the majority, capable teachers with a good or sufficient subject knowledge. They are leaving because they do not have the commitment to the profession. They are not prepared to put in the effort, or the time that they see is put in by existing teachers". They may be also talked out of it by the "old brigade" in the schools where they are learning. Just listening and hearing staff room gossip, and moaning about pressure, time, money may put them off. Even though money itself is not an important factor, despite the publicity and the politics (2001 was a General Election year), financial conditions were a knee jerk reaction from teachers. It is possible that reality has not matched up to expectation for these students. Are these people just lazy and looking for an easy ride? Are they being bombarded with negative comment? Are we searching for "inspired teachers", rather than "normal teachers"? The slogan used by the TTA in 2001, "Everyone always remembers a good teacher", is painting an idealistic picture that may not be reality.

He felt the tendency to desire good graduates to enter the teaching profession may not be the same as desiring good teachers. The tests of numeracy, literacy and IT introduced for PGCE students in 2000 to ensure teachers have a standard of knowledge, created problems. The new tests were introduced in the middle of an academic year 2000. They caused some chaos and near rebellion amongst existing students at his institution.

"Training salaries and golden hellos may ensure that students do not leave during training. However it might mean that these better off but reluctant students will leave teaching early in their career, or that they will not be "good" teachers. Only time will tell."

He also stated that if he was going into teaching again, he would not be in the public sector, because he would be unable to feel free enough to enjoy his subject and pass that joy onto others. “Those who say they want to go into teaching because they like children, are very few. Children (especially on mass) are horrible. Good teachers should love their subject, and be eager and capable of sharing that enthusiasm and knowledge. Unfortunately many will be frustrated by administration, curricula and bureaucracy.”

In 2001 I visited another teacher training institution in the area with a teacher trainer in Art and Design, who was employed by the Graduate Teacher Training Registry (GTTR) to visit undergraduates at universities who request information about teaching as a career. This activity is of potential major importance for influencing career choices of graduates in respect of the teaching profession. The complementary service offered by the GTTR is unique to Art and Design undergraduates. They offer a comprehensive handbook and a visiting lecturer. All Art and Design institutions receive an invitation from the GTTR to accept a free visiting lecturer each year.

On the way to the event he stated that this was not a selling event, it was purely informative. His job on that day was to present to the undergraduates a clear picture of what a teacher's job was like, what the students could gain from it and how they might become a teacher. He also stated that on a previous occasion, following such a session that a student had approached him, thanked him and explained that thanks to the talk he had decided never to be a teacher. The trainer laughed at this anecdote, and said that shows you cannot always do a good job. I disagreed. If the explanation and description given by him was accurate, then he performed a valuable service in allowing undergraduates to make the correct decision. It is equally, if not more important, to

dissuade unlikely teachers from training as it is to encourage likely teacher to start training. A theoretical approach might suggest that it is better to have less recruitment if we can achieve more retention; e.g. if there is recruitment of 30,000 teachers and retention is 66%, then the result is 20,000 new teachers. However if retention could reach 80%, then we need only recruit 25,000 to result in 20,000 teachers. In January 2001 (as a general election on 10.2.2001 approached), teacher recruitment and retention was a big political issue. Many initiatives were in place to encourage more recruitment and newspaper headlines were about teacher shortages, new recruitment targets and the success/failure to reach these targets.

The students, on this visit, were undergraduates in Fine Arts and some associated arts courses. 17 students were present. All came because they were wanted to find out more about teaching as a career. None had definitely made up their mind. The presentation was extremely professional, impressive, informative, entertaining and positive. The trainer stated to me afterwards that he could not emphasise the down side of teaching and be too realistic in that way. This was not a selling job, but really it could be interpreted in that way. There were three interesting student comments during the session. The trainer asked them, why they were considering teaching. "I do not know what else to do", replied one. Perhaps this is not an uncommon response and could contribute to poor retention.

One student then asked about restriction in teaching content imposed by the national curriculum. Artists, (perhaps more than others?) are creative and need to be able to be more free and less restricted in their subject matter to gain satisfaction. The trainer (an art specialist himself) allayed fears by suggesting that there were always

ways round the problem. It is not possible to say how true this is, and if false expectations were already being created.

Another student felt that it would be difficult to earn a living as an artist. Teaching art might be one way to earn a living and practice art.

Clarke (2000) of the TTA completed some limited research with his science ITT students. His research was issued to his 37 science students and he received 33 responses. He concluded that the training salary allowed access to the profession to some who otherwise would not have joined. It seemed that training salaries did not encourage entries from people who had not considered it before. He suggested that 15% of students were in this category, which is just as Anthea Millet (Chief Executive of the TTA in 2001) suggested when the training salaries were introduced.

The chief HMI's annual report for 2001 (Ofsted, 2001) confirmed teacher shortages and recruitment difficulties: e.g. primary schools were on target, secondary schools were 25% down on a target of 20,355. Specifically (according to the TTA) secondary schools were 41% down in technology, 33% in foreign languages and 23% in mathematics. He also reported that NQTs in shortage subjects tend to reach a higher proportion of unsatisfactory lessons, and that, "inspection reveals a clear link between inadequate staffing and underachievement of pupils."

In June 2001 I was at one of the teacher training institutions for this research when a representative from NASUWT (National Association of Schoolmasters and Union of Women Teachers) was about to address the completing students about union membership. He said (not to students, but to me before addressing them), that "they don't know what will hit them, when they see the real world". It was said with a smile and knowing amusement by a man of experience. It almost seemed to cruelly relish in

prospective suffering. This may be an attitude that is not uncommon when spoken from a position of knowledge and power. However the element of truth could be quite large. I wondered why the institutions had not prepared the student teachers for reality.

In 2001 there were many correspondents to newspapers bemoaning the teachers' lot. A prime example in the Daily Telegraph on 9.6.2001 entitled 'The road to nowhere' by Sarah Mannion, "a disillusioned PGCE student" spoke about "...new depths of frustration and despair. ... tutors having little idea of what life is like on the front line ... under stress, worried about looming "skills" test....little support from my college ... Burnt out at 23..."

In 2002 the TTA spent £187 million in funding ITT courses and £127.6 million on student bursaries. 13% of students did not complete the course and a third of those who qualified did not find employment as teachers (HC 1057-1, 2004). It would appear that a large amount of public money is being wasted.

The main retention issues were reported as "workload", after the PricewaterhouseCooper report in 2001 which found that teachers spend 20% of their time on administrative and supervisory tasks, and "pupil behaviour", "Many young teachers feel as if they are failures if they find some classes difficult", as reported in the Times Educational Supplement (TES) on 12.4.2002.

On April 10th 2002 it was reported in the Daily Telegraph that according to Damian Green, the Conservative education spokesman, in the 11 months to February 2002 primary schools have received 75 items totalling 2,800 pages, secondary schools have received 77 totalling 1,550 pages of government paperwork.

An article in the Times Educational Supplement (TES) on 26.2.2004 describes a BBC reporter who became a teacher and was astonished at the lack of respect by pupils

for teachers, and how this is not experienced abroad in Australia, France and South Africa. He also emphasises the excess of bureaucracy to keep all the necessary records.

In January 2004 there were 4,200 more teachers in secondary schools than in January 2003, 10,000 more teaching assistants (across primary and secondary) and 3,500 more administrative staff (across primary and secondary)

Revell (2005) reported the results of several years research indicating that teachers are inadequately trained and lack a professional career structure, and this has led politicians rather than educationalists to set the education agenda. Teachers have less training than any other of the professions, and are placed in positions of authority and with responsibilities for which they are not equipped. This in turn has led to an exodus from the profession.

The political importance of education was reinforced in 2005 when Gordon Brown, the Chancellor of the Exchequer said that “education would be Labour’s number one priority if the party wins a third term in office”.

It would seem that a key feature in having “good” schools that give “good” results is having “good” teachers. It would also seem that there is a problem recruiting teachers and retaining teachers. This may be due to bureaucracy, lack of respect, time, or many other reasons. There have been many efforts to solve the problem, but these may have been misguided or misdirected. In the end, student teachers do not always find a life that fulfils their expectations, and as a result they leave, or fail to become the “good” teacher that all schools need.

1.2 Background.

My master's dissertation (Kunc, 1999), described briefly in the introduction of this thesis, provided some initial insights into the motivations of the teaching profession. Since the commencement of that study, news items relating to the national and international situation on teacher recruitment and retention have become more relevant to my interests. However current problems on recruitment and retention are not new, as evidenced by two articles from TES 1997.

TES May 2nd 1997

J. Howson of the TTA argued that a forthcoming teacher shortage “would coincide with the end of a recession and low morale. He optimistically thought that the government would have time to cope.”

TES October 10th 1997.

“So many changes to the educational system have left teachers needing training and development. Teachers are too tired to go on evening courses and Heads are reluctant to release them during the day. Additionally parents are not keen on the children having supply teachers. Money is needed to fund a training programme urgently.”

Coulthard and Kyriacou (2000) reported that a year after qualifying almost a half of those with secondary qualifications and a third of those with primary qualifications are not in teaching. In the TTA Annual Review 1999, Anthea Millett, (Chief Executive) said, “In primary posts 26% of graduates teachers are not teaching nine months after qualifying. In secondary posts 33% are not teaching after nine months. The government

needs to attract more and retain more.” In 2002 Estelle Morris (Education Minister) admitted a shortfall of 40,000 teachers (Professionalism in Practice, 2002), and Johnson (Institute for Public Policy Research, 2002) stated that 40% of those who start teacher training never enter the profession.

Evidence from the Annual Abstracts of Statistics, the DfES, GTTR and the TTA examining Initial Teacher Training admissions and completions indicate that since 1979 the profession has lost on average 11.7% of post graduate ITT students each year. Similar figures have been confirmed in a number of studies recently such as Chambers and Roper (2000) “up to 11%” and Lewis, (1999) “up to 15%”. Hayes (2004) reports that 12% of PGCE students do not complete their course, 30% of those who do complete do not go into teaching, and within 3 years 18% more leave the profession. Even though interpretation of the statistics of 20 years ago may lose some relevance to today’s teachers, an important feature could be seen as the increasing rate of PGCE leavers over recent years. The key features are that over recent years drop out rates for postgraduate ITT students have increased, (see table 1 for the period 1997 – 2002).

Table 1: Percentage of PGCE students who do not successfully complete their course.

1997	1998	1999	2000	2001	2002
10%	12%	14%	17%	21%	18%

The figures are based on DfES published statistics and compare recruitment numbers with successful completers.

Undergraduate students on ITT courses, which last for three or four years have had an average drop out rate of 27% since 1979. In 1999, on all undergraduate courses nationally, 80% of starters were expected to obtain a degree (HEFC, 1999). In January 2002 the National Audit Office said that in England HE was achieving a success rate of 77%, but achievement rates do vary between 98% and 48%. However, there are instances of greater drop out rates e.g. at Lincoln 25% studying tourism in 2001 failed

the first year and another 20% in the second. At Liverpool John Moores 37% studying politics dropped out. At North London over 40% dropped out of education studies course (Clare, 2002). However there is the difference that PGCEs are vocational. The students have made a career choice. Other undergraduates may not have made a career choice. One might expect that undergraduates who have made a career choice (and so have considered other options) would be more motivated to complete their necessary qualification.

Specifically looking at the retention figures for the locations that will form the basis of this research, it can be seen that they show typical and representative statistics to the national trends quoted above.

<http://profiles.tta.gov.uk/public/page>

Table 2. Percentage of ITT recruits in teaching 6 months after QTS

Location	1998	1999	2000	2001	2002	2003	
Y	77	77	71	73	71	76	
R	71	71	78	71	73	n/a	
X	64	55	59	61	72	77	
Z	66	66	62	68	72	68	

Table 3. Percentage of ITT lost during training

Location	1998	1999	2000	2001	2002	2003	
Y	11	14	15	19	15	14	
R	13	13	3	14	9	n/a	
X	22	15	19	16	15	2	
Z	13	9	10	10	11	17	

Table 4. Percentage of successful QTS who are not in teaching 6 months later.

Location	1998	1999	2000	2001	2002	2003	
Y	13	11	16	11	16	11	
R	18	18	19	18	20	n/a	
X	19	35	28	27	15	21	
Z	24	28	31	24	18	18	

Location R was initially selected as one of the research locations. In 2002 the students and staff were moved to location Z. Both locations show comparable figures to national statistics.

	1999	2000	2001	2002
Primary	72.9	74.7	75.6	76.4
Secondary	68.7	70.5	71.4	74.0
Key stage 2/3	70.6	69.7	71.9	79.2
ITT total	71.2	72.2	73.9	74.8

The figures for England as a whole can be seen to be slowly improving over recent years, but we still are faced with having a quarter of ITT students not eventually being in the classroom. That is 6,000 individuals each year. Other research has shown that 1 in 3 teachers are not in teaching 5 years after qualifying (Daily Telegraph 6.1.2003). Taken together this indicates that there is not a shortage of people who at some stage appear to want to join the profession, but for some reason they are misled, or disappointed, or dissuaded, or not up to the standard. The country may have a problem with recruiting the right people, or a problem with retaining the right people, or both.

The House of Commons Committee report HC 1057-1 (2004) states that in January 2003 36% of teachers did not expect to be teaching in five years time. Even though only 6% wanted to change professions entirely, the age profile (50% over the age of 45) implied that the rate of loss would significantly rise for the next 15 years. The report states that in 1998-99 15,340 students were recruited to ITT (Initial Teacher Training) courses for secondary education in England and Wales. The target was 20,355. In 1999-2000 the target was 18,470 and the recruitment was 14,840. As a result the government introduced the Golden Hello, which was £4,000 paid to new teachers in some subject areas after their induction year. However some thought needs to be given

to how the target was created. Targets can be changed for political reasons to indicate success. Targets can be created to match monies available. Targets could be created to meet educational objectives. What is important was that numbers of teachers were falling and as a result, schools and pupils were being disadvantaged.

Students who embark on an ITT course may not become teachers for many reasons. Students may drop out before completing their qualification, and NQTs may not take up the profession for a period of time after qualification. The reasons for leaving (or not completing) have been identified by several researchers (e.g. Chambers and Roper, 2000; and Lewis, 1999; and Coulthard and Kyriacou, 2000).

Reasons for leaving training have been identified as (a) personal, (b) financial or (c) professional.

(a) Personal reasons relate to bereavements, break ups and other such inevitable human events. These are beyond the control of any organisation and affect every profession.

(b) Financial reasons can be solved or alleviated by spending money on the problem. The present government has acted to help teachers financially to help recruitment and retention of NQTS with Golden Hellos, a training salary and repayment of student loans. This may work and the evidence suggests that recruitment has increased since the introduction of these measures.

Table 6. GTTR statistics for PGCE applications.

GTTR statistics	1997	1998	1999	2000	2001	2002	2003
Acceptances	19297	18394	19007	21230	22223	24510	27459
Unplaced/withdrawn	14315	13161	13907	14835	14120	23567	28406
Total number of applicants	33612	31555	32914	36065	36343	48078	55865
% of applicants unplaced/withdrawn	42.6	41.7	42.3	41.1	38.9	49.0	50.8

However critics may highlight two potential problems with the policy. The extra money may attract more recruitment, but there is a possibility that it will attract people just for the short-term student financial gain, and cause greater drop out rates in the future. The second potential problem is that teachers who qualified in the years directly prior to these financial incentives may feel aggrieved that they missed out. They still have their student loans to pay off. They did not have a golden hello. The morale of these teachers might have taken a knock sufficiently hard to reduce their retention rates.

(c) Professional reasons concern the individual's ability and willingness to do the job that is assessed on application and interview. It is also about realistic expectations of the student that are fulfilled (or exceeded) by reality of school life. Interviews are notoriously ineffective ways of selecting candidates for positions. It has been suggested that this is made harder by targets given to institutions. If the institution does not recruit sufficient students, they are penalised financially. John Clare, the Education editor in the Daily Telegraph on 11.1.2002 wrote that, "that universities, which are funded on the basis on the number of students that they recruit, are becoming increasingly reluctant to turn candidates away". There is bound to be some pressure on departments to accept the borderline candidates, who otherwise would have been rejected. The GTTR employs educationalists in some subject areas (e.g. Fine Arts) to visit undergraduates at HE institutions and talk about the teaching profession in a realistic way. This may be an economic and effective way of communicating to prospective students and reduce the number of inappropriate applicants.

Smithers and Robinson (2003) investigated 5,245 resignations in 1,782 schools in 2002. For every 100 resigning nine were retiring prematurely, five were going to "other" employment, four were going to travel and the destinations of 11 were

unknown. Teaching had lost at least 18 out of every 100 resignations. The leavers tended to be new or older teachers, female and teaching the shortage subjects. The authors also report contradictions in number of leavers from Employers Organisations and from the DfES because definitions of “turnover”. However the reported trends are in agreement.

Between 1989/90 and 1997/98 121,430 teachers left the profession in maintained schools for reasons other than retirement due to age. 30,970 teachers retired due to age. The change in the Teachers' Pension Scheme in August 1997 made it less advantageous for teachers to leave the profession before retirement age. Since 1998/99 the numbers have started to rise again. This is partly due to the ageing teacher population, but also, the number retiring for reasons other than age is also increasing.

Figure 1.

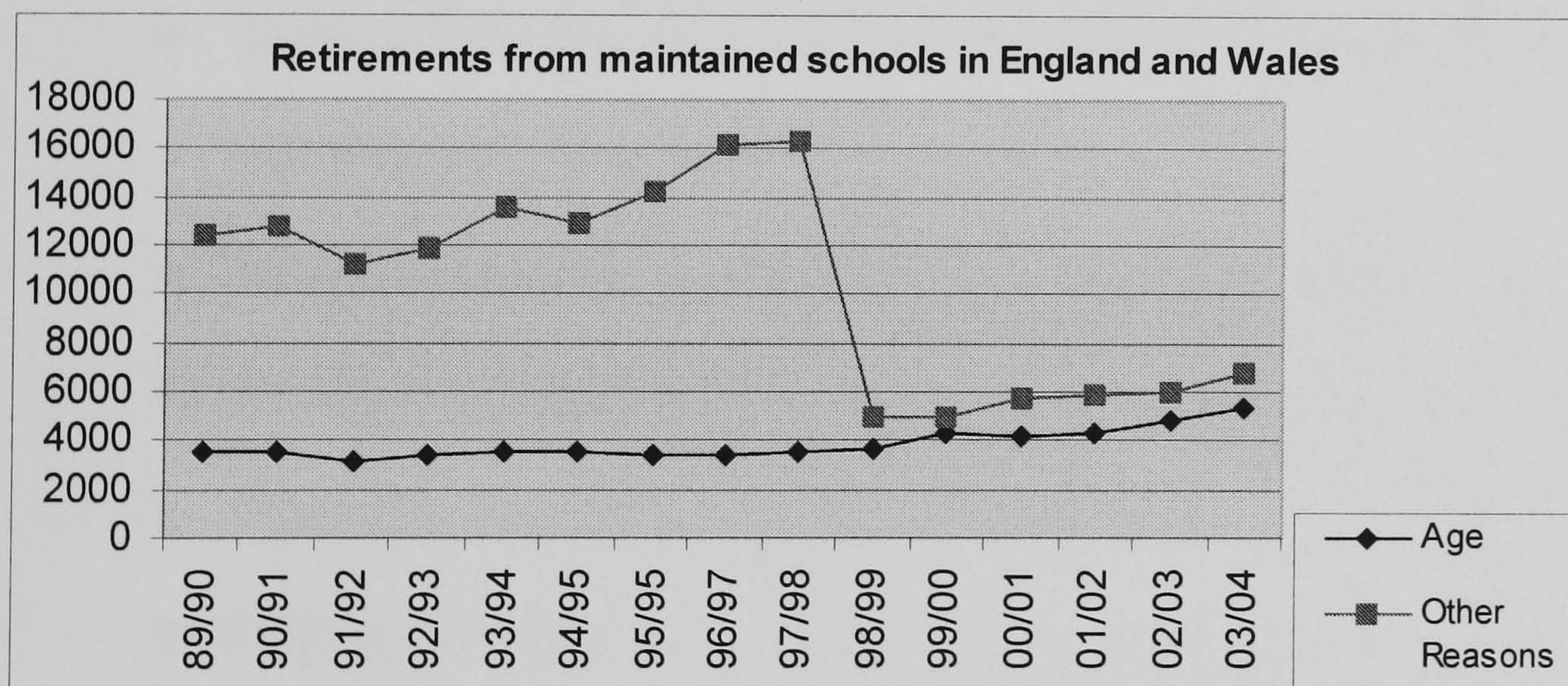


Table 7. Retirements from maintained schools in England and Wales.

Year	Age	Other Reasons
89/90	3550	12380
90/91	3520	12800
91/92	3190	11170
92/93	3340	11920
93/94	3470	13570
94/95	3500	12950
95/96	3450	14270
96/97	3370	16130
97/98	3580	16240
98/99	3590	4970
99/00	4240	4980
00/01	4180	5800
01/02	4360	5870
02/03	4870	5990
03/04	5320	6800

Retirements from maintained schools in England according to the DfES (www.DfES.gov.uk.statistics)

The School Teachers' Review Body (STRB) in 1999 (Smithers and Robinson, 2001) supported figures by the DfEE that vacancy figures had been less than 1%, and this supported an argument to restrain salaries. Over 100 schools were visited from Cornwall to Northumberland. Heads said:

1. They rarely made staffing difficulties public.
2. The ethos of the profession is to try to solve difficulties by working harder.

Almost half the schools said that recruiting staff had been difficult. 573 primary and 350 secondary schools were surveyed. Teacher shortages were not showing up in vacancy figures, because schools adopted coping strategies:

- Using student placements to headhunt, appoint without seeing, and not being too specific in requirement.
- Using part-time, temporary and supply to paper the cracks.
- Relying on overseas staff.
- Modifying curriculum to fit the staff available.
- Raising class size.
- Increasing the amount of teaching done by non specialists.
- Use technicians etc. to teach.

This practice may have led to an underestimate of the seriousness of the situation. These measures cause stress, illness and a higher level of resignation . The shortages are causing further shortages. The independent sector was rather different. They sought to create conditions in which teaching could be a pleasure.

The findings suggest that both the intrinsic and the extrinsic satisfaction of teaching needs should be addressed.

In 1999 there were 423,513 teachers (in full time equivalents). About 10% leave each year. 30% of those are for reasons other than retirement i.e. about 12,000 a year. The DfEE has estimated that there is a 40% (STRB, 1999c, para53) wastage during training. Smithers and Robinson (2001) shows evidence that suggests recruitment targets have been set, based on the likelihood of them being met. Measuring the success of recruitment in relation to such a target seems pointless.

In 1999 mathematics and science PGCEs received £2,500 during training and £2,500 on commencing teaching in a maintained schools. This boosted recruitment. Smithers and Robinson (2001) shows evidence from proportion of applicants accepted that the quality of intake is likely to fluctuate each year. Evidence from TTA (2000) suggests that many of the extra applications are unsuitable.

In 1999 the target for teacher recruitment was 31,000: i.e. 12% of the graduate output. This is 40% of graduate output in foreign languages, and 30% in mathematics. The STRB and the DfEE (STRB, 1999b) asserted that despite suggestions to the contrary in the media, there was no substantial shortage of teachers in England and Wales as a whole.

A Head Teacher (Smithers and Robinson 2001, p. 20), “When push comes to shove you have to put a body in front of the class. So long as you know they are not going to kill a child, or maim them – what choice do we have?” “When faced with a candidate who will do, but is not outstanding, what would you do? You would say, I will appoint because I need a teacher”

Numerically speaking it might be possible to solve the teacher shortage problem by increasing retention. It might even be more effective to recruit less and retain more, or at least put greater emphasis on recruiting the “right” people to dramatically increase retention. There can be little economic long-term justification in rejoicing in increased recruitment, if retention rates continue to be so low.

In May 2001 teacher shortage was estimated by some reports, at 10,000. Some bodies suggest more, others suggest less. As the General Election approached (June 2001) these numbers became a focused political issue, but discussion in the Times Educational Supplement (May 2001) suggests that 10,000 may be correct. It was reported;

“9,000 jobs are advertised.”

“In the year to January 2001 vacancies in England have increased by 70% from 2,780 to 4,980”.

The Secondary Heads Association found 2,410 vacancies in a quarter of schools, implying a 10,000 number across the country. The government say that their policies have created more jobs. There are 11,000 more teachers in post than in 1997.

Howson believes that figures may hide the truth. “Posts filled by long term supply are not included. Posts filled by unqualified teachers are not included. Teachers working in subjects other than their own are not included.”

(Times Educational Supplement 27.04.2001)

In July 2001 the chief HMI’s annual report for 2001 confirms teacher shortages and recruitment difficulties: e.g. primary recruitment is on target, secondary recruitment is 25% down on a target of 20355. There are also specific subject shortages (Teacher

Training Agency) 41% down in technology, 33% in foreign languages and 23% in mathematics. More importantly the report also comments on the quality of the teachers, “NQTs in shortage subjects tend to teach a higher proportion of unsatisfactory lessons” “Inspection reveals a clear link between inadequate staffing and underachievement of pupils.”

Smithers and Robinson (2001) found that in 573 primary and 350 secondary schools surveyed almost half the schools said that recruiting staff had been difficult and reports that evidence from TTA (2000) suggest that many of the extra applications made as a result of new financial incentives are unsuitable.

Johnson (2002) reported that the number of teachers in post declined through the 1990s, but started increasing in 1999 and in January 2001 was 410,300, the highest since the 1980s. There was a Pool of Inactive Teachers (PIT) of 289,000. Of these 71,500 were under 50 years of age. Of these 5,600 are secondary teachers who intend to return and 14,000 are secondary who are undecided.

Trends suggested a need for 70,000 more secondary teachers in the three years to 2004. The government at that time promised 10,000. After 2004 there will be a decrease in pupil numbers.

Figures indicate a 40% wastage rate between entering training and entering employment. Over the next 15 years 45% of teachers will reach retirement. The report suggests some short term solutions. Major dissatisfiers must be reduced: public criticism, poor quality management, pupil behaviour and workload. The workload is perceived as unnecessary due to demands to record everything that is planned and done. He concludes that national action must be taken to reduce wastage in the profession.

On vacancies, Johnson (2002) suggests that, schools may not advertise if there is little chance of filling the post, schools employ as many teachers as they can afford. This implies that the vacancy figures do not tell the whole story.

Pupil Teacher ratios in secondary have increased from 15.3 in 1990 to 16.9 in 1998 to 17.2 in 2000. Schools always aim for the smallest class size and see an increase in Pupil Teacher Ratio as a worsening of their circumstances.

Demand for teachers may be based on the ability to pay. The Government expected to increase spending in education in real terms by 5.4% a year between 2001 and 2004. Half the teaching force received £2,000 threshold in September 2000, funded directly by the DfES. No decision at that time had yet been made about future funding of this award.

Johnson considered projected supply of teachers. Inflowing groups to the profession were 1. Newly qualified, 2. New to the maintained sector and 3. Returners. In 1990 53% of new entrants were returners. In 1999 38% of new entrants were returners. Each year had 32,600 new entrants. However of those who completed training in 1998, 40% did not enter teaching.

The loss may not be excessive compared to other professions, but the cost of training and the current shortage make it very important. Recent financial incentives to boost recruitment may just be fuelling the drop out rate as we recruit less committed teachers. Problems may be more about job content and low staff room morale, rather than weakness of trainees. Johnson calculated that 70,000 more teachers will be needed by 2004.

Huat See et al. (2004) in a very positivistic article suggest that there is (and was) no crisis. They helpfully clarify some definitions. Wastage (as defined by the STRB) includes those who move within the profession. Turnover includes all those who leave full time service and includes wastage. High proportions in both areas do not imply teacher loss. They also point out that definitions of vacancies for statistical purposes have been redefined several times. Such changes make it harder to analyse trends. They state that there are more teachers unemployed than vacancies, and that the problem is “increasing demand rather than diminishing supply”.

It may be correct to say that the truth is elusive because of definitions and changing statistics, but, that tends to defeat their own argument. They recognise that there is a problem, but whether this can be defined a crisis, may depend on another definition. The fact that schools are without teachers is a problem, and the fact that we waste so much money training teachers who drop out, do not teach or leave early is another problem that needs resolving.

By contrast the House of Commons committee report HC 1057-1 (2004) define turnover as “teachers resigning from a school”, and “wastage” as “teachers leaving the teaching profession altogether” (p5), which is a tighter definition. However it does shed some doubt on quantitative accuracy.

1.3 Recruitment incentives.

As the longitudinal study progresses it will be important to compare and measure changing reactions and expectations, in the light of changing conditions of teachers’ jobs. Incentives for employed teachers and teacher recruitment are quite varied and, at the current rate of change, are likely to be very different in a few years time.

The first data for this research were collected in November 2000. At that time the financial incentives relating to PGCE recruitment in England were as follows.

1. Training salary; £6000, (£3,000 after the first module and £3,000 after achieving QTS).
2. Golden Hello; £4000, (for students specialising in secondary maths, science, modern languages and technology, which was payable after induction).
3. Further support available to £7500 (based on need)
4. Fast Track option; £5000 for the best graduates.
5. There is also the opportunity to become an AST Advanced Skill Teacher (identified in training) to earn £40,000.
6. From January 2001 £2000 “threshold payment” that was originally called Performance Related Pay for all, once teachers have completed a portfolio of evidence, after seven years of teaching.

In 2001 there are a number of ways to qualify to become a teacher. After potential taster courses which last four days, students can either:

1. Obtain QTS via a BEd for three years, or four years for QTS with a subject related BA/BSc. These are full time undergraduate programmes of three or four years, or two years if the individual already has one year of HE. Part time courses that last longer are also available.
2. Complete a PGCE, a one year full time course for graduates, with a £6000 training salary.

3. Follow a Graduate Teacher Programme (GTP) in employment based routes: i.e. graduates teach and train for 1 year on £13,000 or mature non graduates teach and train for 2 years on £13,000 pa. Students have to find a school and train without the advantage of peer support.

4. Complete School Centred Initial Teacher Training (SCITT), where the school takes a lead role in the QTS training.

Teachers also need to pass newly introduced (2000) National Skills Tests in numeracy, literacy and ICT. Students also have to complete an induction year in a school to fully achieve QTS.

(‘Can you light a fire?’ a TTA publication 2000).

It is important to stress to the reader that the above conditions applied in November 2000 when this research began. At the time of reading, conditions, incentives and even methods of joining the profession may have changed.

In September 2005 the training bursary for mathematics and science PGCE students is £7,000 and the Golden Hello is £5,000. For other priority subjects the training bursary is £6,000 and the Golden Hello is £4,000, (HC 1057-1, 2004).

1.4 International comparisons.

EURYDICE’s report in 2002 shows that of 31 countries studied, 21 reported teacher shortages. There was an oversupply in six (Greece, Cyprus, Italy, Liechtenstein, Austria and Portugal) as a result of generous conditions, few alternative opportunities and falling birth rate. Four countries have a balance Scotland, Northern Ireland, Finland and Spain.

Internationally the teaching profession is viewed differently.

An article in the Daily Telegraph in October 2001 by Chris Woodhead, the Chief Inspector of Schools from 1994 to 2001 is titled “Why can’t our teachers be as good as those in Switzerland?” Woodhead describes the specific success of certain parts of Swiss education and suggests it is because lessons are linked to objectives. He suggests that in the UK we see teachers as professionals and feel they must be given the freedom to decide what and how to teach. He says that this fine ideal results in them all “burning the midnight oil seeking their own individual solutions”. He goes on to compare the centralised prescription in some countries with the professional autonomy of others. However all teachers may not desire to be faced with a regimented, centralised system of study. This could affect their levels of job satisfaction.

Huberman (1993) completed research on the lives of teachers in Switzerland. He reported many interesting features that were common as the teachers’ career developed. Huberman demonstrates that the problem is international, but the causes and hence the solutions may be specific to the nation concerned and the events and environment of the time.

Huberman studied the lives of teachers over a period in the 1970s and 1980s. He identified stages in the lives of teachers from career entry, through stabilisation, experimentation and diversification, reassessment, serenity and relational distance, conservatism and complaints to disengagement. The stages may be recognised by teachers today, and by professionals in other careers. The more important question is to find out what creates these stages in today's world. As Huberman says, “The only manner of resolving this issue ... to undertake a longitudinal study lasting 40 years” (p.21). Huberman studied 160 teachers experienced from five to 40 years in secondary

schools in French speaking Switzerland. The perennial problems were of improvement and change, and the fact that, teachers do not just have jobs, they have professional and personal lives.

By looking at experienced teachers, Huberman examines the past through memory. Huberman's very thorough research considers the times of "disenchantment", which occurred in 50% of his teachers. He also considered the evolution of motivation of teachers, which he defined as "active" or "material" or "passive". These could be equated to intrinsic, extrinsic and altruistic reasons for teaching, which have been identified by other researchers. Huberman (p.129) looked at gender differences e.g. "Most disappointed women have left teaching, men stay on for financial reasons", and school type differences, subject differences e.g. "Science teachers more likely to teach again than arts. Science teachers have better relationships with students than arts teachers".

Later in his book Huberman asks an interesting question when he discusses the "crossroads" in a teacher's life. He asks if they have ever considered leaving teaching, and then, if they have heard their colleagues discussing leaving the profession. The response moves from 50% to 80%, from the first question to the second. As teachers get older Huberman says that they become more cautious due to vision, disappointment, fatigue and the need for security. As teachers gain more experience they become less active and more passive. Huberman found that in each age group women are always more active than men.

Huberman also considers teachers at the start of their career. The difficulties they had were personal, pedagogical and emotional. There are various analyses by age

and experience. All this evidence is based on the memory of the participants, which could weaken the results.

Huberman then investigates “pedagogical mastery”. He identifies 18 facets drawn out of his sample, and considered important to the sample. Some are well mastered (e.g. not panicking, good rapport), some less well mastered (e.g. taking less successful lessons in one's stride), and some are more difficult (e.g. accepting criticism from colleagues). These facets are interesting and original but debateable. Are these facets ideal objectives or not? For example is “taking less successful lessons in one's stride” a sign of maturity and success, or a sign of conceding defeat and giving up? Accepting criticism must be conditional. In his conclusion Huberman points out that as the teacher ages, the pupils stay eternally young. The big sister approach soon becomes mother, and then grandmother.

Huberman's work highlights many original thoughts that are relevant today. Teachers consider the developmental stages of their pupils, but not of themselves. Does teacher training today prepare teachers for the highs and lows of expectation fulfilment through a 40 year career? Perhaps teachers could be “managed” better and developed by mutual and continual consideration of likely stages of development. This career planning, appraisal systems, self-recognition and personal developmental programmes could help retention rates.

On the 9th January 2002 the Irish Independent stated “Teaching still tops with graduates”. Applications to the Higher Diploma in Education in the National University of Ireland colleges were up 100%. There were two applicants for each of the 800 places available. “The increase could have been affected by the forecast downturn in the economy, but it also reflected a continued desire for graduates to go into teaching,”

Professor Coolahan of NUI. However there was concern that these graduates will not end up in teaching. 26.4% of the 2000 class did not end up in teaching, compared to 11.1% the previous year.

A big problem in Ireland is “getting full time teaching positions”. There is also reportedly little mobility here. Despite the “buoyancy” in recruitment, retention would appear a problem. Other items in the Irish Times say, “Schools feel little benefit from the economy” (Sean Flynn on 3rd September 2001). A Dublin school is described and said to be typical of the larger national schools in urban areas with class sizes of 33 for senior classes (highest in the OECD). It cannot provide the range of services and expertise the students need. It is heavily dependent on voluntary contribution. A third of children are accommodated in prefabs built in 1983. Staff facilities are meagre. It does not have a library or a properly equipped gymnasium. They now have a new problem: i.e. a lack of qualified teachers.

Despite the apparent buoyancy in teacher recruitment, Ireland has its own problems that result in a failure to retain teachers. Other problems can be seen from recent articles in the Irish Times.

“Hello money for maths graduates sought”. Sean Flynn and Emmet Oliver on 12th September 2001 report that only six maths graduates went into teaching last year. “Teachers to vote on £1000 supervision offer” Sean Flynn, on 29th September 2001. Over 400 secondary schools face widespread disruption. Last winter school managers were forced to close schools for insurance reasons when ASTI members withdrew supervision during a pay campaign. A source at the Department of Education said that teachers will be getting paid for something they already do for nothing.

“Dublin relocation grants urged by ASTI” Emmet Oliver. The union say that there is an increasing shortage of teachers on the Eastern Seaboard due to the high cost of living. “Teachers on war footing, INTO warns” Emmet Oliver. There are Government proposals on public service pay and the suggestion that teachers are paid 20% behind graduates in other management professions. “Fine Gael warns Minister of chaos in the classrooms” Killian Doyle 11th February 2002. “2000 needed to keep schools open” Emmet Oliver February 2002. Industrial action by ASTI over pay for supervision and substitution work could affect 500 schools.

Despite apparent buoyancy there are problems in Ireland on pay, location, ratios and facilities. Even though the Irish problems are similar to problems in the UK, their origin, development and potential solution may be a function of their own national environment.

Kyriacou et al. (2001) studied samples of undergraduates at York (298), Morocco (203) and Norway (84). This research asked what it was that undergraduates wanted from their future career. It then asked them to what extent they thought they would get it from teaching. A matching set of factors should imply few problems in recruitment. The most important item for Moroccan undergraduates is “a job that is respected”. 71% of the Moroccan students felt they would get this from teaching. There are few problems in recruiting teachers in Morocco. In York and Stravanger, most students (90%) want “a job that I will find enjoyable”. Asked to what extent they will find that in teaching, few from Norway (9%) and York (15%) compared to Morocco (71%) said they would definitely expect it. There is a reported recruitment problem in the UK and Norway. There are cultural differences in student requirements from a career, and their expectations of teaching. The requirements, the expectations and the

reality appear to be the three factors that go into the melting pot to create supply and retention problems and solutions.

Wideen et al. (1998) surveyed 93 empirical studies in this area in USA. Their two main objectives were to establish what is known about how people learn to teach, and propose a direction for future research. Successful teacher training programmes were built upon the beliefs of pre-service teachers and future long-term support. Generally student teachers start their training with a firm set of beliefs. Training serves to justify their beliefs or is considered ineffective. Very little change can occur when the beliefs are so ingrained and fixed. It is better (more effective) to build on beliefs. Some changes can be very subtle e.g. strengthening of beliefs. "Survival takes centre stage. Teaching practice is a time when student teachers see their images shattered, experience the rites of passage and deal with conflicts arising from inadequate preparation" (p.158). The students move "from idealism to practicality". Student teachers' views change to focus on classroom management .

Wideen et al. describe a culture shock. Idealism originated during or before training created serious problems for beginning teachers. Only seven studies were found where data were collected from trainee teachers and from their first years of teaching. This comprehensive review paints a picture of inevitability, almost, as soon as the student teacher begins to train. The lack of ability to change expectations and the resulting success of reality emphasises the need for a realistic recruitment strategy. However, today's students may have different career aspirations to those in the research reviewed by Wideen et al., and the students' expectations may also be different.

Kyriacou et al. (1999) asked PGCE students in Norway and England about their reasons for teaching. "Working with children", and "opportunity to teach a subject they

enjoy” were common at the top of the list. Differences between nations may have been more influenced by the age and maturity of the students rather than the nationality. It is commented that campaigns to encourage recruitment and retention should concentrate on the features found to be important to the potential teachers.

Willhelm et al. (2000) describe how the 1978 Group of teacher trainees in Sydney, Australia were interviewed at five yearly intervals. There were 380 students, of whom 170 responded to an initial questionnaire. 156 of these took part in the study. The majority who left, did so within 5 years. Those still teaching in 1993 were the younger ones and had a more positive view prior to 1978. They report that pre conceived ideas influenced decisions, but personality style was also a factor. They used sets of personality tests created in 1970s and 1980s.

The most frequently identified reasons for staying in the profession were, “pay”, “holidays”, “making a difference to students” and “student feedback”. Those who left did so because of “did not like teaching”, “pressure from another person”, “misbehaviour of students”, “own children took priority”.

This quantitative study highlights the strength of qualitative comments. “One of the teachers contacted us and noted four major current sources of disillusionment among teachers: a perception of greater behavioural problem from students, a feeling among teachers that teaching has been devalued by society because of the media; the continuing changes in the curriculum that create an unstable teaching equilibrium; and an increased involvement of senior teachers in financial management that takes the focus away from teaching” (p.302). This anecdotal but qualitative comment shines through the statistics: i.e. behavioural problems, devalued teachers (media), continual curriculum changes, teachers taken away from “teaching”. Many items however, are

time related and are only of methodological or historical interest. Pay, conditions and hopes in 2000 may be perceived differently than in 1978

Other research that shows interesting features suffers the same drawbacks.

Benton Decourse et al. (1997) studied the attitudes and motivations of a small sample (11) of male elementary teachers in the USA using semi-structured interviews. The main reason for teaching was “direct contact and nurturing of children”. Parents of the teachers had originally thought teaching was unchallenging or inappropriate. Strong social pressures made the choice to enter elementary education a difficult decision.

Montecinos et al. (1997) found in USA that more females (37%) than males (12%) decided to become elementary teachers when they were in elementary school. More women (47%) expected to retain their teaching positions for the rest of their professional career. The majority of male (63%) and female (73%) teachers cited commitment to children as the number one reason for entering the profession. When asked why they wanted to become teachers, prior experiences with children, desire to follow exemplary teachers were the main reasons. As they moved through the programme, men's concerns (failing and financial) increased, while women's concerns remained stable.

Kanan et al. (2002) researched in the middle east, the use of mentors for novice teachers. Forty novice Palestinian (West Bank and Gaza Strip) teachers were interviewed. There were attempts to improve the competence of poorly paid, poorly trained, poorly equipped (novice) teachers, because novice teachers “struggle most in their beginning years”. Information was not easy to obtain because of “apprehension that the Ministry of Education may not look with favour on novice teachers criticising” (p.38). However 95% wanted a mentor in their subject area. They did not want mentors

from HE. The mentors should be graduates, have considerable expertise in their subject and teaching methodology. Mentors should be genuine, interested, honest, forgiving, fair, patient, tactful, have a good sense of humour and good communication skills, and not be “bossy”. Culturally, Arab nations are said to equate age with experience, which equates with respect, reverence and wisdom. This may not be true today in the western countries, today.

Zhixin et al. (2002) compared teachers in Tibet and China. Tibetan teachers are more likely to be male and middle class, who consider intrinsic reasons more important than extrinsic, but are more reluctant to commit themselves to teaching for their lifetime because of low status, poor compensation and the added difficulty of finding a suitable spouse.

In Tibet by 1998 65% of school age children were in school. This study is based on the recognition that teachers are critical in determining the shape of children’s lives. The study looks at the status, beliefs, attitudes and values of trainee teachers in two institutions: one institution in Tibet and one in China. There are a larger proportion of male teachers in Tibet (61% compared to 38% in China) due to limited education, families preferring the son rather than the daughter to be educated. Tibetan students (68%) dislike teaching due to “negative attitudes to the profession”, “not valued by society” and “too much hard work”, “salary too low”. In China status has improved, but is still lagging and pay has not kept up with inflation. Housing is also a problem. These factors lead to an impression that society does not value the profession. Minority groups (Tibetans) are allowed into teaching with lower grades, which does not help the perception of their status. In China improvement of status has attracted better

qualified students. Both rate intrinsic reasons higher than extrinsic reasons for entering teaching. The top three are:

Tibet

- To make a contribution to society.
- To help children/be of service to others.
- To have a personally satisfying job.

China

- To have job security/steady income.
- To make a contribution to society.
- To help children/be of service to others.

Half the Chinese students showed reluctance to enter the profession. Male Chinese teachers would welcome a female teacher as a wife, but very few female teachers would want their husbands/children to become teachers.

The report states that in Japan and Germany “schoolteachers enter the profession as a lifelong career. In the USA teacher turnover is high. Only half were willing to commit to teaching for life. In China commitment was very weak. 5% of Tibetan and 17% of Chinese felt committed to teaching for life. 65% of the non-committed Tibetan plan to teach for less than five years. 11% did not want to get into teaching at all after graduation” (p.26).

Reasons for leaving teaching are similar in both groups. The top three were:

- Inadequate salary.
- Opportunity to do something else more rewarding.
- Administration-related problems.

The authors state that lack of passion and commitment affects the quality and the quantity of teachers. Teachers are perceived as “engineers of human souls”.

Bih-Jen Fwu et al. (2002) report that teachers in Taiwan enjoy a relatively higher occupational prestige and an overall greater satisfaction with their jobs than their international counterparts. However current transformations politically and culturally may change this.

Compared to difficulties in the western hemisphere of retaining teachers and recruiting the most able, Taiwan has traditionally attracted the most able into the profession. This may be attributed to the relatively high social status enjoyed by teachers in Taiwan and the degree of respect given to them by the public.

Comparisons are made with England, Australia, New Zealand and the US. Most of the Taiwanese teachers are satisfied with the intrinsic aspect of teaching but are becoming dissatisfied with the extrinsic aspects. Teachers say dissatisfaction has increased and many are considering leaving for good. Taiwanese teachers generally voice much higher satisfaction than other nations. 80% are happy with the intrinsic and extrinsic aspects of teaching.

Taiwanese teachers are more respected than their international counterparts. In some countries teachers are seen as a “babysitter” requiring hard work and patience rather than intellectual ability. In Taiwan they are role models and learned scholars, lead respectable lives with good conduct, and are respected. There is a “morally and intellectually superior” image of teachers in Taiwan.

In the West there is low status and difficulty in recruiting. In Taiwan teacher training is academically equal to other fields of study. Government policies affect social status. In UK and US teachers are hired as school employees. In Japan and Germany

they are civil servants with life-long job security and have higher satisfaction and hold greater public respect.

Taiwanese teachers are rewarded well, better than other professions, (training, salary, pension, retire at 50, some are exempt from income tax, have guaranteed jobs and job security) but are required to teach for a minimum of five years or pay back all their free training costs.

This has been a result of traditional culture and influences from China and Japan. Since 1994, many of the benefits have been removed, but deregulation and increased diversity in teacher training has brought dynamic energy and competition. Recruitment is still no problem, because conditions are still relatively generous, and status is high.

Dinham et al. (2002), looked at stress levels in the teaching professions in association with levels of responsibility and job satisfaction internationally. Generally individuals in higher level positions enjoy better physical health. People who have more control over their work suffer less stress. On the basis that many people who work in schools have undergone many changes, and have had control taken away from them, he researched 2,600 school teachers and executives in 360 schools (primary and secondary) in Australia, New Zealand, England and USA. The topics of consideration were career satisfaction, change in satisfaction, and mental health (graded by a General Health Questionnaire). There has been a lot of change in education. All change is meant well, but some may be seen as “intrusive and potentially damaging”.

Position at school predicted a GHQ score in Australia and USA but not in England or New Zealand. In Australia, position was significantly associated with satisfaction, but not in England. He concluded that all position holders in England,

based on the sample, appear to be coping poorly in the face of pressures and challenges they are experiencing.

Cummins (1996) asks, when does “satisfied” mean “less dissatisfied”? Cummins researched the attitudes of Head Teachers. Interestingly, he points out that the relatively poor results recorded by the English respondents, especially the Head Teachers are largely attributable to the pressures, changes and overall difficult context of the English education system. US teachers feel “much better about themselves, their work and how they are regarded by society”. In Britain national curriculum requirements and Ofsted are mentioned by many as being problematic. This makes British heads more in the role of junior managers, rather than the autonomous CEO as a Head in NZ or US. Another English phenomenon is having to teach for absent colleagues to save money. Britain is a “low trust society” represented by regulation, auditing, accountability, and mechanisms of overseeing. This implies a distrust of teachers as professionals. Conflict between Heads and teachers, the us-them scenario (Reay, 1994) may be significantly related to stress. English Heads have no incentive to listen to staff. Schools have high levels of illness which may be related to management style. Heads need to market their schools with polish, spin and stated policies. This is required despite their feasibility, extra administration and stress that might be caused.

The work of Cummins would indicate that national differences have helped to shape the culture of teaching and schools, which result in a perception and a practice that has created current problems.

Somech et al. (2000) researched 251 Israeli teachers (231 female and 20 male) in 13 schools and looked at extra role behaviour (i.e. behaviour beyond specified role requirement) at three levels: student, team and organisation. They correlated extra-role

behaviour with Job Satisfaction, Self Efficacy (perceived expectations of succeeding) and Collective Efficacy (each individual's assessment of their team's ability to perform).

They found positive correlations between :

Job Satisfaction and extra role behaviour at all three levels.

Self Efficacy and extra role behaviour at "team" and "organisation" level only.

Collective Efficacy and extra role behaviour at "team" level only.

As with all correlations one can only speculate whether there is a cause and effect between the factors, but the research indicates a measure, or a method of increasing job satisfaction in these teachers in Israel.

Cassar et al. (2000) researched in Maltese schools where there were attempts to introduce more self management schemes amongst school teachers. The author defined four empowerment dimensions:

1. Decision Latitude. There was a positive correlation between Job Satisfaction and Decision Latitude. Lack of teacher influence at events correlates with teacher distress, low morale and demotivation.
2. Job Responsibility. Increasing responsibility improves self efficacy and motivation.
3. Job Involvement. Psychological identification with the job contributed to better acceptance of necessary administration.
4. Enabling Environment. Impoverished physical and social environment is likely to flourish feelings of job dissatisfaction.

The investigation was carried out at four Primary and four secondary schools. 150 questionnaires sent and 121 received back. There were many positive correlations.

Decision Latitude, Job Responsibility , Job Involvement correlate well with motivation, job satisfaction and commitment. If Decision Latitude, Job Responsibility, Job Involvement are low, the implication is high frustration and an intention to leave. Enabling Environment failed to correlate significantly. Once again, the implied cause and effect is not proven. The factors investigated would appear to have international relevance.

Hean (2001) investigated sources of job satisfaction in science secondary school teachers in Chile. The investigation covered 17 schools and 47 teachers. There was a historical influence of Pinochet i.e. deprofessionalisation, reduction of status, and a deterioration of working conditions. Teachers listed factors giving them satisfaction and dissatisfaction and answered a questionnaire. This was part of a larger study. The major satisfiers were (1) interaction with students, (2) relationships in school and (3) opportunities to contribute to society. The major dissatisfiers were salary, work load, student characteristics, resources and infrastructure. The author suggests that a happy teacher is a better teacher and training programmes would benefit from an approach to promote the tactics of teacher/student relationship improvement.

In 1988-90 a study in Ontario, Canada in six schools found advantages and disadvantages of 120 minutes guaranteed preparation time for elementary teachers (Hargreaves, 1994). The advantages included: reduced stress, restored something to outside lives, they could do things better and they could do more things. The disadvantages were that: time itself was not enough, people protected their time. Poor cultures allowed isolationism rather than collegiality. Some teachers equated reduced contact time with “quality of care that relationships provide”. Resulting cover for classes gave concern to some teachers about the “shared responsibility”. Extra time did

not guarantee more association between teachers, where a lack of time certainly inhibits such association.

When the teachers talked about their jobs they talk about “anxiety, frustration and guilt”. “I feel guilty sitting down.” However Hargreaves points out that guilt can be a motivator. There are Guilt Trips (burn out, exit, cynicism, denial) and Guilt Traps (inability of the caring profession to do the job). This Canadian study demonstrates that simple solutions are not always as effective as expected.

Goddard et al. (2002) researched graduate teachers in Queensland, Australia. His data were collected at two points early in their teaching career; after six weeks and after eight months. He found high levels of emotional exhaustion and work pressure. A third of respondents expressed a serious intention to leave after eight months.

He reports that there have been high rates of attrition in the teaching profession for several decades. He attributes this to “beginning teacher burnout” and “discrepancies between actual experience and pre employment expectations”. Responses from the teachers indicated that their perceptions had deteriorated between six weeks and eight months. They felt more unsupported, and more in need of support as time went on. They had underestimated work demands.

Kyriacou et al. (2003) found similarities between student teachers’ expectations of the profession in Norway (Stavanger) and England (York), by using the questionnaire created for this study. However the Stavanger students appeared to hold more positive expectations.

Research in Germany (Christ, 2004) of 447 German school teachers suggests that “identification” may be a key factor in determining teachers’ involvement in behaviours not directly or formally forced by contract. The additional involvement of

teachers based on “career identification, team identification and organisational identification” may create a more fulfilling experience and aid retention.

It is possible that the level of respect afforded to teachers is in some way linked to the level of respect afforded to elders and qualifications in a community. In the UK 50 years ago professions like teachers, the police and medical staff were recognised as being better paid, and they were jobs that required more qualifications and a certain level of ability. The idea that such people could be criticised or physically assaulted was rare. It would appear that social progress, and widening access to HE, and the consumer society, and the fact that these professions are no longer the highest paid has meant that these professions are seen as “less special”, and possibly available to more, so a level of resentment and envy and “I know my rights” attitude has laid these professions open to criticism. These social changes have even turned the professions into targets. Government initiatives that have focused on these areas are in fact telling the public that (a) this profession is important to you, (b) this profession is in a mess and (c) here is a league table that proves that some of you are not getting your fair share as others are doing better. These phenomena have had the effect of whipping up public feeling and resentment, encouraging criticism and creating a focus for media comment. On the other hand, politicians would say that progress is essential and this can only be achieved by accountability, openness and change.

It might be hypothesised that the level of respect for the teaching profession is associated with the level of westernisation, democracy and consumerism of a country. If so one might expect that third world countries would have retained this respect, that the newly democratised countries of eastern Europe would still maintain a level of respect,

whereas the UK, USA, Japan, France would view teachers with less respect. Some supporting evidence for these hypotheses can be found in the previous pages.

The problem of teacher recruitment and retention is internationally recognised, but the causes of the problems and the potential solutions to the problem may have their own emphasis in a specific nation. The history of the profession, the reputation of government efforts and current expectations all lead to a perception of the profession within that nation. The above research indicates that the severity of the problem will differ between nations and times; the profession is perceived in different perspectives by nations; emphasis of training will differ between nations; there are differences in student teachers' desires and expectations between nations. Teachers may express similar views across nations about why they stay or leave, but the crucial factor or decision point may be different.

All teachers may go through the same developmental stages, where the relative significance is determined by the political, economic, social and technological environment at that time. It is also true that recruitment and retention are two problems that may not have the same solutions. It may be common to expect a shock or surprise when training becomes work, and there may be common ways to reduce stress and pressure and create a more positive outlook

An international problem may not have an international universal solution. However there is likely to be commonalities that allow the transferability of some of the key findings across the world.

A report by the OECD reported in the Times Educational Supplement (15.4.2005) says that about half of the 25 countries studied face teacher shortages at present or in the near future.

Thomas (2005) reviewed articles on education and modernisation. The objective of education appears to be for education to achieve economic growth and social cohesion. The problems and potential solutions in various countries are not totally diverse. In the USA the main distinction between teaching and other professions is the flexibility of setting pay and conditions. This is being attacked directly (liberalising of teacher conditions) and indirectly (organisational changes). In New Zealand, economic rationalism, managerialism, commercialisation and globalisation have produced an erosion of trust and a degradation of teaching as a profession. In Scotland, global pressures for modernisation have been interpreted locally with embedded practices and cultures. This policy divergence is significant in ensuring acceptability and success. In Australia, where schools are described as a set of relational resources and conditions that allow learning to take place, they can be deeply disturbed and unhappy places, when it does not work. It is essential that schools have the freedom to devise ways of reforming themselves, in spite of official reform agenda.

There would appear to be international problems created by common desires for improvement, that conflict with ground level custom and practice of a large and relatively conservative workforce. The essence of success may be the management of the change process, coupled with sufficient flexibility, local variation, delegation and respect of the profession.

Chapter 2.

Views on teaching: recent literature and media images.

2.1 Media images of teaching as a career.

Teachers' expectations are dynamic and are influenced by various events, statements and incidents. Communication from newspapers, internet, journals and television bombard us daily and help to shape our opinions and expectations. A survey of published articles relevant to the teaching profession may help explain the media image of the profession, which in turn affect expectations at that time. Individual expectation is fuelled not just by fact, but also by public opinion, government statement, union declaration and personal interpretation.

The image of teaching as a profession, and students' anticipated outcomes change over time.

Hayes (2004) suggests that controversial well publicised issues have damaged efforts to attract people to teaching. Discussions by unions, the government and newspapers on "unreasonable working conditions for teachers" and "the role of teaching assistants providing cheap labour" have emphasised the down side of teaching. Hayes (2004) in his study states that the attitude to teaching of BEd students took a downward turn during years 2 and 3 as their initial enthusiasm was tempered with the realities of becoming a teacher.

There is a general public perception of a teacher's job and there is a media image of teaching. There is also the truth about teaching as a career. These three may be different.

There could be debate about which comes first. Is the media image of teachers created from individuals' perceptions, or are individuals' perception of a teacher's job created by media image? How do these compare with the facts?

As an example one might consider the fact that there are far more female than male primary teachers. The media image of teachers that helps to create a perception of a teacher's job may be different for primary teachers compared to secondary teachers e.g. there are far more female primary teachers than male. In 1999 there were 141,400 female, but only 27,700 male teachers in England (DfES statistics). This implies that there may be many more potential male primary teachers in the country. Is primary teaching seen as a female profession that hinders recruitment of men?

Lewis (2001) describes a case study that typifies reasons why there are so few men in early years teaching. There are many barriers and myths regarding an association between the female carer and the early years teacher that influence parent, teacher, head teacher and student expectation. Lewis reports that entering a primary school is almost like entering into a female world. Many issues are identified and raised by Lewis such as whether these images are factual, if they are good for pupils, or should be changed. One needs to ask whether the primary schools are sufficiently receptive to male teachers. Should we accept the reality of a more acceptable female majority, or try to solve a problem (teacher shortage) by changing perceptions. But what is best for the children? Do children do better in the female caring environment, which may not be attractive to men. Perhaps education needs to carefully define its objectives. It could be argued that, if it is better educationally for young children to be taught by female teachers, we should rejoice in the female majority rather than see it as an opportunity for change. This is another example of how educational objectives may not be resolved,

simply by increasing recruitment. It is also an example of how the strength of perception of a job (in gender terms) strengthened and supported by media may be inhibiting potential solutions.

Related research by Mills et al. (2004) suggests that in Queensland, Australia teaching has become a “feminised” occupation. They argue that this construction has served to devalue the status of teaching by constructing such work for women as a “natural feminine activity.” This may appear to be a politically incorrect or even old fashioned view, but the image and the perception of the general public to the status of teachers may be influenced by a derogatory interpretations of “women’s work”.

Television programmes can also be a source of information that affects the image of teachers. Programmes may be fiction or documentary. Some of the fictional programmes can portray teachers as wild unruly bunch in the name of entertainment. Documentaries, where the intention is to be factual (one would hope) may have a greater effect. Since this study started there have been three documentary series about the teaching profession.

“Head on the Block” BBC2 was a three part series in September 2000 based on school year 1999/2000. It focused on Torsten Friedag in Islington Arts and Media School. Friedag is German. The programme showed an interesting example of leadership skills and evangelism. The teachers were totally swept away with positive enthusiasm from the man with a vision. “Make the children realise that their dreams can be fulfilled”. This was a school in trouble, with a bad record and poor results. It was physically rebuilt, re-staffed and reopen by David Blunket (Minister for Education) with the new Headmaster. Things did not get off to a good start. The children arrived as the concrete was still pouring into the building site. He had “lost sight of the timetable”.

Children and teachers were being issued with a temporary timetable every day. And things were going to get worse. He played Beatles music to the 11 to 16 year olds. He eventually resigned.

What went wrong after such a positive start? Was it the political governmental influences and pressures? Was it just the wrong Head? He had never been a Head of a large inner city school before. Was it that despite the fact that he was a good teacher, a visionary, an idealist, an evangelical leader, he was not a good manager. Head teachers need to be managers who are good at project planning, delegating and decision making as well as the “teacher things”.

Could the twelve month experience of this school be a microcosm/reflection of a teacher’s typical career: i.e. from ideals and expectation to realism and disillusionment, through a series of administrative, managerial blunders. The school lost its way in one year. Many teachers take longer. The heat of the magnifying glass of television and political pressure brought the situation to the boil quickly.

At the end of the first term two teachers had resigned. They could not believe it was so bad. Lack of discipline, disorganisation, lack of basic facilities and a leader who was full of ideas and dreams but could not manage his resources: i.e. people, money, assets, responsibility or children.

The image of the profession given in this programme is that key individuals may not be capable of doing a good job. Talent and hard work of teachers is being lost due to lack of management skills from above. Teachers are trained to educate, not to manage. Most organisations realise that it is only as good as the people who work there, and people have to be managed.

In September 2001 Class Act on BBC1 showed six student teachers in six programmes setting out on their teaching practice. Each student had ambition, enthusiasm, fears and hopes. They met these facets and dealt with problems to varying degrees of success. The image of the profession was one of dedicated, keen, able professionals trying to fulfil their ideals in the face of difficulties that prevented them doing the job they wanted to do.

In January 2002 BBC showed a documentary “Changing Classes” where two head teachers changed places for a week. The heads of two primary schools changed jobs for a week to experience a different school. The schools were a league leader from a primary school in Surrey and a school in an economically deprived area in the Midlands where a third of the pupils were statemented and they were at the bottom of their league table. The Head of the successful school criticised the other for excluding children from classrooms, creating barriers to education, not raising money, not being aware of funding initiatives that could create money to buy equipment. He recognised the difficulties, but felt that the head had not got the best out of the school, the staff or the pupils because of bad management. The Head from the less successful school criticised the other for his regimented discipline, the pressure he put on children to succeed, value he put on league tables, the restrictions on pupils to behave in a particular way. She was also astonished at the level of facilities available to the pupils. The image of the profession given in this programme is that schools and the skills required of teachers can vary so much between schools. The unfairness of the inequality was apparent. The programme demonstrated a division in education that would have displeased many parents and created resentment and criticism of the system.

Images created or reflected in the media are increasingly relevant to expectations in society. The speed of change and the power of media influence and the multitude of media methods have been accelerating and continue to do so. It might be that crises could be created or solved by media influence alone.

2.2 Views of undergraduates and school pupils of teaching as a career.

The views of potential teachers of a career in teaching are going to be an important indicator to successful recruitment to the profession. Their views may also act as the origin of their expectations and so may influence their degree of job satisfaction if those expectations are dashed, fulfilled or exceeded. Undergraduates and school students are potential teachers. Their views may be very dynamic. The views of undergraduates and school students five years ago may be very different from views today, because of rapidly changing incentives, conditions and circumstances of the profession and the potential recruits.

In 1992 1428 undergraduates were asked the most important characteristics that determine career choice, and whether teaching fulfilled them. Fulfilment was graded on a scale of 1 to 3, where 0 implied “not fulfilled at all” and 3 implied “fulfilled very well”:

	% saying very important	Does teaching fulfil the criteria
1. Variety of work	54	1.1
2. Good working environment.	53	0.9
3. Intellectual Challenge.	45	1.1
4. Job security.	42	1.3
5. Opportunity for creative input.	40	1.3

(Hillman, 1994).

Hillman concludes that “scores given by respondents for school teaching compare fairly well”. He further concludes that, “there is no crisis in the recruitment of undergraduates for teaching”.

Kyriacou and Coulthard (2000) asked undergraduates what they wanted from a career and if they thought that teaching might offer fulfilment of those desires. The undergraduates were divided into three groups; those who were seriously considering teaching, those who had not decided and those who had decided against teaching. Results indicated that those who were seriously considering teaching were more likely to rate as important those features that teaching evidently offers e.g. “a job that gives me responsibility”, “a job where I can contribute to society”. The findings point to ways in which recruitment campaigns may be needed to be directed more accurately to various segments of the potential market. However there is an implied assumption that if they are attracted and apply then their expectations will be fulfilled. This may be a false assumption.

They reported that the five most important characteristics that determine career choice were found to be:

	% saying very important	% believing teaching definitely offers it.
1. A job that I find enjoyable.	95	15
2. Colleagues that I can get along with.	73	18
3. Pleasant working environment.	60	11
4. A secure job.	60	43
5. An intellectual challenge.	58	23

(Kyriacou and Coulthard, 2000).

In 2000, teaching does not appear to offer what undergraduates want from a career. This may be as a result of a change in the perceived content of the career, or it could be that their desires have changed.

A survey done by the TTA and the NUT in 1997 in 55 schools and FE Colleges resulted in 1095 anonymous questionnaires. They found the following.

90% of pupils thought teaching changed children's lives.

70% thought that teaching was a profession to be proud of.

They were asked what makes a good teacher.

61% said patience/understanding.

43% said communication skills.

30% said subject knowledge, (twice as many boys as girls gave this their top priority).

When asked what was the top encouragement to be a teacher?

50% said long holidays.

46% said liking children, (girls had this as the most important).

The most off putting factor to becoming a teacher was misbehaving students (60%).

Business/management was first career choice for over 50%.

88% thought that teaching was an equally good career for men as women, but 40% of females and only 10% of males identified teaching as a potential career choice for them.

They were asked what changes would most encourage them to become a teacher. Responses included smaller classes, pay and better resources/facilities.

What did students think about:

Pay?

60% thought teaching was not well paid.

20% said “good pay” would encourage them to be teachers.

Stress?

83% said teaching was a stressful job.

87% disagreed that teaching was an easy job.

Image?

50% said that news and TV put them off being a teacher.

Not a single type of media had a positive effect on the perceptions of teachers.

The survey was reported in 2000; and the questions may have a different response today, because so much has happened and been widely publicised since then. Between 1997 and 2001 the government had issued 1,000 publications and regulations for schools, according to a speech by William Hague (leader of the Conservative Party) to the Secondary Heads Association in April 2001

Johnston et al. (1999) researched the attitude of A-level students to primary teaching, which is female dominated. Even though they found that all students felt that the profession was performing a moral service to society, was mentally stimulating and offered a high degree of job satisfaction, there were three reasons that dissuaded men from entering the profession. Firstly, men are gender sensitive when it comes to career

choice and here the profession is female dominated and there may be a perceived negativity about men working with young children. Secondly, teaching is unfashionable and could evoke peer derision. Thirdly, current child-abuse awareness has made men wary of close contact with young children.

All of these factors could be seen as a function of society at that time. This implies that views change and could be influenced intentionally (or unintentionally) by publicity and/or government initiatives.

Kyriacou et al., (1999) summarised studies over the previous 20 years which indicate that the reasons for choosing the profession fall in three main areas:

Altruistic: socially worthwhile, important job, a desire to help.

Intrinsic: the job itself, teaching children, subject interest, expertise.

Extrinsic: holidays, pay and status.

In the TTA report, *Perceptions of the Teaching Profession*, reported in 1997 on 16 to 19 year olds, pay was the second most important characteristic of the job to schoolchildren, whereas only 5.5% of final year students thought that pay was very important in influencing their career decision. Will today's school children carry their view into the future or will their view "mature" with time? In 1997 the students also highlighted differences in their views on holidays. The majority of 6th formers found holidays a main motive to teach. The majority of student teachers did not. The TTA and Green Paper highlight the importance of attracting "graduates of the highest academic standards into teaching". One might ask "Why?" Schools need good teachers not great boffins. The two are not necessarily the same. If children fall asleep, then there is no learning, no matter how "clever" the teacher is. Teachers need to keep pupils alert, keep

them interested and then, and only then can the pupils learn something. It could be considered better to recruit from Equity than Oxbridge!

Lucas et al. (2003) reported an interesting experience of a positive attempt to increase the retention in teacher education. They identified prospective teachers at the start of their university career and created a social and work based group of like minded individuals who would be mutually encouraging and supportive. They reported that the resultant sense of belonging in the university, the building of their self confidence and the focus on their chosen profession encouraged retention.

Day (1999) reported that 54% of the 200,000 graduates in 1997 entered work and 19% entered further studies. Their career choices came from information from five sources,

1. Friends and peers
2. Adult mentors.
3. "Milk rounds."
4. Internet/publications.
5. Work placements.

A large proportion change direction within two or three years. Top accountancy firms expect a fall out of 40% in the first two years. The best way to get a feel for the job is to talk to recent employees in an honest way. Potential teachers would appear to have a great advantage over other professions, as all the potential recruits have had many years experience in schools, as pupils.

Cockburn et al. (2004) researched 1,675 school leavers in 10 LEAs in 2000. They reported that the 1997 government response to the situation of teacher shortage was to inhibit early retirement. This was attacking the symptom rather than the cause.

These were mistaken policies because the decision makers were far removed from education. This was not a short-term problem.

In 2000, 13 out of 15 European states faced a teacher shortage. The USA was in the grip of its biggest teacher recruitment crisis for a generation. Several Australian states were in difficulties. New Zealand were marketing for teachers throughout Europe. Even Canada (with the highest paid teachers on the planet) were having difficulty getting enough maths and science teachers.

The researchers asked the respondents what they wanted from their career. Even though 18% said “high potential earnings”, only 10% wanted a “good starting salary”. However 48% said pay was a principal deterrent to being a teacher followed by stress, teacher image, pupil control and too time consuming.

2.3 Views of student teachers on teaching as a career.

Student teachers have made a decision. They have made a career choice. The decision is not irreversible, but a decision has been made based on their views and the information available to them. At that time one must assume that they thought it was the right decision. After that moment of decision making, their expectancy of the training and the career will begin to be influenced by their experiences. The views of student teachers of teaching as a career should be an indicator of potential retention rates, and a measure of success or failure of the recruitment strategy.

Brookhart and Freeman (1992) reviewed 44 studies, most of which employed survey methodology. All the students had enrolled on their first year of teacher training. 41 of the 44 studies looked at a single institution. Key variables are clustered into (a)

demographic background, (b) motivation for entering teaching, (c) confidence/anxiety, and (d) beliefs about teaching.

The majority of students were white females. The motivation of the student teachers were primarily altruistic (service orientated) and intrinsic (the job itself). Primary students were more child centred, secondary students were more subject centred. Primary candidates were more likely to believe that the training theory will have a greater effect on classroom practice. Commitment to the profession was not related to academic ability. Desire to pursue their career decreased after teaching practice. The majority (57%) did not expect to be teaching for their entire career.

The less confident student expected more from training. Students' concerns changed from self-doubts at the start to concerns about pupils later on. The student's beliefs changed from "teachers teach and students learn" to a more realistic and complex definition. Attitudes changed from an extended parental role to a more academic objective role. It is suggested that the student's initial beliefs may need to be supported if the career is going to fulfil expectation.

Pagano et al. (1995), in their qualitative study on student teachers, concluded that the motivation of student teachers changed in commitment and confidence during training. They were influenced by discouragement from tenured teachers, school bureaucracy, views of students and relationships with cooperating teachers.

Yong (1995) found that extrinsic reasons were the main determinants for students to choose teaching as a career. "No other choice" and "influence of others" were the most important reasons. Intrinsic reasons came next "ambition to become a teacher" and "opportunities for academic development". Altruistic reasons "like working with children" were less important.

Montecinos et al. (1997) found in the USA that more female student teachers (37%) than male (12%) decided to become elementary teachers back in elementary school, and more female (47%) than male (20%) expected to retain their teaching positions for the rest of their professional career. The majority of male (63%) and women (73%) cited commitment to children as the number one reason for entering the profession. When asked why they wanted to become teachers, prior experiences with children, desire to follow exemplary teachers were the main reasons. As they moved through the programme, men's concerns (failing and financial) increased, while women's concerns remained stable.

Kyriacou and Stephens (1999) make the point that a student teacher's experience may not be entirely typical of the experience of a full time permanent member of staff. They stress that student teachers are often thrown in the deep end and struggle to give their best. They try too hard to be excellent all the time. It is a matter of keeping things in proportion and realistically to be "good enough" for each class. Student teachers' relationships with a class are created by the permanent teacher for that class. The student could be perceived by the class and himself as a "little helper" rather than "a teacher". Student teachers enjoy taking responsibility, and need to be able to say, "I can do the job and I am going to be successful". Pupils will not always respect newcomers they do not know. The experience can be quite shattering.

In September 2000 the UK Government introduced training salaries of £6,000 to PGCE students and Golden Hellos of £4,000 to PGCE students in shortage subjects. Paul Clarke (TTA and Bradford College, 2000) looked at the effectiveness of training incentives in attracting graduates on science PGCE courses. He concluded that training

incentives removed obstacles to those already motivated to teach, rather than encourage new students, purely for financial reasons. This research was limited to one location and 37 students.

Chambers and Roper (2000) investigated 450 students at Leeds School of Education, where 11% failed or withdrew while studying. The main reasons were stated as financial, stress, unexpected workload and unhappiness. However, only 23 out of the 92 leavers responded. Surveys of people who leave professions are potentially a very useful source of information. However, by their very nature, they are difficult to obtain and very difficult to validate.

Hunt (2001) investigated the perceptions of teaching of 18 career changers at University of Warwick. The 18 students who had spent at least two years in another career were interviewed about their perception of teaching during their training year. Hunt identified positive and negative features that changed in importance as the year progressed.

“Job satisfaction, a worthwhile career and interaction with others”, were maintained throughout the year though there was a greater emphasis on “working with children” rather than “subject knowledge” as the year progressed. References to job satisfaction were reduced as the year progressed. Initially the negative factors were all about external factors, “image, pay and conditions”. Negative factors changed to be more concerned with “classroom management and overall workload” as the year progressed.

It would seem understandable that the hierarchy of concerns of student teachers is modified as problems become more immediate. This does not imply that other

concerns have gone away. Nor does it say much about the importance or strength of those concerns.

In a similar fashion, Priyadharshini et al. (2003) studied teachers who had chosen teaching in preference to a career in which they were already established. The career changers would rely on memory to report why they changed career. The changers were categorised variously as parent, successful careerist (an individual who felt the need to establish one permanent career), freelancer, late starter, serial careerist (an individual who was likely to continue changing careers in search of the ideal) or young career changer. They identified various “pulls and pushes” to and from a career:

- Dissatisfaction with the nature of their previous career: bored, alienated and isolated.
- Need for greater stability and security.
- Changing perspectives on life.
- Memories and experiences of school.
- Wanting to use specialist subject knowledge.

When they began their training there were several “irritants” that were early warning signals of retention issues. These were training related issues (i.e. recognition of their mature status and additional responsibilities) and issues to do with the school culture, that was so different from their previous careers. The authors found gaps between expectations and reality, which could lead to training recommendations to improve retention.

Chambers et al. (2002) studied PGCE students who left during training from eight higher education institutions across England. The focus was on the mentor relationship, which was a common feature. The “critical friend” that in theory is there to

provide all the support required does not always work, for many reasons. There was discussion of the mentors' role, the mentors' comments, the student comment, and the training of mentors. The role of the mentor could be crucial in bridging the gap between student life and work life.

In November 2003 the TES survey of potential teachers asked 75 potential teachers what they liked/disliked at school, the most/least attractive aspect of the job, the most positive thing about teaching. This was a snapshot in time and the survey relied on memory.

The most attractive part of the job was found to be security (57%), holidays (55%) and nationwide jobs (29%).

The least attractive part of the job was found to be, hours and workload (52%), government directives (41%) and pupil behaviour (39%).

The most positive thing was found to be making a difference to people's lives (87%), passing on knowledge and skills (60%) and working with children (43%).

The average age of the respondents was 28. These interesting comparisons are results that may be, to some extent, a function of their time and environment. The ongoing media stories, potential strikes and reported funding crisis may have well influenced the teachers' views at that time.

Student teachers in 2005 have some things in common with student teachers of ten or twenty years ago, but there are many differences. Politically, socially and economically career choice and expectations are likely to change with each generation. Past research is of great interest methodologically and analytically. It also points out and categorises the important areas of concern i.e. intrinsic, extrinsic and altruistic.

However, recruitment and retention issues are dynamic and need to be continuously researched to find solutions to current problems

2.4 Views of teachers on teaching as a career.

The views of teachers of teaching as a career has a great influence on recruitment and retention. Initially student teachers get their first real teaching experience (after making their decision to train) from the teachers in their placement schools. The views of teachers expressed formally, or informally may affect the expectations and levels of job satisfaction in student teachers. The views of teachers are also an indicator of potential retention rates in the profession.

The educational research databases ERIC and BEI list many references to research on “teacher motivation”. The BEI show 95 references from 1976 to December 2004. The ERIC show 535 references from 1966 to 1983, a further 341 from 1984 to 1989 and a further 562 from 1990 September 2004. The research up to 2000 when this current research began, has been scanned. Almost half of these articles appear relevant to this research. The age of some of the reported research makes the findings less relevant in this dynamic area. However the issues explored, the methodology used and the critical evaluation of the research has illuminated areas of study, angles of perception and potential characteristics, that is relevant to this research. These features act as a stimulant and a warning to the researcher. They are a stimulant to consider their methodologies and ideas. They are a warning not to ignore influencing factors, which may be significant. The relevant articles, papers and research documents have been categorised into 20 areas of commonality. The 20 areas could be described under the following headings:

Reasons for entering the profession.

The importance and usefulness of in-service training

The possibility and effect of work redesign.

Do teachers have insufficient time to teach?

Do teachers in different subject areas respond differently to each other?

Is pre-service preparation important to teachers?

What is the negative side of teaching?

What is the positive side of teaching?

Teacher involvement in management and relevance to job satisfaction.

Job content verses job context.

Demographic issues.

Socio-economic and geographical issues.

What are teachers' needs?

The effect of higher responsibility.

Rewards of teaching.

How can teachers be measured?

The effect of bureaucracy within the profession.

Teacher expectancy.

Teacher burnout.

Effect of motivational differences.

Each of these headings has been a focus of educational research over the last 25 years. It would be true to say that any educational research into teacher motivation should not omit any of the 20 aspects. The necessary restrictions on research condemn the researcher to restricting their work to a focused area. The complexity and dynamic

nature of the subject should ensure that research considers all these aspects in relation to recruitment and retention at each stage of a teacher's career from Career Decision, to Training, to Interview, to First Job

Hannam et al. (1976) in their book 'The First Years of Teaching' have recorded comments from many teachers who kept a diary of events and emotions as they progressed through this delicate stage of their career. Specific chapters are dedicated to Teaching Practice, The Interview, The First Few Days, Relations with Pupils, Relations with Staff, Becoming Established and Giving Up. Even though this was published many years ago, and there are many references which are nostalgic rather than informative, there is relevance to today. This book has also shed light on features that need to be researched.

Outdated parts refer to young female teachers wearing short skirts and resultant problems with adolescent youth. Even though the miniskirt has gone, the problem of creating a relationship with pupils continues. There are many references to older staff being much keener than new teachers on corporal punishment. Legislation has removed this barrier, but there will still be differences between older established staff and new teachers, that need to be resolved.

The authors clearly identify stages in the complexity of teachers' lives that suggests validity in longitudinal research. Each stage of the new teacher's life from teaching practice, to interview, to the first week at work, to building relationships with pupils and staff, are filled with their own concerns, apprehensions and expectations. At each stage teachers may be playing a different role and establishing or developing a different image.

Kunc (1999) researched one academic organisation looking at attitudes of staff in relation to their profession. The work identified features that contributed to satisfying and fulfilling experiences, and other features that contributed to frustrating, annoying and depressing experiences. The research was initially intended to consider how reality matched with expectations to create a degree of job satisfaction. The research highlighted the need to identify actual expectation rather than remembered or modified expectation.

More recently Spear et al. (2000) reviewed research since the 1988 Education Reform Act, and came up with reasons for choosing a career, career moves, teacher morale, and job satisfaction. They suggest there is a paucity of longitudinal research that would enable conclusions to be drawn about links between teachers' job satisfaction and their expectations before joining the profession.

Hutchins (2000) studied why teachers were leaving posts in six London LEAs. 14% identified pay levels in their new job as an incentive. 51% said the new job gave them more room to use their initiative. 48% gave them more room for creativity.

Troman and Woods (2000) describe a case study on primary teachers, who considered leaving the profession, but stayed and coped. The study was a longitudinal study. Thirteen women and seven men were interviewed over two years. They said that teaching was “.. not the job we were trained for..” and it “.. becomes more of a job than a vocation.” The teachers adapted by retreating, downshifting or self-actualisation. Troman et al. concluded by suggesting that the traditional career ladder might be redefined (e.g. plan for teachers to work for ten years and then move on), so that early retirement through stress related illness will not be so common. Perhaps this might get the best ten years from teachers before they restart their careers.

The TTA repeated their 2000 survey of newly qualified teachers in 2001. The TTA surveyed 20,000 NQTs and received 7,000 replies about the quality of their initial teacher training. 82% of respondents found it good or very good. There were no gender and ethnic group differences. There were some subject difference. English students fared worse at 75% compared to 88% for History and PE.

They found many improvements on the 2000 survey, but there were less favourable areas. The less favourable areas were:

Preparation for teaching ethnic minority groups 29%.

Understanding use of ICT in their area 54%.

Preparation for induction period 63%.

Preparation for teaching mixed abilities 60%.

All these items (i.e. the presence of ethnic minorities, the importance of ICT and the induction period) have become more intense, or more important, or just more present in recent years. This emphasises potential weaknesses of using old data for current problems.

In February 2002 NQTs' views of ITT were again surveyed by the TTA This was a repeat survey to compare with results of the previous years. There was a response rate of 33%. 81% thought their training had been good or very good compared to 82% in previous year. However the responses showed the "good" and "very good" results was 85% for secondary NQTs and 78% for primary NQTs.

There are many articles and letters in the current press from teachers and about the teaching profession expressing views that indicate an increasing problem within the profession. As these views gain publicity, so the image and relative attractiveness of the

profession may decline, and the vicious circle continues. An article titled “The Road to Nowhere” by Sarah Mannion, in June 2001 in the Daily Telegraph from a disillusioned PGCE student discusses “...new depths of frustration and despair. ... tutors having little idea of what life is like on the front line. Under stress, worried about looming “skills” test.....little support from my college. Burnt out at 23...” Articles like this may be considered anecdotal in isolation, but could build to create a potential cumulative effect.

Blake et al. (2001) write about teachers reflecting on careers in secondary school teaching. It is a review of why teachers go into teaching. This is specifically about the proposed Advanced Skills Teacher (AST), from the views in interviews of six senior teachers. The discussion about the existence of ASTs reflects on many areas that currently influence all teachers: e.g.

1. The difficulties of defining an AST? “for me excellence is a spark”.
2. All teachers (not just ASTs) need more money.
3. Differentiation of teachers on the basis of skills would be divisive.
4. A school is a result of combined efforts.
5. Would promotion take the AST away from children?
6. An AST would not find it easy to advise an older more experienced teacher.
7. Teachers used to be compared to doctors and lawyers, now it is nurses and firemen! And the nurses and firemen get praised, the teachers are criticised by government, press, parents and Chief Inspector of schools! And teachers need more qualifications than nurses or firemen! Teaching is a vocation, and is rewarding.

The idea that ASTs would increase teaching skills, spread good practice, reward the best and provide motivation for the rest may be debatable.

Teachers are individuals with their own personalities and motives. The psychological aspects of decision making (Jennings and Wattan, 1994) imply the objectives of individuals may be different from the organisational objectives. It is unlikely that there is one answer to the problems of recruitment and retention of teachers. The best we can hope for is to extract the most important areas that will contribute to the majority of the population and the majority of the dissatisfaction.

Sturman (2002) reports on a questionnaire measuring the Perceived Quality of Working Life used on other professions and now used on 389 primary and 285 secondary teachers. The results show:

- Teachers have more job satisfaction than other workers but are neutral on job commitment.
- Teachers experience job security and are satisfied with communication within their schools.
- Teachers feel well supported at school and have positive working relationships with colleagues.
- Teachers are dissatisfied with their salaries and report more stress than other employees.
- Secondary teachers would like more responsibility and involvement but primary teachers are unsure about this.
- Roles and responsibilities impact on the quality of working life, as do hours worked.

- Job commitment is affected by levels of job satisfaction and stress in both sectors, and by levels of support in primary schools.

Draper and Fraser (2000) asked 155 teachers in their 10th year of teaching, how would they regard such statements as, “I enjoy seeing pupils in the morning” and “I would like to move to another school”. They concluded that job satisfaction and commitment are related, but commitment and retention are not. This interestingly complicates the situation.

The past research has generally been initiated to look at a specific feature, a specific location or a specific group of people. It has also been conducted in the past and frequently relied on memory. This older research would have been of great value at the time, but primary findings in today's world are more relevant to today's problems. The current value of the older research lies in methodological, analytical and creative issues.

Smithers et al. (2003) investigated why teachers leave the profession. Their target group was leavers during 2002 from the full time maintained sector in England. In that year there was a turnover of 14.1% (60,800) and a loss of 7.9%. The five reasons highlighted were workload, new challenge, school situation, salary and personal circumstances. For every 100 resigning nine were retiring prematurely, five were going to “other” employment, four were going to travel and the destinations of 11 were unknown. Teaching had lost at least 18 out of every 100 resignations. The leavers tended to be new or older teachers, female and teaching the shortage subjects.

The research looked at 1,782 schools and 5,245 resignations. The authors suggest possible levers to improve retention might tackle workload, initiatives and pupil behaviour. “Salary is often mentioned as an inducement to stay but rarely features as a reason for leaving” (p. 4).

The authors note contradictions in the number of leavers reported by Employers Organisations and the number reported by the DfES because of different definitions of “turnover”, however the reported trends are in agreement. Similarly the loss figures from the two bodies also disagree.

Table 8. Secondary school wastage percentages

Year	DfES	EO
1995	8%	4.8%
1996	8.5%	5.5%
1997	8.3%	5.5%
1998	9.3%	7.4%
1999	7.4%	4.6%
2000	7.9%	5.3%
2001	8.3%	6.3%
2002		6.1%

Whitehead et al. (1998) addressed the issue of teacher supply. The research investigated mature ITT students (age over 26).

	Questionnaires	Returns	Withdrawn
Open University	76	39	13
University of the West of England	87	38	9

When asked why they started, the most common reasons were: need for career change, and a belief in the value of teaching. When looking at the reasons for withdrawals, they found little evidence of common factors. However disillusionment with training, perception of lack of support, work load, attitude of teachers and pupils were all mentioned.

They concluded that having different types of ITT is not an effective long term solution to the problem of teacher shortage. There are many powerful internal and external barriers that stop NQTs entering the profession.

Gibbons et al. (1994) wrote a case study of two students who started teaching. The first had an idyllic PGCE followed by NQT turmoil. Things went wrong. He was buried in paperwork. However meetings with other NQTs were like 'group therapy' sessions. Plenty of doubts remained with the teacher.

The second teacher benefited from conferences, recognising that others have the same problems. He was always learning something and always improving. The cases represent individual differences and the potential strength of understanding that develops from case studies.

Barrington (2000 unpublished) investigated the induction period, which considers the perspectives of NQTs and their induction tutors. "Induction forms the weakest link in the professional development of teachers" (Mahoney, 1996). In May 1999 the government introduced a statutory requirement for the induction period. Support, monitoring and assessment had to be provided. An induction tutor was to be provided by the school. Individual programmes were to be created for each NQT, with 90% of normal average teaching and funds provided to supply cover. The starting point would be a matter of negotiation between the NQT and the ITT institution.

There would be observations twice a term, followed by discussion with the "critical friend". Progress reviews, summative assessment meetings would establish personal strengths, weaknesses and objectives to be supported, monitored and assessed. This was a small scale study (31 tutors and 23 students over two years) in primary schools.

Tutors were usually teaching the same key stage. Students generally had more knowledge and confidence in the system than the tutors, which might be expected in a new system. Tutors knew little or nothing about the career entry profile. "NQTs'

demands and needs had altered since the tutors had entered the teaching profession” (p.141).

Most thought that observing experienced teachers was the most valuable activity in the induction period. Some tutors acknowledged the value of NQTs sharing with other NQTs through the support programme offered by Bath Spa University College. The assessment part of the system was viewed less positively by NQTs. “A less formal atmosphere would be beneficial”, “I feel it is a lot of extra work” “I feel it is focused on standards rather than my specific needs”.

Ofsted produced a report in 2003 about Teachers’ Early Professional Development. In Autumn 2001 and Spring 2002 HMI visited 24 secondary and 34 primary and three special schools to evaluate professional development in the second and third year of teaching.

At the end of the induction year, progress in professional development was poor or needed significant improvement in six out of 10 schools. End of year reviews were not linked to teachers’ performance objectives or the development needs of teachers. In the early stages of their careers, development needs were not identified or addressed well in half the schools. In half the schools professional development activities were only adequate, or poor and had limited effect. It did not significantly improve their teaching skills or reinforce their commitment to teaching as a career. In six out of 10 schools identifying performance against induction standards was less rigorous and did not provide a comprehensive assessment.

For the majority of teachers in their second year, objectives were either absent or not expressed precisely. There was little recognition that teachers in their second and

third years might need a higher level of support. In a minority of schools, senior managers were clearly aware of this crucial time.

The quality and effectiveness of professional development required significant improvement or was poor in half the schools. Training was not sufficiently focused on the interests of newer teachers.

There was a unanimous view that the most effective professional development was observation of good teachers. This is cost effective, but is rarely done. The report does not consider the benefits of observing bad teachers! However in around half the schools, the teachers felt that development activities had directly strengthened their commitment to teaching as a career.

Karatzias et al. (2002) looked at the role of demographics, personality variables and school stress on predicting pupils' school satisfaction/dissatisfaction. The study in two secondary schools looked at the Quality of School Life (QSL) and correlating variables on pupils. However "pupil involvement in school life and the engagement in the school environment" which contributed significantly to pupils' satisfaction, may be true for teachers as well.

Mahoney et al. (2002) looked at the impact of performance assessment on teachers, in England. Performance threshold assessment, which has an effect on teachers' pay (since 2001), is based on time served regardless of performance. Teachers reach the top of their pay spine relatively early in their careers and have to move into management to progress further. Teachers' appraisals were considered insufficiently focused on clear objectives and outcomes linked to the school's improvement targets.

Threshold proposals initially met a storm of controversy. Early discussions gave the emphasis to pay and opportunities were lost that could have maximised the potential

for improving teachers' performance. It became "filling in a form to get £2000". It was a tortuous and confused implementation stage.

Assumptions appeared to be that teachers are motivated by money, that what is measurable can be demonstrated by filling in a form, and that documentary evidence proves the claim. It ignored the "emotional" investment of teachers that might be damaged. These policies might have an opposite effect on teachers. The process was hugely bureaucratic, but 97% of applicants succeeded. It was a very complex way of giving a pay rise. However there may now be a principle of teacher assessment being linked to pay. In Scotland (at that time) the situation was different. A 21% pay rise over three years was awarded up front. Teachers became a Chartered Teacher. The progression emphasised trust and respect. The system required Continual Professional Development in future. There is however still debate and disquiet about whether this procedure will be successful.

Research carried out by the MMRB (2002) commissioned by the TTA found that 60% of British people think that teaching offers a good life style.

Travers et al. (1996) reviewed literature, recent history and carried out a survey on teacher stress in association with the NASUWT. Mental health is "an overall balanced relationship with the world". They describe the background of educational changes that may have given rise to current conditions

1955 – 1975 education was the fastest growing service.

1970s – forecasts that in 1990s there will be insufficient children to fill schools.

1970s and 1980s – severe cuts in public spending. Increased expectations in standards.

Education Reform Act (1988) introduced:

1. National Curriculum for testing and assessment.

2. Local financial management for schools.
3. Change on the responsibilities and powers of governing bodies.
4. Right to opt out of local authority control.

There have been many changes since then.

The sources of stress are linked to:

1. Intrinsic factors. i.e. physical conditions, overwork, long hours, school day.
2. Role ambiguity, conflict, overload and underload.
3. Relationships with colleagues and pupils.
4. School type.
5. Organisational structure/climate.
6. Individual age/ability/etc.

Their study involved a 16 page booklet sent to 5,000 teachers. They achieved a 36% response rate of 1,790 replies. They found that teachers are very dissatisfied with their jobs compared to nurses, tax officers and a general population of graduates. This results in illness, depression and time off.

A factor analysis of 98 stress causing items gave 10 groups.

Pupil/teacher interaction.	Management/structure of school
Class size/overcrowding.	Changes in the system.
Appraisal of teachers.	Concerns of management.
Lack of status/promotion.	Cover and staff shortage.
Job insecurity.	Ambiguity of the teacher's role.

They state that recommendations can be:

1. Preventative and/or curative.
2. At a national, local, organisational or individual level.

Evans (1998) conducted a five year study with 19 primary teachers, to look at teacher morale, job satisfaction and motivation. Evans's model compares "job comfort and job fulfilment" (of which there are eight stages starting with awareness formulation). She points out that these terms "job comfort and job fulfilment" can be confused and even considered synonymous, but they represent different levels of potential action by the individual. She defines morale as a level of congruence between self image and professional standing. Motivation is how behaviour gets started, is energised and directed (James, 1955), a process governing choice among alternative forms of voluntary action (Vroom, V., cited in Evans, L (2001)).

The precision of definition is described as essential for clarity, as conventional wisdom hides the truth and bad research design supports conventional wisdom.

Research needs construct validity and a shared understanding of concept interpretation.

Evans reported that:

Morale is individual and not a group characteristic. Individuality is the key problem/solution. Professionalism (not professionalism) is a combination of values and vision. These key items are influenced by: Keeping the job in perspective, Developing a coping strategy, Effect of the Head's style (Vulliamy and Webb, cited in Evans, L.(2001)) and Management skills.

One of the many implications is that teachers need to be managed as a class of children need to be managed.

Cockburn (2000) interviewed elementary teachers who enjoyed their work, in order to find out how to improve the quality of their professional lives and enhance retention and recruitment. Cockburn suggests that the international shortage of teachers is said to be down to money, status and morale. She notes that Scaffer (1953) agreed

that overall job satisfaction will vary directly with the extent to which the needs of an individual which can be satisfied in a job, are actually satisfied.

Cockburn visited 50 primary schools. Her sampling method was to say, “If you enjoy your job, come and have an interview”. There were 12 interviews. She intended to investigate if the enjoyment was a function of themselves or was it generic? They mostly wanted to become teachers from an early age, had good relations with their colleagues and found challenges appropriate to their skills. They still had negative feelings about lack of autonomy (government policy making). They demonstrated positive correlation with Skill Variety, Task Identity (identifiable outcomes) and Task Significance.

Evans (2001) considered the effect of leadership on morale, job satisfaction and motivation on schoolteachers and university academics. Evans has previously identified four levels of understanding from the conventional first level that says that job satisfaction is associated with centrally initiated policies and conditions of service. The fourth level is free from “contextual specificity” and is about “individual needs fulfilment, expectation fulfilment or value congruence”. Level 5 applies level 4 to context-specific exemplars.

Leadership emerged as a key attitude-influencing factor. The three relevant factors were Realistic Expectation, Realistic Perspective and Professionalism Orientation.

Her interpretation says: “perceived proximity to their conception of their job related ideal underpins the individual’s job-related attitudes” (p.293). This definition emphasises the dynamic and individual. Leadership emerges as the key influencing factor because leaders are capable of “filling teachers with enthusiasm”. Evans clarifies

what she means by job satisfaction: “A state of mind encompassing all those feelings determined by the extent to which the individual perceives his/her job-related needs are being met” (p.294). Morale is similarly defined but is about “the anticipation of the extent of satisfying ...”

She reports that studies carried out from 1988 to 1992 seemed unaffected by leadership for the most part. Proximity to an “ideal job” determined job satisfaction, morale and motivation. There is no future in determining good or bad institutions, methods, personalities or institutions. It is the “degree of match between individuals and the institution” that matters.

General acceptance (rather than compliance) of institutional policy and practice was required for job satisfaction. Evans states that, when teachers’ expectations are fulfilled with regard to the leadership of administrators their morale soars; when their expectations are disappointed, morale takes a nose dive.

The academics in the study have a high degree of autonomy, are less dependent on leaders and are more satisfied.

Evans reports that job related ideals cover six issues:

Equity and justice.

Pedagogy and androgogy.

Organisational efficiency.

Interpersonal relations.

Collegiality.

Self conception and self image.

In all these areas it is important to note that ideals vary considerably from one individual to another. For some, dissonant views may be a constraint only if they are imposed. Compromise may be acceptable.

Evans says that as it is at institutional level that influence is at its greatest, “Teacher centred leadership” focus on individuals rather than a staff unit. Leaders need to “set out their stalls”, indicating their expectations of teachers. This may be a contract of commitment. The contract would be reviewed annually. Leaders would lay their cards on the table, and teachers would see the kind of hand they would be dealt if they accepted the post. They would all “know the score”. They would be better matched to their work contexts because they had a better idea of what to expect. Academics seem to know what to expect. Teachers are much less secure in that respect. There would appear to be a need for a more thorough selection process, and a need to achieve ideological compatibility.

Draper et al. (2000) investigated teaching commitment and school development. Draper argues logically that self esteem creates positive attitudes, and self esteem is a factor of how one thinks one is perceived by others. Therefore change needs positive attitudes.

Commitment might imply staying in the job. However some of the most committed teachers leave through frustration and some of the least committed leave through lack of commitment.

Teachers’ job satisfaction is complex, it is both task and content related.

Draper et al. researched 155 teachers in their 10th year of teaching. 50% were primary teachers and 50% were secondary teachers. The questionnaire was on

Commitment and Job Satisfaction. Questions were phrased to ask respondents how would they regard such statements as

“I enjoy seeing pupils in the morning”

“I would like to move to another school”

Job Satisfaction was shown to correlate most with the core task of teaching and company of colleagues. Job Commitment correlated most highly with external demands and attitudes.

52% were “completely committed to teaching”.

93% expected to be still teaching in 5 years.

60% had considered leaving teaching.

This implies that half of teachers are not completely committed, even those not committed will stay in teaching for some time and even committed teachers will consider leaving.

The committed and the non-committed could not be differentiated in many areas: e.g.

Discipline is easier for me than 5 years ago.

I spend too much time on non-teaching activities.

I enjoy seeing pupils in the morning.

I still find teaching rewarding.

I find teaching more stressful than 5 years ago.

I find it hard to face work most mornings.

But the more committed are more likely to agree with:

I enjoy the company of my colleagues.

I am still enthusiastic about teaching.

The less committed are more likely to agree with:

I feel demoralised in my current job.

I would like to move to another school.

I work only to live.

Draper et al. conclude that job satisfaction and commitment are related, but commitment and retention are not.

In 1998 Moriarty et al. (2001) sent an open-ended questionnaire in a qualitative survey to 151 reception teachers and 208 year 1 teachers from 3,650 schools in 14 LEAs. They found the job was satisfying and rewarding, but the teachers reported that they were being impeded by external factors, such as educational change, current curriculum initiatives. Teachers were also frustrated by implementing policies that they felt were contradictory to their own pedagogical views.

There was concern that they did not enjoy the respect and prestige they once did. There was also concern about an increase in difficult behaviour. The single most frequently cited factor concerns the perception of excessive paperwork, followed by the stress generated by educational change and the perception of too little time to do the job well. The difficulties were seen to cause “professional compromise”, and teachers felt disempowered.

Newson (1993) contacted 89 teachers who did their PGCE specialising in mathematics in the 1980s at York University. From 52 replies, 39 were still teaching. 24 of them would encourage new maths graduates to teach “with reservations”. The biggest disadvantages of maths teaching were: poor career opportunities, poor salary scale and

increase in administration. An open question showed several references to lack of status and being undervalued.

FDS International compiled a report for the NUT and released it on 13.2.2002 to find out the current mood and conditions of teachers. 500 independent and maintained schools took part in a telephone survey. The findings showed that:

1. Four out of five teachers do not want assistants taking class in their absence.
2. Eight out of 10 feel comfortably off or well off, but in London the number fell to six out of 10.
3. Nine out of 10 own their own homes and most take less than 20 minutes to get to work, (mainly in their own, quite new cars).
4. Most teachers over 40 live in detached houses, many with 4 or more bedrooms.
5. 82% take at least one holiday away from home each year, and nearly half take two holidays.
6. Most get away for at least two weeks, usually in UK, France or Spain.
7. Most teachers are happy with their jobs. Nearly half describe themselves as “fairly satisfied” and a further quarter “very satisfied”. Teachers under 30 are the most enthusiastic, and those over 40 most dissatisfied.
8. Twice as many are “very satisfied” in the independent sector as in the state sector, although there is little difference in the standard of living.
9. Only three in five expect to be teaching in five years. Workload is the main reason in the under 30s.

Rhodes et al. (2004) questioned 368 teachers in the West Midlands and found 40 facets that were “deeply satisfying” or “deeply dissatisfying”. The most influential five were:

Work load.

Balance between personal life and work.

Proportion of time spent on administration.

Friendliness of other staff.

Society's view of teachers.

The factors most likely to lead to retention were:

Higher pay.

Feeling valued by stakeholders.

Desire to help children learn.

Less administration.

More non-contact time for planning.

The factors most likely to lead to leaving were:

Increase in administration.

Increase in overall workload.

Poor pupil discipline.

Worsening balance between home and work.

Constant change and initiative overload.

A study by Hutchins (2000) found that four in 10 teachers leaving the profession cited poor management as central to their decision. He suggests that pressures and time taken to produce lesson plans may be disproportionate to the benefit it gives. The

weakness of management has been recognised by the Government who established the National College for School Leadership.

The research report suggests that there is a distinct image of teaching as a career. The image is created and influenced by experience, publicity, the media and observation. The image is likely to be different for school pupils, undergraduates, student teachers, teachers and the general public. The image for an individual will change in the light of new information. The attractiveness of the image and the accuracy of the image are likely to influence recruitment and retention respectively.

Chapter 3.

A review of developments and initiatives that contextualise the study.

In May 2000 the McCrone report from Professor Gavin McCrone made recommendations about pay and conditions in the teaching profession in Scotland. As a result of 2,600 written responses from Scottish teachers, McCrone reported the main findings:

1. Government initiatives have increased teachers' burden.
2. Teachers suffer excessive bureaucracy.
3. There are inadequate resources to cope with policy of social inclusion.
4. Pupil indiscipline is a major problem.
5. Teachers feel misunderstood and undervalued

These findings were said to have a general negative effect on morale and well being of teachers. As a result McCrone made a number of recommendations:

- Teacher training: should focus on relevant issues e.g. pupil management. Trainees should be supported into their first few years. Continual Professional Development is also needed.
- The use of temporary contracts should be limited.
- CPD is needed to be planned for every teacher. Commitment to CPD should be reflected in the salary structure.
- Sabbaticals should be considered: e.g. a term's break every 10 years.
- Early retirement for "exhausted" teachers should be considered.

- Senior Administrative Officers should be appointed so that teachers can get on with teaching.
- Social inclusion policies must be resourced.
- Permanent peripatetic teachers are required to cover supply needs.
- More classroom assistants are needed.
- A four band structure for career progression: Head teacher, Senior Management (e.g. Deputy Head), Middle Management (Heads of Departments), Main Grade is recommended.

In September 2000, the General Teaching Council for England was created. The purpose of the GTC was to listen to teachers, and to give teachers a professional voice. It was concerned with teachers' well being and would improve teachers' working lives. The GTC would develop a professional code for teachers, would improve the image of teachers and would advise government.

In October 2000, the Labour party was promising more money and Conservative party was promising to “trust teachers by freeing them to carry out their professional duties and by reducing bureaucracy” (PAT Oct 2000).

In June 2001, at the TSAR conference at University of North London, Mary Doherty from the TTA reported Estelle Morris saying “Teaching is not always a job for life”. This seemed a new and revolutionary view that no longer saw teaching as a life-long vocation. This might be seen as good news in that teachers would no longer be expected to put up with poor conditions, because the country could rely on their vocational stability. However the comment might also strike a blow to morale, in that teachers are just perceived as another set of government workers. This dilemma and

contradiction can be seen in teachers' views of themselves, and government views on teachers.

In August 2001, Estelle Morris, the Education Minister, introduced a white paper to transform secondary education. The proposals were for more diversity, specialist schools, help for teachers and higher standards. Schools would face more challenges, new targets and league tables. Results of tests at age 14 would be published. Targets do not ensure "quality education" and league tables are often condemned for many reasons.

The government was suggesting that schools would have more freedom and responsibility. This academic autonomy is desired by many teachers. Schools committed to specialist status will receive support. Schools will receive incentives. Deregulation will liberate governors and managers. Head teachers will be given the tools they need. Small class sizes will be piloted for those schools facing extremely challenging circumstances. Performance tables will be supplemented by additional information. 40 pupil referral units will be opened for disruptive pupils. There will be 10,000 more teachers, 20,000 more support staff and 1,000 more trained bursars. Teachers' workloads will be studied.

Critics were saying that change implies more work and more bureaucracy. There had been continual change for years in education. Schools now need some stability. Now that schools are going to be a "dawn 'til dusk" resource, the time issue, which is important to teachers, was an additional concern.

It would seem that the correct points were being addressed (i.e. autonomy, resources, standards, workloads and resources), but critics would question government spin, timescales, quantification and application.

In January 2002, at the North of England Education Conference, Estelle Morris admitted a shortfall of 40,000 teachers (PAT Jan 2002). Johnson (2002) reported that 40% of those who start teacher training never enter the profession. Estelle Morris announced that £4m would be available to 30 schools next September to explore new ways of “working to free teachers’ time”. It will mean:

1. Every teacher will have a laptop computer.
2. Additional support staff.
3. Continual professional development.
4. One off training opportunities.
5. Seven days professional support for each head teacher.

The schools will be identified by April 2002.

Johnson and Hallgarten (2002) considered how the profession can be transformed to improve recruitment, retention and morale. The government at the time was aiming to resolve the teacher workload problem and reduce the demand for teachers.

As a result of their research there were a number of proposals:

- Teachers will lead lessons, other staff would do the rest.
- Teachers will be recruited more widely.
- More autonomy and rationalised accountability for teachers.
- Teachers must work with stakeholders to devise targets.
- Teachers must have CPD.
- Curriculum, standards, culture and values should be negotiated between teachers and the communities they serve.

They conducted a returning teacher analysis and a supply teacher analysis. Over the next 15 years, 45% of teachers reach retirement age. Only 12% of primary school teachers are men. There is a need to recruit teachers from minority groups.

In 2002, the TTA stepped up its teacher training recruitment campaign. They reported that more people were applying to become teachers since 1995. Applications for ITT were up 20% on this time last year, and training places had risen by 6% to 32,000. This may have been due to the £6,000 training grant available since the year 2000.

In May 2002, the TTA reported that over 1,800 places would be available that year for returning teachers. Bursaries of up to £300 per week are available on courses that last 6 to 12 weeks.

In April 2002, a record number of potential teachers aged over 24 were reported to be signing up on the Graduate Teacher Programme, that lets people who have a degree work in schools as unqualified teachers while they qualify. In the last four years 6,000 teachers have qualified in this way.

The STRB report on Teacher Workload reported in the PAT Journal (Winter 2003) proposed changes:

1. Reduce overall working hours.
2. Recognise the importance of work/life balance and its inclusion in the teacher's contract.
3. An introduction of planning, preparation and assessment time.
4. A personal limit on the amount of cover a teacher has to do.
5. Transfer of (25) agreed administrative tasks to support staff.
6. Changes to the contract to reflect the improvements.

7. A career and salary structure for support staff.
8. Increased training for support staff.

The efforts of governments and agencies to improve the lot of teachers may have an adverse effect in other ways. It could be argued that the teachers who qualified in 2000 were strongly demotivated. The new “induction year” had to be passed. This was the first year of such a requirement since the abolition of the probation year in 1992. The new tests in numeracy, literacy and IT skills were introduced and made mandatory. These were not known when the students embarked on their training the previous September. Then the next group that began training were given a £6,000 training salary, whereas the 2000 group had no training salary. The threshold payment of £2,000 would not be available to teachers until they had worked for seven years. One might expect a higher than usual drop out rate for the 2000 group, who seem to get the worst of every deal.

There have been efforts to help the plight of teachers, apart from financial incentives and government schemes. “Teacherline” was set up in September 1999, run by the Teachers' Benevolent Fund (TBF) a registered charity, which offers a confidential shoulder to give advice to teachers under stress. It has a free phone 24 hours per day. In the first year Teacherline received 12,000 calls, 800 of which were described as “suicidal risk or severe depression”. In 2003, Teacherline received 30,000 calls.

Additional information is continually being made available to help interpretation of data relating to teacher recruitment and retention. The information relates to the number of teachers in employment, the number of vacancies, the number of pupils, and the attitudes, perceptions and levels of job satisfaction of student teachers and teachers.

Education is consistently a major feature of government policy, because it is of great concern to the British public. Government initiatives and comments are frequent and every one of them could have an effect on the issues of this study. This may be particularly true in a year of a general election such as 2001 and 2005. The dynamic nature of the issues implies that “the facts” behind this research need to be monitored concurrently with research findings.

One must also consider the interpretation and the definition of the “facts” e.g. the number of teacher vacancies at any time can be defined in a number of ways. Vacancy numbers might be as a result of number of jobs advertised, might not include supply cover, might not consider teachers in subjects other than their own, might be clouded by the use of teacher assistants and student teachers. Unfortunately political spin may be influencing definitions, so an appropriate interpretation of the facts may be hard to determine. However it is expected that there is sufficient information to consider the findings of this research in relation to a realistic appreciation of the facts of teacher recruitment and retention.

The level of respect for teachers and admiration given to teachers may affect the attractiveness of a profession, and the level of job satisfaction within the profession. A number of studies suggest that respect for the profession is one factor that determines levels of job satisfaction (Hillman, 1994). The image of a profession and the expectation of the job content of the profession are borne out of many factors, which may begin when a child first asks his parents what work they do. The image and expectation will develop over years of information bombardment. Views and opinions may be reinforced or dashed in the light of new knowledge and experience. Views of the teaching profession will develop largely from our own school experiences. As adults, our image

of the teaching profession may be fairly solid, but newspaper headlines and other media exposure are always likely to influence views.

A survey of newspaper article headlines from a national newspaper relating to the teaching profession, may shed light on the changing nature of expectations of the teaching profession. This could affect the level of recruitment, and the expectations of the job content of the profession, which in turn may affect retention.

The Daily and Sunday Telegraph have been selected as an example for this purpose. The data from these publications are intended to be illustrative rather than representative.

All article headlines concerned with schools, education or teachers have been tracked since January 2000. They create a story that reflects the recent history of the public image of the teaching profession. One would hope that all newspapers with an education correspondent would cover the main stories. Political bias of reporting may be inevitable in articles and headlines, and that may concern us. However the headline is the banner most likely to be read, whether it is biased or not.

A summary and comment on article headlines from January 2000 to June 2004 is discussed in section 5.1.

Between January 2000 and September 2000, future student teachers, in this study, were preparing to start their training and may have been affected by the media headlines. Their expectations, hopes and ambitions may be firmly ensconced, but judgements and values always have a potential for change. Existing teachers may read the headlines and may have knowledge of the events and an opinion on that subject. The general public may be more affected by headlines alone, because they are less directly involved in schools. However the opinions of society are important to teachers, so these

headlines may have a powerful and disproportionate affect on teacher job satisfaction itself: e.g. Lord Puttnam was quoted (April 26th, 2000, Daily Telegraph, Liz Lightfoot).

“Puttnam warns over whingeing.”

The chairman of the General Teaching Council said that teachers must develop a “more enlightened attitude” towards the way they are perceived. “The media are to be blamed for the way teachers are perceived”. “Lies can be read by 3 million and believed by 2 million”. “Parents speak well of their children's teachers, but badly of the teaching profession!”

As the data collection for this research came to a close in 2004, changes to the teaching profession continued, and would have continued to have an effect on the attitudes of teachers and prospective teachers.

The PAT Journal of January 2004, reported the government proposal of raising of retirement age to 65 applied to new entrants from September 2006, and to existing staff from 2013: i.e. those teachers aged 51 to 60 in 2004 will retire at 60. This implies there would be no retirements at all in 2013 to 2019 inclusive. Those aged 51 in 2004 would retire in 2013. Those aged 50 in 2004 would retire in 2019.

In January 2004, all postgraduate trainees received free tuition and a £6,000 training bursary. Those undertaking Mathematics, Science, Modern Foreign Languages, Design, English or ICT also receive a £4,000 “Golden Hello”, paid at the start of the second year of teaching after a successful completion of the induction period.

Chapter 4

Methodology

The main aim of this research is to explore the issues of job expectation and job satisfaction affecting the recruitment and retention of trainee teachers and newly qualified teachers.

A search of ERIC (Educational Research Information Centre) in 2000 at the start of this research for “teacher” and “job satisfaction” showed 423 records of research related to teacher job satisfaction. A scan of these papers shows that 44 of these may be directly relevant to this research. The methodology in the majority was survey. Two were longitudinal studies that looked at the changing nature of teacher commitment. The sample sizes varied from 60 to 10,000. The papers concentrate on specific issues such as Years of Experience, Workplace Conditions, Bureaucracy, Role Ambiguity, Teacher Commitment, Social Status, School Climate, Stress, Leadership Style, Fairness of Workload, Age and Tenure, Recognition, Empowerment, Administration, Salary and Culture. The findings of these papers are interesting and relevant to their population and samples. The transferability of results is debatable. Each level of educational institution may have important differences. The private sector may be different to the public sector. There may be national and geographical differences. Time and government influence may be an important factor. Every specific institution will have a current peculiarity that may influence job satisfaction at that time. The 44 papers have influenced the choice of methodology and the topics in this research.

Hitchcock and Hughes (1989) state that research is about “...systematic enquiry...to improve practice “ Cohen and Manion (2000) say that “..The nature of

inquiry is the search for truth through personal experience, reasoning and empirical and critical investigation.” (p.15). The purpose of educational research is to solve a problem, or discover more about an aspect of an area, with the eventual intention of improving or helping to improve education, which includes teachers, teaching and training.

The methodology will be both illuminative and positivistic. Results will be quantified in a meaningful way, but many of the findings will be of a qualitative nature where depth of feeling may be more important than numbers; “Qualitative methods and quantitative methods are partners rather than competitors” (Dey, 1993).

Qualitative and quantitative data can be considered as the two opposite ends of a continuum, and all data falls somewhere between the two extremes. Qualitative data are concerned with quality, relative nature, attributes, traits. It is about values, opinions, and judgements. It is subjective. Quantitative data are concerned with a measure of “quantity, the size, extent, value”, according to the Oxford English Dictionary. It would be very difficult to consider a data set that was purely quantitative or qualitative, because all quantitative data are likely to have a qualitative element and vice versa.

The differences between qualitative and quantitative are important in research. If the objectives of research are:

- to contribute to understanding,
- to develop a theory,
- to generate a policy,
- to improve a practice,

then it is insufficient to have anecdotal evidence that supports one side of the discussion. The ideal situation for the researcher is to conclude with an irrefutable result that is valid (the research is measuring what it is supposed to measure) and reliable (the research could be repeated and obtain similar results) (Hitchcock and Hughes, 1989). The virtual impossibility of proof is demonstrated daily in professional journals and daily newspapers where all research and results of research has its critics. The criticism may be about methodology, assumptions, the sample group or the interpretation of results. A common way to reinforce the strength of research, and minimise criticism is to state statistical significance, and this implies using quantitative data, or quantifying qualitative data. The majority of research is done on samples taken from populations, rather than the entire population. Statistical significance will inform us how sure we can be that the results from the sample reflect the potential results from the population. It is unlikely to be 100% certain and recognition of this fact ensures that we quote the significance of the results. The significance of the result is the probability that the sample group represent the population (or the probability the we have a Type 1 or Type 2 error), and therefore the sample results reflect the potential results of the population (Wisniewski, 1994). Some researchers (Wilson, 1977) rebuff this positivistic tendency and justify the qualitative approach intrinsically. Those that support an ethnographic interpretative approach would argue that the very depth and truth in qualitative data are reduced or lost, as soon as we try to quantify and encode it. In Educational Research specifically, the data are usually about people and are rich in emotions, feelings, personalities, history and individual complexity. To quantify is to trivialise. To quantify is to ignore the very heart of the research. Powney and Watts (1987) say that ,”qualitative analysis is going beyond the description of the data. All data are interpreted, if only by the

process of selection” (p.28). In other words all data analysis involves an interpretive, qualitative essence.

Qualitative data can be gathered in many ways and the researcher needs to consider how to analyse them before the data are collected. Otherwise the time consuming process of data collection may be a waste of time. Research methods may be categorised into:

- Ethnographic/interpretive,
- Survey,
- Experimental.

(Bell, 1984)

Experimental research is likely to create quantitative data. A survey could be designed to catch either qualitative or quantitative data. Qualitative data are more likely to be collected from ethnographic/interpretive ways such as interviews, diaries, letters, observation or recorded events (Hitchcock and Hughes, 1995). Each method could be analysed differently.

Connell et al., cited in Cohen and Manion (2000), state that, the research interview is a “two person conversation initiated by the interviewer for the specific purpose of obtaining relevant information, and focused by the researcher, on content specified by the research objective of systematic description, prediction and explanation” (p.35).

Interviews allow greater depth than questionnaire completion, and allow the opportunity to delve deeper and explore more. However qualitative data need careful analysis. Interview data may be written, recorded or remembered. A recorded interview will allow later confirmation and reinterpretation and avoid accusation of biased interpretation. However, it will also be lengthy and therefore time consuming

to analyse. The recorded interview will also contain the oral nuances, stresses and force of response that is not always present in the written word.

Data that are remembered from interviews and written down later is susceptible to the selective memory, and is therefore open to criticism. An interview of 15 minutes is likely to be as long as can be summarised accurately afterwards from memory. If notes are written during the interview then it can be offputting for both parties. The interviewer may lose his thread, continuity and essential relaxed mode. The interviewee may feel it is more of an imposition and formality and may not be so open and honest.

A video recording, no doubt, is better because it includes all body language and expressions that may help the accurate interpretation of response. Unfortunately, it has the disadvantages of expense, a multitude of data (as with sound recording), and even further personal intrusion for the interviewee. Many people become nervous in front of the camera.

The structure and format of the interview can aid quantification. The interview could be a method to carry out a structured survey, with written, previously designed forms that allow a limited response. However, this may not produce the valuable qualitative data that a more open ended, less formal interview may allow. Bell (1984) suggests an interview checklist that would not only help to ensure that the interview objectives are met, but as a consequence will aid the quantification process. She even suggests we decide how the questions will be analysed as a preparation for the interview. Bell (1993) suggests that there is a fine balance between entering the interview situation with preconceived ideas and having constructive thoughts about the categories that responses might enter. Unexpected categories might emerge during the interview.

Some of the qualitative nature of the response can be demonstrated with Likert or Thurstone scales, requesting the respondent to indicate the strength of their agreement (Bell, 1999). The scales may help quantification but could be considered persuasive and therefore intrusive. On the other hand, forcing the respondent to consider their strength of feeling may be just extracting the truth, rather than creating a falsehood. The scales could be a request to rate the perceived value of a learning experience,

Poor		Satisfactory		Good		Very Good		Excellent	
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or

“ Please score the strength of your assessment from 1 (= poor) to 10 (=excellent)”.

Each type of scale allows quantification, but differs in the freedom allowed to the respondent and the amount of thought required from the respondent. These differences could affect response rates and reliability, and invite criticism. The quantitative analysis of a Likert scale is straight forward, but when further discussion with individuals takes place, a wealth of qualitative information may arise. The qualitative information is very important to discover why individuals made judgements in the way they did.

Schaafsma (1995) used “Level of Use” interviews on engineers to monitor training programmes. Prior to the interviews he identified 12 levels of use (by action research) and then the subjects were interviewed to look for evidence of the twelve levels. It would appear that quantification of interview data would be simple, but Schaafsma reports that data were incomplete and inconclusive because of “the variability in the Level of Use interview techniques”. Schaafsma's study became valuable by modifying the method, but the example demonstrates the variety and

richness of language and discourse is sufficiently complex, to make a relatively simple task difficult to analyse.

At the other extreme, West (1995) reports studies by Woodley et al. (1987) into motivation for learning where interviews “..at first tended to be fairly conventional....then became more interactive and dialogical....We came back time and time again to the same issues and explored them in different ways ...It involved six interviews of at least two hours over a two year period....Copies of transcripts were given to interviewees for their comment and further introspection” (p.135). Such a deep study is likely to unearth some basic truths, but such a wealth of knowledge cannot be easily quantified for purposes of comparison or conclusion. Any attempt will dilute abundance of the results.

Quantification of qualitative data will only be worthwhile if the data are accurate. There are many factors that influence the interview situation that can affect the resulting data. Fleming (1986) highlights many such factors such as social setting, our apparent interest and attitude, the motivation, the risk and the sense of importance. Pines and Leith, cited in Powney, J. and Watts, M. (1987), state “...quantitative research has its place, but become alarmed when a child is given a hammer, learns how to use it, and begins to hit everything in sight!” (p.30). Quantification is not always appropriate.

Cohen and Manion (2000) suggest that the researcher has a few conscious decisions to make that will help the quantification. There will either be predetermined categories, developed during the pilot study; or there will be a post coded analysis of content, that will involve scaling, scoring or response counting. Predetermined categories could imply that the researcher will only look for and find his predetermined conclusions! If the categories were based on pilot study, this need not

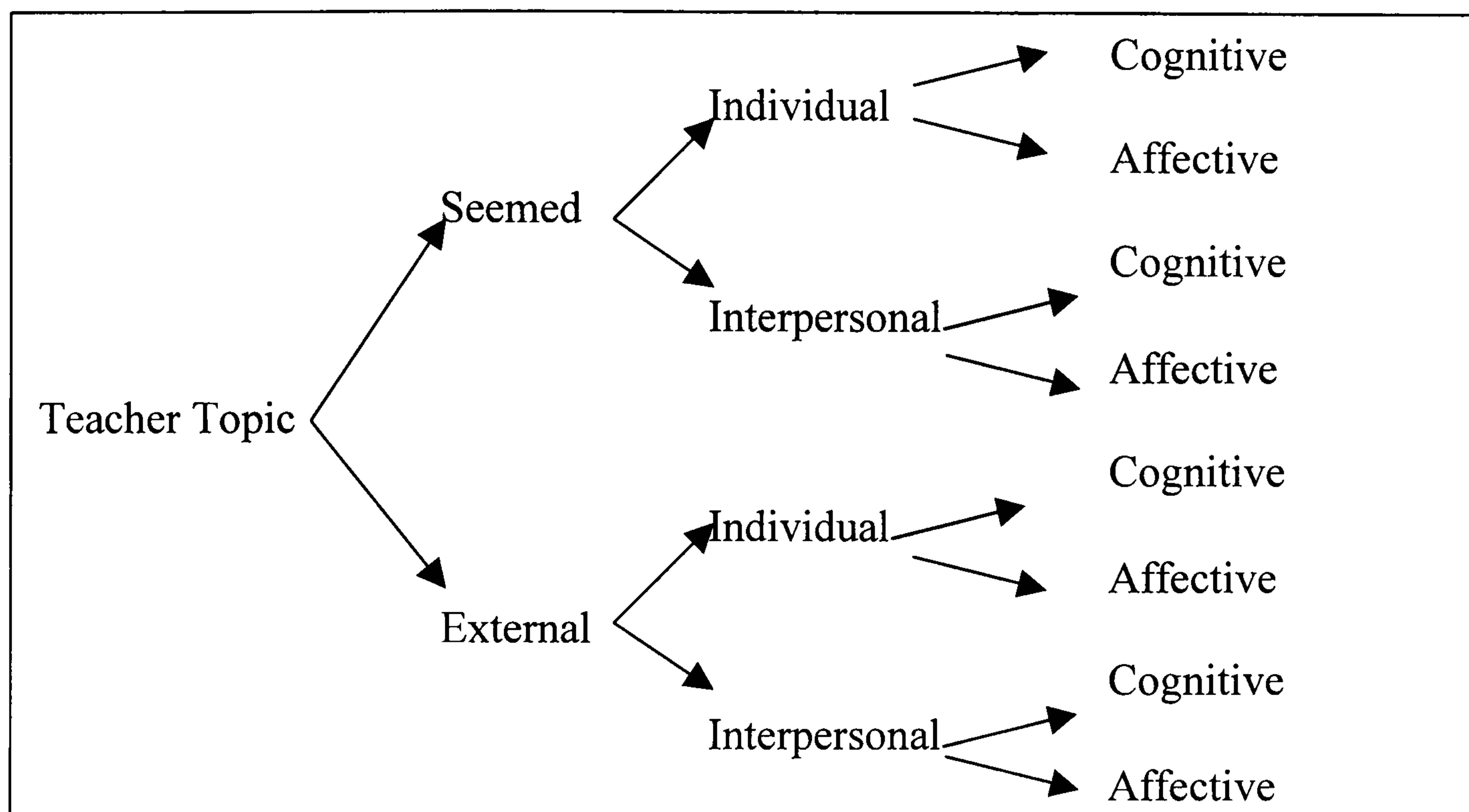
be the case. It would also be necessary to be sufficiently open minded and flexible in the analysis stage to accept other categories. Powney and Watts (1987) suggest that more than 10 categories are cumbersome, and that less than four categories are simplistic. However, this is a rule of thumb only.

The post-coded analysis can be affected at more than one level. Powney and Watts describe transcribing interviews by simply numbering each utterance, using punctuation, and question marks to indicate queries. This may be sufficient. On the other hand, a very complex, time-consuming system involving symbols to indicate when two speak at once, a shift in pitch, hesitations and even some significant body language, can be used. The level of detail in the transcript depends on the purpose of the research, e.g. research into language development may require more detail than other research.

The transcription of the interview then needs to be analysed. Content Analysis is a method of trying to identify themes. The transcript may be taken apart and similar themes, opinions, expressions, attitudes, can be collated. This is an interactive process of reading, discussion, reflection and examination. Tentative hypotheses are suggested that are visited on other transcripts, that may support the hypothesis or not. Other views of the analysis from colleagues, friends and even the interviewees are used to tease out and justify the analysis (Powney and Watts, 1987).

Network analysis is another method of quantifying qualitative data, which categorises the responses but “preserves the essential complexity of the material” (Cohen and Manion 2000). Bliss et al., cited in Cohen and Manion (2000), originated Network Analysis. They suggest that all categories of responses are related. Their example shows interviews with children about their teachers. All responses are “seemed” or “external”. Within these two categories the comments were categorised

as “individual” or “interpersonal”. The categories continue to be subdivided to totally include all responses. This creates a network that categorises (like Content Analysis) and also preserves a relationship and communicates clarity and completeness.



Dey (1993) emphasises the need to make connection between categories that may be causal or just associational. He suggests ways of searching for, identifying, and mapping the links that recreates the wealth of data in a form that is relatively concise but not quantitatively bleak. The search for links is made easier with computer software, which not only completes the hard work, but can demonstrate to critics the methodology, and at the same time allow others to consider different interpretations.

In conclusion, analysis of qualitative data may be seen as a logical step-by-step analysis, (which it is), but at the same time it is not linear. Analysing qualitative data requires a spiral of events with continual revisiting. Every connection reviews links between categories. It is an iterative process, which is inevitably trying to come to grips with the paradox of valuing the richness of the whole while attempting to pigeonhole the building blocks. Dey (1993), in discussing the qualitative/quantitative dispute, suggests that researchers “often opt for one side or the other, and then indulge

in critical demolition of the alternative, perhaps accompanied by token acknowledgement of the latter” (p.26).

Researchers need to use all the tools available and recognise the strengths and weaknesses of their actions. This is easier said than done, but the advancement of computer technology for handling vast quantities of data, the availability of CD Rom and internet to ease literature research and the array of tools available suggest that the gap between the quantitative researcher and the qualitative researcher should be narrowing every day.

The methodology in this research will be both illuminative and positivistic. Results will be quantified in a meaningful way, but many of the findings will be of a qualitative nature where depth of feeling may be more important than numbers; “Qualitative methods and quantitative methods are partners rather than competitors”, (Dey, 1993).

4.1 Focus.

The central issue of the research is to investigate the changing nature of job expectation and job satisfaction in the teaching profession, as 6th formers leave school, train as teachers and enter the profession.

There has been a reported crisis in the teaching profession. There is evidence of problems with teacher recruitment, retention, attitudes and morale that indicates that research is needed. The country needs a motivated, capable and respected force of people in order to successfully educate future generations.

Evidence suggests that a large proportion of teachers feel depressed, demoralised and frustrated. Recent years have seen large number leaving, or trying to

leave the profession by early retirement, as a result of sickness or for alternative professions.

If one assumes that students enter the profession with hope, ambition and enthusiasm, then one must ask why and when did their attitude change? The evidence and references for these assertions are given in the previous chapters.

The intention of this research is to investigate three main groups of people:

- 6th formers, some of whom want to enter the teaching profession;
- Student teachers undergoing training; and
- New teachers within their first two years in the profession;

The research will consider job expectations, job satisfaction and how each of these change in the light of experience.

4.2 Justification.

In 1998 I wrote a proposal for my Masters dissertation as follows;

“Many people in the teaching profession seem to be very critical of their profession. There seems to be an air of despondency, depression and an eagerness to leave. I am in my fifth year of teaching and still have an enthusiasm and eagerness to improve and progress. It is important for the country, the government, for education and for our future that educational establishments are staffed by enthusiastic, able and motivated people. This dissertation will establish a basis of knowledge about what people expect from the profession and if their experience lives up to expectation. The hypothesis is that job satisfaction is present when expectations are fulfilled or exceeded. The research will identify the salient features of job satisfaction for this population. It will also attempt to establish the expectations of staff in relation to the features.

Comparisons between expectations and their fulfilment will be considered to investigate patterns of linkage between the two.

The research will attempt to point the way forward by identifying common causes of “teacher fulfilment” and common causes of “teacher dissatisfaction”. This in turn may highlight the way forward to create a happier, more motivated work force”, (Kunc, 1999).

That dissertation was based on tutors at one location, at one point of time and relied on the memories of the individuals. It provided some interesting insights, but also created more questions.

That MEd research identified features that contributed to satisfying and fulfilling experiences, and other features that contributed to frustrating, annoying and depressing experiences. The research was initially intended to be mainly positivistic and consider how reality joined with their expectations to create a degree of job satisfaction. The research developed my view of the immense value of a more qualitative outlook, and the need to identify actual expectation rather than remembered or modified expectation.

Primary data will be collected from three sources:

- 6th formers.
- Student teachers undergoing training.
- New teachers within their first two years in the profession.

- 6th formers.

What do 17 year olds think of the teaching profession? Do they want to be teachers or not? If not, then why not? If they do, then why do they? Do they have an accurate perception of teaching?

The assumption that is being investigated is that one of the reasons that so many people who begin to train as teachers never end up in the classroom is that the job is not what they expected. They are surprised by reality and either cannot, or do not wish to, cope with this unexpected truth.

This part of the research is to focus on individuals who are potential teachers, who may begin to be focused on a career choice, who have an image of themselves in the future and an image of the job they will be doing. At this point the young adult who, as a result of a multitude of experiences from television, films, books, newspapers, parents, school and life in general has emerged onto the wings of the stage of “a working life”. This soon-to-be new member of the working community may have a clear vision of the future. His/her vision may be blurred at the edges, but because of age, will be sharpening their image of the future. This is the pupil in the second year sixth form who by February of his final year in school is likely to know whether he is going into higher education or going straight into the world of work. If he is going into higher education, then he may well have considered a career.

The historical development of career choice in individuals will not be the concern of this research. This research begins with the 17/18 year old who has an image of their possible career. They have reached a time of their life when work will have become inevitably part of daily conversation with colleagues, parents and careers advisers. Prior to this time of life thoughts about careers will have been more distant and less relevant.

It is also important that the upper 6th formers are still in daily contact with teachers and the life of teachers. Final year undergraduates will have not seen “school life” for three years. The 6th formers, the direct customers, have probably the closest and most realistic views of teachers’ jobs.

In determining the way in which expectations of student teachers and new teachers change in time, as the harsh face of reality touches the idealism of youth, it is necessary to determine where the idealistic expectations came from, when they developed and why they developed.

Undoubtedly the career ideals and idea formation of individuals is a dynamic process that may well begin in infancy and be heavily influenced by school, parents and environment. However, the nuts and bolts of the real world present us with a problem that needs to be solved. Evidence (chapter 1) has shown us that teachers are leaving the profession in too great numbers and too quickly.

- Student teachers undergoing training.

Research has shown that up to 15% (Chambers and Roper 2000; Lewis, 1999; DfES 2005) of PGCE students do not complete their training. This body of people will yield information as to why.

- New teachers within their first two years in the profession.

Recent figures (Johnson, 2002) suggest that up to 33% of new teachers are not teaching within five years of commencement. Why is retention so poor? This body of people should provide information to address the question.

This background has led to specific research questions.

4.3 Research Questions.

1. What are student teachers' perceptions of the teaching profession?
2. What are 6th formers' perceptions of the teaching profession?

3. How do daily news media headlines portray the teaching profession?
4. Do the perceptions, attitudes and levels of job satisfaction change in the body of people who train as teachers and become teachers, during their training and first two years in the profession?
5. If the perceptions, attitudes and levels of job satisfaction do change, then when do they change and why do they change?

4.4 Research Strategy.

Methodologically, a positivistic approach that would quantify views and opinions may be appropriate to answer the research questions. However a more open illuminative, illustrative approach is required initially in order to target the positivistic side more accurately. The illuminative approach will also help to objectively research the issues, and minimise subjective bias. Wilson (1979) summarises well in that illuminative research “...has the advantage of naturalism and the disadvantage of being time consuming, often difficult for the researcher to practise, questionable as to the representativeness of the group under study, and less reliable than other methods” (p.29). The survey style “allows information from large samples to be collected quickly and relatively cheaply, allows comparisons between individuals because answers to questions are comparable, but may be superficial” (p.30). These two approaches with suitable techniques will support each other in relative weak areas and triangulate to aid validity.

In deciding a strategy to answer the research questions, there were many options, associated risks and decisions to be made. At an early stage in a research project, it is essential to have firm ideas, but a flexible approach. The real world can

sometimes slap the researcher in the face. A realistic researcher needs to build some flexibility into the strategy (Cohen and Manion, 2000).

The options were:

1. Should the research concentrate on three groups, i.e. 6th formers, student teachers and new teachers, or should there be more groups in order to increase the sensitivity of the research?
2. How large should the samples be? The answer may depend on decisions made on the other options.
3. Should the study be longitudinal or not? A longitudinal study implies a larger starting group, because some original respondents will be lost during a five-year study. A longitudinal study implies that more commitment will be needed from the sample. Commitment from 6th formers to the research may not be easy to gain. There is no apparent reason why they should commit themselves to me for a long period of time. One might consider that the subjects do not need to know it is longitudinal at the start.
4. A possible longitudinal approach would be to adopt a cluster group (or three) and commit myself to them, their school and offer follow up information to the school, the head and the students (almost a future alumni register for a particular year group). This could be an incentive for all parties to keep in touch regularly.
5. Will the research concentrate on one area, e.g. West Yorkshire, or North of England or one city? There are many variables to consider that will affect the simplicity of the research and the reliability and transferability of the findings. There could be differences observed that are the result of contrasts in urban/rural locations, or ethnic minority concentrations, or social strata of the population, or

specific locational problems, or the north/south divide, or the public/private sector, or primary/secondary sectors.

6. A longitudinal study would have to consider the variety in the original group, in terms of gender, ethnicity, specialism, location and background. The variation of surviving group members after five years would be self-determining. The researcher would have no influence on that. This could lead to questions on validity of the findings, and limit the transferability of the results (Anderson and Burns, 1989).

7. A risk analysis of longitudinal studies allows the researcher to plan for potential problems (Cohen and Manion, 2000). What could go wrong with the research plan?

- Initial samples of 6th formers may include few who want to go into teaching.
- Committed communication for such a group over four years would be difficult to maintain. The research may end up with no respondents!
- The researcher would have no control of the destination of a selected group. The research could end up with no teachers!

These problems could be averted if the cluster group was created from student teachers. Views of 6th formers generally could be obtained to support, triangulate or contrast findings with PGCE students.

Other researchers have faced similar problems. Huberman (1993) recognised the fact that there is no one answer to a question, the best we can hope for is to extract the most important areas that will contribute to the majority of the population. The idea of a perfect sample in a complex area such as educational research is an

possibility. Huberman identified stages in a teacher's life, career entry - stabilisation - experimentation and diversification - reassessment - serenity and emotional distance - conservatism and complaints - disengagement. He said, "The only manner of resolving this issue ... to undertake a longitudinal study lasting 40 years"

21). This current research agrees with the principle of the value of longitudinal research. However Huberman relies on recall. Using memory is likely to be problematic. Time causes forgetfulness and possible reinterpretation of situations and feelings. However Huberman's qualitative search for "common itineraries" in subgroups shows how generalisations can be extracted from data.

In September 2000 decisions were made on a basis of the feasibility and validity of a sampling plan, after wide consultation and consideration of other research in this area. Three target locations in the North of England offering PGCE programmes were identified. These would be the locations that would provide respondents for a questionnaire delivered at the start and at the end of their PGCE year. Twelve of these students would be selected to continue the research for the following two years, i.e. their first two years in the teaching profession. The methodology would be repeated in 2001 to give a comparison. Information from 6th formers would be gathered independently, from schools in the same geographical area, over the four years of data collection. An initial questionnaire was drafted. Contact was made with the principals of the three institutions to gain permission to begin the initial survey.

The content of the questionnaire was determined after much thought and consideration from colleagues, academics, literature and other researchers. Hannam et al. (1976) in their book 'The First Years of Teaching' shed light on features that need

be researched. Hannam also identifies and differentiates significant stages at the start of a teacher's career. Their research covered

- Teaching Practice. The questionnaire might consider fear and apprehension. The last time the individual was in school was as a pupil. Is the motivation to win control, to be liked, to fit in or to succeed? The helpfulness, courteousness of other staff may be relevant. The teacher on practice might move from dependence to authority.
- The Interview. The questionnaire might consider expectations given and received during the interview, and how traumatic is not getting the job.
- The First few days. The questionnaire might consider insecurity, lack of knowledge, first impressions and the smack of reality.
- Relationships with pupils. The questionnaire might consider theory v. practice, the established teacher v. the new teacher, classroom control, coping with rejection, use of fear and acceptance of norms.
- Relations with staff. The questionnaire might consider values, standards and compromises (formal and informal). Is the intention to conform? How will the teacher be judged? By whom, when, and on what basis? The judge could be either the head teacher or inspector or staff. How does the new teacher cope with disillusionment from colleagues? Do they want direction or freedom? Teachers may need to play different roles such as conformist (to the headteacher), authoritarian (to the deputy head), caring about welfare (to the pastoral head), powerful (to some pupils), friend (to staff), knowledgeable and confident (to parents).

Hannam et al. and other researchers have identified significant stages at the start of a career, and many possible influencing factors that will affect the

expectations and future levels of job satisfaction. The complexity, individuality and urgency of the situation demand care and precision in research to answer research questions reliably.

By October 2000, after several rewrites, the questionnaire had been agreed and finalised (Appendix 1). In November and December of 2000 the three institutions were visited and the questionnaire was completed by 211 PGCE students.

The research in this thesis considered job expectations, job satisfaction and how each was modified in the light of experience. The approach to the research was both quantitative and qualitative. A positivistic approach to the analysis of questionnaires may highlight potential answers to the research questions. A more phenomenological approach to the case studies surrounding the teachers in their first two years of teaching should help illuminate the understanding of any change in teachers' attitudes and expectations.

The study was a longitudinal study based on three locations, known as X, Y and Z. The student teachers were PGCE students. The study asked students about their expectations and later their experiences on a number of issues. Trends were identified and observed to find out when and how changes occur, and how important these changes are to the teacher. The freshness of this study is that it does not rely on memory as so many studies do. The study asks, "How do you feel today?" This is a dynamic study that reflects the real ongoing dynamic state of change in the lives of teachers from all points of view, political, economic, social and technological. The subjects were surveyed twice during their training year, and interviewed several times in their first two years of teaching. In addition, 6th formers were asked similar questions about their expectations of the teaching profession. The same schools were

ited for four years in late spring to gather the views of the 6th formers, to track the changes over the four years.

This study is concerned with the dynamics of expectation, motivation and experience which are interlinked and affect teacher retention, teacher morale and teacher effectiveness.

This strategy was chosen after considerable deliberation. As an alternative to a longitudinal study, the stages of the research could have been carried out simultaneously, on different groups of individuals. However that would not fulfil the objectives.

1. There would have been a lack of continuum. The findings would have detected differences between groups rather than changes. It would have been static rather than dynamic.
2. The groups may have been separated by years, almost different generations, bombarded by different publicity, different demands, different ideals, perhaps different requirements.

There will always be a question as to whether the groups selected were sufficient in size and sufficiently representative to detect change and allow some transferability of results to occur. Embarking on a longitudinal study is an experience that is exciting, ambitious and dangerous. It is not possible to know what changes in the environment, the subjects or the researcher may occur that could affect the research. It was necessary to do a risk analysis for each part of the strategy to consider what might go wrong, and how one might plan to minimise the risk.

4.4.1 Strategy: PGCE students.

The intention in this longitudinal study was to capture a large amount of data from student teachers from three institutions and monitor their changing reactions to conditions and experiences through their lives as student teachers and the first few years of teaching in the teaching profession. It was essential to start with a large base of student teachers in the knowledge that some would drop out, others would be unwilling to continue cooperating with the research. The large numbers that begin the research would also give the research a quantitative survey value over several strata of factors, e.g. location, gender, age, subject, nationality and years in teaching.

The three locations in Yorkshire were chosen partly because of convenience, but also there were no known factors that might make them unrepresentative from the larger population. They will be known as X, Y and Z. The first step was to contact the individual at each location who was responsible for teacher training and to explain the objective. I needed to gain their cooperation and permission to work at their locations. Each location was contacted in October 2000. Each location had potential numbers to fulfil my numerical targets (100 students from each). I contacted the responsible individual at each institution to gain permission to continue.

By late December 2000 I had received and analysed 193 returns. However, the procedure did not run equally smoothly at all locations.

At Y, my contact was cooperative, enthusiastic and efficient. The questionnaires were distributed and collected by him and totalled 124.

At X, my contact was less available. My original appointment was four weeks after I initially made contact. However our meeting went very well and he identified three members of his staff who would need to be informed and instructed about the requirements of the research. Two of the three people were contacted by myself and

ulted in 21 replies out of a possible 39. The third person was according to my contact better dealt with by himself. This person had a potential 90 students. Unfortunately, due to either poor communication or competing priorities and little response I had to remind my contact of my request. This contact resulted in only 24 replies, but promises of more to come. The total returned from X was eventually 52.

At Z, my contact was also very busy, but eventually replied to me by phone and gave me two names, who were directly responsible for student teachers. I had permission to contact these people. The person responsible for primary training at Z had a potential 30 or more students for me. However all our contact was by e-mail and was less than cooperative. I did not expect a good response. However by late December 2000 I had received 25 replies. The person responsible for secondary training had a potential 89 students and appeared very cooperative. I visited him and discussed the research in detail and arranged all practical matters for the students to complete the survey. Unfortunately, on the appointed day, due to reported staff absence at Z, no questionnaires were distributed. There was a promise that they will be sent to students shortly. The total returned from Z was only 25. In January 2001, I was informed that all the 89 secondary questionnaires had been distributed and would be back in by late January. In late January 2001 the total was 10. By February 2001, despite promises, it was not expected that there would be many more responses.

My initial contact with the responsible people in each location was important. If I was able and allowed to explain the document to the students directly, and ask them to complete it at that time, I would have had a very good response. Each location suggested that they do the job and sent me the completed forms. This suggestion was welcomed because it saved time, but I always felt that it might result in a poor return

e. I was eventually dealing with and relying on eight people. Y was highly successful, but X and Z had been less successful than hoped.

All the respondents were PGCE student in their first term of training. All had had minimal exposure to schools, such as visits or observation periods and some will have experienced some teaching.

By mid February 2001, 211 replies had been received, which comprised 52 from X, 35 from Z and 124 from Y.

The same procedure was followed in the autumn of 2001 with a new group of PGCE students at the same locations and under the same tutors.

By mid September 2001, contact had been made and permission granted to collect the data with all but one of the six tutors. She was the most reluctant and least cooperative in the previous year.

Location Z had physically moved during the summer from its rural idyllic beauty to an urban location. This move also caused a logistical problem in data collection, which was resolved. By mid October 2001, 264 replies had been received.

The Second Survey Document (Questionnaire 2, Appendix 1) was given to the same students (as Questionnaire 1) in May 2001. It was essentially the same as Questionnaire 1, but the purpose was to detect change now that the students had virtually completed their training and had more experience. It would also discover if their expectations had changed. The document was also looking for firm commitment from up to 10 students from each location to be contactable over the next two years. This would form the data for case study analysis during their first two years in teaching.

I felt sure that I needed to be personally present to explain and introduce questionnaire 2 to encourage response and future commitment.

In March 2001, all the contacts at the three institutions, who had helped with first questionnaire were asked for permission to revisit. That was one person at Y, two at Z and three at X. Forming good relationships with the agents of data collection is the lifeblood of reliable information. I had found myself in a position of needing to cultivate the cooperation of six individuals to allow me access to my respondents. I seemed to have failed in one of my contacts at X. She was not cooperative and appeared to be brushing aside my requests. I had considered three possible solutions to solve the problem.

1. Work on the limited data that exists and improve my methodology next year.
2. Find a fourth location, where students will have completed their training, but that may not create a true comparison for change of attitude?
3. Contact those respondents from the first questionnaire by e-mail or letter, if they gave that information.

By 3.5.2001, this contact had agreed to send me the internal addresses of all her students. The other five contacts and visits were arranged.

On 8.5.2001, I designed a brief, friendly, pleading and personalised letter to each student from the difficult group to encourage a good response. Responses rates to postal surveys can be very low (less than 20%). Even the national census forms that have been given to the entire population this year (2001) have shown a return rate of 60% two weeks after the deadline when there is a £1000 fine threatened for non-completion.

These students had then started their final teaching practice, which lasted most of the term. I wanted to capture their feelings as late as possible in the term, but without leaving it too near the summer vacation, when they will have had enough of term filling. They would also be very busy at times. The letters were sent on a day or two before the half term holiday to allow for these considerations.

In May the contact at Z caused further potential problems by cancelling our arrangements for my visit. Eventually a new date was arranged right at the end of their term. No further delays were possible, without seriously jeopardising the data collection.

By 19.6.2001 I received 265 responses.

In June 2002, Questionnaire 2 was issued to the same students (as Questionnaire 1 in Autumn 2001). All the tutors were contacted in May 2002 to arrange a suitable time and place to conduct the survey. By 29.5.2002 the survey had been completed by 94 students at Y, the remaining students at Y were being sought. Contact had been made and arrangements almost complete with the two tutors at Z for week commencing 3rd June. Contact had been made with two of the three tutors at X, and arrangements had made with them.

As a researcher I was feeling nervous (as I have done on each occasion) that these arrangements could break down. My experience with the tutors have proved to me that as they are doing me a favour, it would be too easy for them not to be available. I did not feel they were reliable (at least this was true for four out of the six tutors involved). However, persistence and diplomacy had worked for the previous three questionnaires, so I continued with confidence and determination.

By June 2002, 250 responses had been received compared with the 264 from Autumn 2001.

4.4.2 Strategy: case studies.

In August 2001, decisions needed to be finalised about the case studies on individual NQTs that were to start their working careers as a teacher next month. The key decisions to make were:

1. How many NQTs do I want to pursue?
2. How many should I contact, knowing that some will not be willing, or will drop out?
3. How do I decide whom to contact?
4. How do I make contact?
5. What is the content of my first contact?
6. How do I propose to conduct the case study?
7. What information am I after?

There is a priority of decision-making. Items 6 and 7 need to be clearly answered before the rest are considered. However the decisions need flexibility to ensure practicality.

Item 6. How do I propose to conduct the case study?

As I cannot be that fly on the wall I need to plan a method to obtain the information. My potential contacts have given me either e-mail addresses, postal addresses or phone numbers. Information could be gathered by questionnaires or a more open ended qualitative method. I am sure that the open ended qualitative method would be more effective in obtaining their feelings and opinions which are likely to be subjective, variable and judgemental. The plain facts of whom, where and why might be obtained in a short introductory questionnaire, but really I want to ask the questions, “How do you feel now?” and “What are your expectations now?” and “Are you enjoying your chosen profession now?” This type of question can best be

swered by a flowing discourse rather than a set of tick boxes. This type of formation may be less easy to analyse, but will be more informative in view of the objectives.

Item 7. What information am I after?

I want to know how the expectations of the new teacher change through the first two years of teaching. I would like to capture their thoughts having completed their training, secured a job and are full of the anticipation and expectancy of an individual on the threshold of an exciting new life. Ideally I would like to be inside their head, or a fly on the wall to observe, question and discuss every event that affects their lives. The purpose is to attempt to identify those areas, or times, or people, or events that have the most significant affect on the new teacher. The variety of stimuli that bombard our senses everyday is enormous. The variety and quantity of stimuli affecting anyone starting a new job is even greater.

Ideally I need to be there every minute of every day for the first two weeks then be there each week for the next two years to see and interpret the progress of the new teacher. This is an impossible ideal, but the plan was formulated to attempt to gather this information.

The first communication to the potential case study subjects needed to reintroduce the research, plot out the proposed methodology, and ask for an initial response. The initial response will confirm their commitment to me, and tell me how they feel. I do need to offer them something at this stage. Some sort of incentive is needed to encourage a positive response. The incentive was to be a copy of the results so far (if they are interested). The results will not be sent before January 1st 2002 in case it influences their opinions and invalidates my research.

Item 5. What is the content of my first contact?

The strategy for the data collection was to obtain some feedback now (August), and then again in October, in December, in January, in March and in June. On each date I would prompt them with a few open-ended questions and ask for their response. The first contact asked them whether they would like to communicate by e-mail, letter, telephone or personal contact if they are not too far away. The first contact was by e-mail or letter to confirm their commitment. They were also asked to contact me at any other time if something of significance happens that affects their level of job satisfaction. I would be building a picture throughout the year of the changes they report. All the information would be entirely confidential. They would have access to their own case study whenever they desired. I was aware of a danger that the introductory letter/e-mail might be too long. It needed to be brief, attractive and pertinent.

The first contact to prospective case study NQTs.

Good morning -----,

You may remember that some months ago you helped me in my educational research (University of ----) by completing a questionnaire about your expectations of the teaching profession.

You also very kindly gave me this contact address and agreed that you would be willing to continue to help during your first year of teaching.

If you are still willing, I am very grateful and this is the next step!

Firstly let me assure you that every communication between us will be entirely confidential.

Secondly, you have a right to see everything I write concerning the information you give me. Just let me know if and when you want it and I will send you a copy.

Thirdly, I will be happy to send you a summary of my research, if you are interested. This can be done at a later date.

You have been selected as one of my 10 follow-up teachers out of the original 211 students. I would like to obtain some of your views, relating to your job, on a number of occasions throughout the year. As a result I will be building a picture, based on what you tell me of how the first year in teaching develops and changes or reinforces your feelings about the job.

I know you will be busy and I have made every effort to ensure that this research will not take up much of your time.

As a starter to establish your agreement, and our lines of communication I would like to know

1. Where is your teaching job?
2. Please describe the type of school e.g. rural or urban, single sex or co-ed, state or private, number of pupils (or classes per year) approximately? Please add any other details that **you** feel are important in describing the school.
3. How do you feel about the job at present? Excited, worried, frightened, apprehensive or enthusiastic?
4. Please would you describe your greatest fears and your greatest hopes at present, in relation to the job, the school, the pupils, your fellow teachers, or anything else that is currently important to you?

Finally, assuming you are still willing to help me, how shall we communicate? I am quite happy to communicate by e-mail, post, telephone or personal visit (depending on location), to suit you. I shall send this to you by e-mail and post if you originally gave me that information, so you may get it twice.

Finally, finally (!) if you are willing and do reply to this communication by answering the above four questions, I will be in touch again soon, with a little more information.

Thanks in anticipation.

Good luck with the job.

Hope to hear from you soon.

Richard Kunc

richardk@bilk.ac.uk

tel. 01484 711066

11, Shaftsbury Avenue,

Brighouse,

West Yorkshire,

HD6 3TW

This communication was sent on Friday 24th August 2001.

In order to pursue 10 NQTs, 20 were initially approached. It was thought likely that some of the contact addresses may not work, some NQTs may now be unwilling, some will lose contact, and some may not be in teaching. An initial

approach to 20 on 24.8.2001 allowed me the flexibility to adjust the decision, if things did not go to plan. There were 175 of the 265 respondents in June 2001 who had volunteered to continue with the research.

Other students who gave their contact details could be approached if the initial 20 did not react positively. If all 20 reacted positively, I did not need to follow them all, because the initial contact letter was sufficiently imprecise.

A decision had to be made on whom to contact? Assuming that I achieve my target of 10, I wanted five male and five female. Ideally they should have originated from all three locations, because locational analysis of the questionnaires proved surprisingly and significantly meaningful. I would like some arts and some science teachers. There will also be differences between primary and secondary. There is also age and nationality to be considered. However, I was at that point in the hands of my potential respondents.

Having identified 20 prospective case study students, contact was attempted. One of these did not have an e-mail address and six e-mail addresses did not work. However a new interpretation of the handwritten e-mail did work. Four were also sent the letter by post, because their postal address was given.

The following day I had the first positive reply from MB. Having made the first contact with an NQT, whom I had to maintain contract for two years, I realised that I would have to always respond with an acknowledgement (at least) every communication. It would be easy to lose my volunteers. I needed to demonstrate commitment, responsiveness, friendship, diplomacy, urgency and motivation to the case study NQTs on order to keep them on board and communicating for two years.

In August 2002, 21 prospective case study QTS were contacted by e-mail. One e-mail address did not function so the number was down to 20. By 24.8.2002 I had

three replies. Eight more e-mails were sent on 30.8.2002 and six more on 4.9.2002. I eventually had 11 replies of which two were Primary, one was a Head of Department and one was pregnant and would not start work until January 2003. On 13.9.2002 three more were sent, and one reply received. Eventually 12 case study NQTs were in place and ready to start their careers and communicate with me, on a regular basis.

It seemed harder to obtain commitment from sufficient 2002 group, compared to the 2001 group. This may not be a meaningful observation, or it may reflect my own current levels of motivation, rather than the motivation and commitment of the NQTs. Eventually I had agreement with 16 case study NQTs were in place and ready to start their careers and communicate with me, on a regular basis. The next two years might clarify this initial observation.

4.4.3 Strategy: school pupils.

What do 17 year olds think of the teaching profession? Do they want to be teachers or not? If not, then why don't they? If they do, then why do they? Do they have an accurate perception of teaching?

The assumption that is being investigated is that one of the reasons that so many people who begin to train as teachers, never end up in the classroom, is that the job is not what they expected. They are surprised by reality and either cannot, or do not wish to cope with this unexpected truth.

This part of the research is to focus on individuals who are potential teachers, who are beginning to be focused on career choice, who have an image of themselves in the future and an image of the job they will be doing. This soon-to-be new member of the working community may have a clear vision of the future. Their vision may be

blurred at the edges, but because of age they will be sharpening their image of the future.

It is also important that the upper 6th formers are still in daily contact with teachers and the life of teachers. Final year undergraduates, will have not seen “school life” for three years. The 6th formers, the direct customers have probably the closest and most realistic views of teachers’ jobs.

The objective was to gain information from upper 6th formers about their image of teaching as a career choice.

The views from groups of individuals who are sufficiently removed from the teaching profession to have an independent view, but at the same time are sufficiently involved (as pupils) to be concerned, are important. Specifically the pupils are at a decision-making point of their careers.

The students do not have to have a desire to be a teacher. A negative view may be equally, if not more important, than a positive view. The research required an understanding of their views and expectations of what a life as a teacher might be like. This research could be done through a questionnaire, interview or by group discussion. It was decided to reject the questionnaire methodology. A questionnaire to 6th formers might only allow me to focus on those already identified areas. The method might create boundaries for the subjects. Their ideas might be restricted. Individual interviews are not cost effective. The need to get multiple views could be best achieved through group discussions with students.

There are many problems associated with this method. Disadvantages can be minimised by recognising them and managing them. This methodology may also triangulate findings from the PGCE questionnaires.

Group interviews have their own specific dangers. The advantage is that it is quicker to have five individuals together talking, discussing, explaining their views than doing five separate interviews. However groups may have a dominant figure whose manner, voice, recognised authority outweighs and overshadows a milder, weaker voice but whose opinion is no less relevant. One must also consider conformity within the group, and some people find it easier to be more honest and open in a one to one situation. Denscombe (1995) reports that group interviews can “act as a check on truth, but will also create some responses purely for public consumption”.

Grebinik and Moser (1962) consider that there is a continuum of interviews from a formalised, structured interview (virtually a question and answer session), to a very open unstructured interview. The semi-structured interview will have a framework and clear objective, but will allow adaptability and flexibility to explore regions that might be discovered opportunely.

A more formalised structured interview might give more quantifiable, hard data, but will not allow the reader to assess if the response was true, or a guess based on memory and judgement, that may be far from factual. Hitchcock and Hughes (1995) stress the need for rapport, empathy and understanding in interviewing. Schaafsma (1995) agrees that “..face to face interviews on training effectiveness were seen as artificial and threatening” (p.412). The level of interpersonal skills is not to be under estimated. Pilot interviews would be needed if I were to embark on this research.

There would be some merit in doing group interviews. The participants may be more relaxed, more talkative with each other, and be able to remind each other of

relevant incidences. On the other hand, there is the fear that some individuals would dominate the group and unduly influence the outcomes.

Scheurich (1995) in his post-modernist critique of research interviewing warns of the power relationships between interviewer and interviewee, the subconscious intentions of both parties and the ambiguity of language. He says that the researcher has multiple intentions and desires, some of which are consciously known, and some of which are not. He criticises the analysis of interview data by quoting Ryan (1989) “...a material reduction of complexity to simplicity, of differential relations to firm identities,..., of diffusely textured situations to tightly boundaried containers, of webs of feeling to numbing objectifications” (p.43). A result, “...the constructed overlay is then 'discovered' through 'systematic' analysis and (miss)labelled as the 'valid' meaning of the interview”. This may all be true and graphically points to the dangers encompassed by interviewing. He suggests that we should be not only aware of our “baggage” but describe it thoroughly in a research paper. He also suggests a second interview to openly discuss the first interview will help to reveal ambiguities.

Fleming (1986) emphasises the importance of the social setting in interviews. He describes how a simple question such as, “What did you do at work today?” will create a totally different responses if it is asked by a mother, a peer, a girlfriend, a tutor or an educational researcher. Each answer is a “tourists' guide” to the “places of interest”. Each answer may be true, but the purpose is “not to represent the world, but to coordinate social action”. Fleming would encourage observant participation, triangulation and awareness to minimise the influence of social setting.

As Cohen and Manion (2000) point out, the interviewer is in charge and can arrange the interruption free location, the framework and the timings. He also has an ethical duty to give the respondent an introduction, a guarantee of confidentiality,

perhaps an offer to allow the transcript to be seen, and an estimated time length for the interview, which must be adhered to by the interviewer.

West (1995) “...fully transcribed every interview, gave copies to every respondent on a regular basis for comment, further analysis and to facilitate reflexivity and democratising the encounter” (p.137). This may be ideal but is time consuming and costly.

In this research it was decided that these suggestions could be best taken on board with a group size between 6 to 10 in number. A discussion of 30 minutes (unless the discussions go so well that students naturally carry on) should be sufficient. Four schools in the area would be targeted. The discussions would be recorded and transcribed later.

The required steps to fulfil this objective were:

1. Select schools.

The choice of schools, and choice of pupils within those schools was an important sampling decision, which is discussed further in the next section.

2. Plan the structure of the discussion.
3. Have key points, questions to stimulate and re-stimulate discussion.
4. Guarantee confidentiality.

School pupils would only be open and honest about teachers’ careers and lives, as long as they knew their comments would be entirely confidential.

5. Write to head teachers explaining and requesting.

Permission for access to pupils. This had to be gained by an appropriate professional approach to the head of school.

6. Be prepared to go to talk to the Head.

The researcher was prepared to go and discuss the research with the head of school to explain the research to encourage commitment.

7. Request a room with chairs and six to 10 upper 6th. formers.

8. Suggest a lunch time or after school, or a time and location to suit them.

It was necessary for the researcher to be as flexible as possible, so as not to disturb the school, the teachers or the pupils too much.

9. Target a time before Easter Holidays, to avoid the pre A-level period.

A minor dilemma is that the research, needed pupils who were most focused on their future careers, so the nearer to their leaving date the better. However, the pupils' efforts would be concentrated on their A-level exams, soon to be followed by a euphoric feeling about leaving school. It was felt that prior to Easter would be an ideal time to collect this data.

10. Will four schools be enough?

It was decided to write initially to seven schools and hope to gain entry into at least four.

The following letter was sent in February 2001 to seven schools in West Yorkshire.

Dear Headteacher,

I am a lecturer researching for a PhD at the University of York. The objective of the research is to find out why so many people who embark on a teaching profession do not end up as teachers. One possible answer is that their expectations are unrealistic. On this basis I would like to ask some of your pupils in the 2nd. year of their sixth form about their career hopes and expectations.

The ideal situation would be for me to come to your school and talk to a small group, (no more than 10) of upper sixth formers in a room for 30 minutes or so. I would introduce the topic and allow them to talk. I would record the conversation and transcribe the tape later. Obviously I would guarantee confidentiality. I would like to do this before the Easter holidays, and would be willing to come in at a time and day to suit you.

In return for your cooperation I am willing to send you the results of my work, if that is of interest to you.

I look forward to hearing from you.

Yours sincerely,

Richard Kunc.

By early April 2001 four schools had been visited, and pupils interviewed. Once again, repeated phone calls and persistence coupled with diplomacy and cooperation were needed to make good contacts. Teachers are busy people and this is easily demonstrated by attempting to telephone them during a working day.

The same schools were visited and sixth formers interviewed in 2002. One of the four schools failed to respond to me in 2003 despite letters, e-mails, phone calls and one personally delivered letter. I can only assume that the teacher concerned was not willing to allow his pupils to continue. As a result only three schools were visited in 2003 and 2004. It is felt that this should be sufficient to give some indication of trend of change of 6th formers attitudes towards the profession.

Upper 6th formers have a particular view that is important:

1. They are customers of the service provided.
2. They are in close contact and continuous contact with the service.
3. They are career oriented.
4. They are mature responsible thinkers and represent our future.

No other group possess all these characteristics. Undergraduates may be three years away from close continuous school contact. Trainee teachers have made a career decision. The public may be more influenced by headlines and rumour.

4.5 Sampling

In section 1.2, statistics (1998 to 2003) for the locations selected for this research show that the percentage of ITT recruits in teaching six months after QTS, the percentage of ITT lost during training and the percentage of successful QTS who are not in teaching 6 months later are representative of national statistics.

How many should be interviewed and how should they be selected? Interviews are time consuming but if the sample is representative, then there is a high probability of hearing all views. Statistically, there are many methods of sampling a selection from a population. Owen and Jones (1994) describe systematic sampling, stratified sampling, multistage sampling, cluster sampling and quota sampling. Stratified sampling would be ideal in this research, if the population was clearly defined and the respondents were willing, i.e. we should have a sample in proportion to the population proportions, e.g. if there are twice as many male students as female, then the sample should reflect a similar proportion.

A suitable sampling method will depend on the methodology and the objectives. Research findings may be true for the sample being measured, but the transferability of the results will always be open to debate. Sampling trainee teachers

from a few institutions may show results that are relevant to those trainee teachers surveyed at that time in those institutions, but will it be true for other trainee teachers in those institutions, or at other times? Will it be true in other institutions, in other parts of the country, in other parts of the world? Will it be true for trainees in other subjects, of a different gender mix, in different institutions? Is it true just for now, or will the findings still be relevant in two or five or 10 years time.

Sampling must carefully considered, and claims for transferability must be modest or proven.

This study is a longitudinal study, where all respondents originated in the north of England, but eventually became teachers in various parts of the country, in secondary education.

Three groups are going to be the subjects of research

1. 6th formers,
2. PGCE students,
3. New teachers.

The size of the sample for each group could be calculated statistically for positivistic research. This research will be partly positivistic. It is statistically true that the larger the sample, the more likely that significance can be proved. However, other factors such as time and cost will also influence sample size.

A longitudinal study will also be prone to “lose” subjects along the way. It needs to be recognised that to maintain contact with NQTs through their first few years of teaching, when they have left their training institution and are working in different parts of the country will be difficult. It should be expected to lose contact as the NQTs leave the profession, lose commitment to the research or change address. Longitudinal research implies that more commitment from the subjects is required.

The sampling also needs to consider geographical spread. There are many variables to consider that will affect the simplicity of the research and the reliability and transferability of the findings. There may be differences between urban areas and rural areas, areas with ethnic minority concentrations, areas with a specific social strata of the population, areas with specific problems associated with location, e.g. inner city. There may be a north/south divide in the country.

The sample will be a convenience/opportunistic sample. It will use three institutions in Yorkshire that train teachers, and four schools in West Yorkshire with sixth forms. The “case study” NQTs will be selected from the trainee teachers. The selection will depend on their willingness to take part over two years, but I will attempt to stratify the sample on the grounds of gender, science/arts specialism and training institution.

There may be differences between the public and private sector, and between primary, secondary, further or higher education. The research will concentrate on secondary state education, but the very nature of longitudinal research implies the destination of the subjects is unknown at present.

4.5.1 Sampling PGCE students.

The Training Institutions

The training institutions were a convenient sample, in that they had to be sufficiently accessible for data collection. However, there was a conscious decision in selecting three institutions that would produce approximately 100 NQTs each per year. A 300 subject base for research should be sufficient, to fulfil the objectives and answer the research questions. There was also a conscious decision to select one institution that was in a rural attractive setting (location Z), one from an urban area

(location X) and one from a more traditional academic environment (location Y).

These difference may or may not prove to be important, but could add additional information if the three groups differ.

The training institutions have been shown to demonstrate the same recruitment and retention statistics as the national average (section 1.2).

4.5.2 Sampling Case studies.

The sampling of NQTs from the PGCE respondents was limited by those willing to continue with the research. However, a stratified sample was attempted to ensure representation from each location, both genders and subject areas. It was hoped to build up a case study with at least four NQTs over the following two years. Another four would start in 2002. Recognising that over a two-year period some of the respondents may lose interest in the research, lose contact with the researcher or leave teaching, it was essential to begin the case studies with at least 10 respondents. In order to gain 10 respondents it was decided to approach 18 NQTs.

It was intended to ensure that the case study respondents were all in secondary schools and under 25 years of age in June 2001 (or 2002 for the second group). This would represent the majority group, and allow possibly greater chance of generalisation.

Ideally 18 NQTs would be selected as:

	Male	Female
From Training Location X	3	3
From Training Location Y	3	3
From Training Location Z	3	3

Ensuring a science/arts split within this ideal group appeared unlikely. The 265 June 2001 respondents were split by subject location as follows:

	Science	Arts
X	23	42
Z	11	84
Y	47	58

Only 5 of the 11 science students from location Z were willing in June 2001 to continue with the research. In the face of reality, a decision was made to target 24 case study NQTs, from the following strata.

	Male science	Female science	Male arts	Female arts
From Training Location X	2	2	2	2
From Training Location Y	2	2	2	2
From Training Location Z	2	2	2	2

To maintain contact on a regular basis with 10 NQTs in their first two years of teaching, and another 10 a year later will be sufficiently time consuming, but more importantly, should give a sufficient breadth in the strata.

Table 9. Analysis of the 265 June 2001 respondents.

Location	Gender	Arts/Science	Primary/Secondary	Age Group	
X = 65	M = 11	A = 7	P = 5	Under 25 = 1	
				Older = 4	
			Se = 2	Under 25 = 2	
		Older = 0			
		S = 4	P = 3	Under 25 = 1	
				Older = 2	
		F = 52	A = 34	P = 25	Se = 1
	Older = 1				
	S = 18				P = 13
				Older = 13	
	Se = 7			(+2 other)	Under 25 = 1
					Older = 6
	Z = 95			M = 15	A = 12
		Older = 11			
Se = 10		(+1 other)	Under 25 = 0		
			Older = 2		
S = 3		P = 3	Under 25 = 5		
			Older = 5		
			Under 25 = 1		
		Older = 2			

			S = 0	0
	F = 80	A = 72	P = 11	Under 25 = 9
				Older = 2
			Se = 59	Under 25 = 26
			(+2 other)	Older = 23
		S = 8	P = 8	Under 25 = 4
				Older = 4
			Se = 0	0
Y = 105	M = 37	A = 16	P = 0	0
			Se = 16	Under 25 = 11
				Older = 5
		S = 21	P = 0	0
			Se = 21	Under 25 = 13
				Older = 8
	F = 68	A = 42	P = 0	0
			Se = 42	Under 25 = 21
				Older = 21
		S = 26	P = 0	0
			Se = 26	Under 25 = 15
				Older = 11
	(+2 unknown)			

It can be seen that some groups in the ideal stratification had zero content. Many had not wished to continue with the research. The idea of a rigid selection based on categories seems a little idealistic. However 23 respondents were selected and e-mailed on 23.8.2001. The respondents were:

	Male Science	Male Arts	Female Science	Female Arts
X	260	211, 214	257	213, 221, 222
Y	83, 120	98, 131	35, 49	63, 73
Z		144, 150, 152, 190		139, 151, 163, 180

(The numbers refer to the initial survey document numbering system).

These respondents were e-mailed in August 2001. The following day gave the first positive reply from MB.

In June 2001, out of the 265 respondents 175 had volunteered contact addresses for future communication.

In June 2002, out of the 250 respondents 99 had volunteered contact addresses for future communication. Sampling and initial communication followed the same principles as in 2001.

4.5.3 Sampling School pupils.

School selection was based on convenient locality and a private/state mix and a single sex/coeducational mix. Seven schools were approached in the hope that four would allow me access to interview their pupils. The four schools that finally agreed were a private single sex girls grammar school, and three coeducational state comprehensive schools in West Yorkshire. Within each school the Head of Sixth Form had requested volunteers from the upper sixth form to be interviewed. I had no other part in pupil selection. In each year of the four years of this research, 40 pupils approximately were interviewed. There is no further claim to the representative nature of this sample, but equally there is no evidence of a particular bias.

This data contextualise the research, and is an indicator of school student opinion and attitude over the length of this study from 2001 to 2004 inclusively.

4.6 Data Collection Techniques.

A group of 211 PGCE students at three institutions of higher education in the north of England were surveyed by questionnaire at the start of their PGCE course (October 2000). At the end of their PGCE course (June 2001), the same students were approached and resulted in 265 replies. A second group of 264 students at the same institutions were surveyed similarly the following year (October 2001). The second group created 250 responses at the end of their course in June 2002.

Twelve students were initially selected from volunteers in each group to maintain contact with the researcher throughout their first two years of teaching. The first group maintained contact from August 2001 to June 2003. The second group began in August 2002 and maintained contact to June 2004. Each individual communicated six times a year. The majority of the communication was by e-mail.

Up to four schools in West Yorkshire have been visited on four occasions in March 2001, 2002, 2003 and 2004 in order to interview a group of upper 6th formers about their career choice and their views on the teaching profession

Newspaper headlines that include the words “teacher”, “school” or “education” have been collected since January 2000.

Data collection was completed in June 2004.

4.6.1 Data Collection PGCE students.

Questionnaire creation is a major task. The advantages and disadvantages of a survey according to Wilson (1979) and West (1995) have been considered. Bell's (1999) thoughts on questionnaire design were reviewed. Grebnik and Moser (1962), Hitchcock and Hughes (2004), Scaafsma (1995), Scheurich (1995) and Ryan (1989) and Fleming (1986) writings on interviews were reviewed. The value of pre-questionnaire interviews is stressed by Cohen and Manion (2000).

The *Survey Item Bank* (Stewart et al.) located 250 scales relating to Job Satisfaction, Worker Motivation and associated functions as a result of research into five years of journals, textbooks and direct communication with research institutions. Half of these are included in the *Survey Item Bank*, with measures of validity, reliability and scoring. It would be an easy task to select and use one of these tests.

However they may not be appropriate. The tests are at least 20 years old and job satisfaction may be a function of the current opinion. As years move on, the expectation of professionals will be modified in the light of hopes, ambitions and promises from governments, unions and employers. If satisfaction is a function of expectation and reality, then a test that measured Job Satisfaction 20 years ago might not be relevant today. One could certainly question its validity. A second reason for not using an old test is that none were specifically designed for academic institution employees. There are specific issues within the present academic climate that need to be included. A third reason for not adopting one of the tests is that this research for information is to be more illuminative and ethnographic than the survey tests allow. The *Survey Item Bank* will be considered in order to prevent omission, and to consider style of question.

Questionnaire Design.

A “good” questionnaire is one that is valid, reliable and achieves a good response rate. Judith Bell (1993) suggested that questionnaires should consider the information that is sought and then consider:

- Question type, such as lists, categories, ranking and scales.
- Question wording, such as ambiguity, impressions, assumptions.
- Memory; is the document relying on memory?
- Knowledge; will respondents have the knowledge?
- Question complexity.
- Hypothetical questions.
- Leading questions.
- Offensive questions.
- Appearance and layout.

- Piloting.
- Distribution, return rate and the non-responders.

Kvanli et al. (1996) suggest that there 5 steps to questionnaire design.

Step 1. Should the questions be open ended or closed? Should Likert scales be used, or Yes/No questions, or multiple choice questions or “rank in order” questions? If Likert scales are used, then should the data be treated as ordinal or interval?

Step 2. The questions should be written to consider the level of the respondents, leading questions, loaded questions and to allow the respondent to give his/her information.

Step 3. Question length and order should be decided to encourage responses and completion of the questionnaire.

Step 4. Test and revise the questionnaire.

Step 5. Ensure a high response rate with a covering letter, an incentive and assurances of confidentiality.

Surveys can produce untruths, expected answers, lack of depth, no subtlety and superficial answers (Wilson, 1979). West (1995) studied adult motivation in higher education. in an excellent study using an autobiographical, longitudinal, interdisciplinary approach. He succeeded because “Life history methods offer profounder insights than quantitative or survey methods” (p.134). He also states that surveys and questionnaires barely scratch the surface of personal and social dialectics, and that forming a question is creating a constraint. West used thirty adults over three years.

Assurances about confidentiality, and indication of feedback of the research results (Bell, 1999) would encourage responses, but it would still be advisable to conduct a pilot study with the survey to ensure that each question makes sense. Bell

also suggests that a pilot study is essential to avoid wasting time and causing unnecessary aggravation.

Questionnaires are difficult to create, but can be confidential, which would help to avoid bias (Bell, 1999). Interviews would have the disadvantage of seeming like a confessional “I'm sorry, I spent all my time in the pub”, but this can be avoided with the right technique.

Response rates to questionnaires are notoriously poor. Owen and Jones (1994) say that a 20% response rate to postal questionnaires without reminders is good, 40% is exceptionally good. I would expect a higher response rate for my survey, because there should be some empathy between researcher, subject area and respondent.

However 100% response rate is unlikely. This will always give rise to questions of reliability. Are those who did not reply different in some way from those who did?

Moser and Kalton (1993) suggest that people who do respond are different from those who do not respond. Perhaps only those keen and interested will be likely to reply. If this is the case, then the research findings would be biased and relatively useless.

There are ways in which we can attempt to avoid the problem, or attempt to deal with the problem. A brief, user friendly, well constructed, attractive questionnaire, with a correct, polite, encouraging words of introduction are essential. An incentive to complete and return the questionnaire might also help.

If there is a poor rate of return, should reminders be sent out? If they are then it may well be worthwhile to analyse those results separately. Results of research shows a law of diminishing returns in results of analysis of repeated requests for questionnaire returns, could allow extrapolation to an accurate result. Hendricks in his book ‘The Mathematical Theory of Sampling’ (Owen and Jones, 1994) demonstrates in an example that, after sending out two reminders, the average result from the first

set of replies, was numerically and significantly greater than the average result from the first and second set of replies, which also was significantly greater than the average result the first, second and third set of replies.

The data collection from PGCE students was based on two questionnaires. The first questionnaire (Appendix 1) was issued at the start of their PGCE year. The second questionnaire (Appendix 1) was issued at the end of their PGCE year.

The questionnaires were designed, tested, piloted and issued in November 2000 to student teachers at the three locations in the North of England, which resulted in 211 replies. The same students were targeted for a follow up survey in June 2001 with the second questionnaire. In autumn 2001 the procedure was repeated with a new group of students that resulted in 250 replies. The questionnaire was designed to ask the students the following questions.

How sure are you that:

1. You will be doing a socially worthwhile job?
2. You will have enough time to do a good job?
3. Your chosen career is generally well respected by people?
4. You will have a good rapport with your pupils?
5. You will be happy with the amount of holidays?
6. Teaching will fulfil your personal needs?
7. The administration associated with a teacher's job is essential?
8. You will feel elated by pupil achievement?
9. Your pay will be sufficient for your lifestyle?
10. Your training will have prepared you for the job?
11. The teaching profession is the right career for you?

And further questions:

12. What is your specialised subject?
13. What is more important to you, your specialised subject or teaching pupils?
14. Every job has good times and bad times. What proportion of the time might you expect to be **bad** times?
15. How many years do you expect to work as a basic teacher before promotion?
16. Would you hope to be involved in management (as well as teaching) in your school, within a few years?
17. How long do you plan to stay in the teaching profession (in any capacity)?

Each question was designed to extract information to help answer the research questions. The questionnaires were designed to cover all relevant areas that were discovered by literature search, discussion with colleagues in education and a pilot study. The format and wording of the questionnaires were the subject of a great deal of discussion and various stages of modification, before a final version was approved.

The use of a Likert scale and the wording of the categories

Unlikely	Fairly Sure	Quite Sure	Absolutely certain
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was debated a great deal. Potential criticism that students might find difficulty in differentiating between the categories was the most concerning feature. However, in practice only one response of the 990 eventual responses contained a critical comment on the scale.

4.6.2 Data Collection Case studies.

Each of the case study NQTs who were identified and agreed to continue with the research in August of their PGCE qualifying year, were subsequently contacted on

12 occasions during the following two years. The 12 communications were initiated by e-mail from the researcher. The basis of the e-mails can be found in Appendix 2.

Every communication from a case study respondent was acknowledged by return, to encourage commitment and enthusiasm to help avoid losing volunteers.

They were contacted:

1. In late August, before they started the academic year.
2. In early October, once initial impressions have been bedded down.
3. In December, when the first term end approached and a sense of achievement could be present.
4. In late January, when the second term had got under way.
5. Before Easter.
6. In late June as the end of the year approached.

The second year contacts were made at the same times of the year.

One of the most worrying and difficult parts of succeeding in the plan to complete a longitudinal study was maintaining contact with the individuals taking part. The intention originally was to have four individuals from each group for two years, after they had begun their teaching careers. The expectation was that this would be difficult as the students got jobs in different schools in different parts of the country. They might change jobs or schools at the end of the first year. Their priorities would change as they change from student to professional. They might be more concerned with partners, children, houses, finance rather than the more academic world of research. The difficulties were twofold. Firstly, the unknown geographical spread of the individuals, and secondly, their changing willingness (motivation) to supply me with data.

The first problem of diverse locations could be solved by communicating by e-mail, letter or telephone. All options were offered to the respondents. E-mail seemed to be most popular and formed a reliable, efficient and effective way to establish and maintain communication in most cases. In the end, two of the second group found that communicating by letter was better for them.

The second problem (maintaining individual commitment) was going to be a constant source of concern. It was expected to be an increasing cause of concern as time went on. For this reason, it was decided to begin with 12 individuals in each group, in the expectation that contact might be lost with up to eight of them in the two year programme.

In fact the first group began with 12 students and ended up two years later being still in contact with 10 teachers. One of the two missing teachers (KB) stopped communicating after 21 months. The other (CG) only communicated three times in the first year.

The second group began with 16 students and ended up two years later being still in contact with 7 teachers. Attempts were made to discover why contact had been lost. Some answers were found and are described in Chapter 7.

Maintaining contact with the first group was far more successful than expected. The second year began with 16 NQTs rather than 12, because five of the willing respondents did not fulfil the research requirements. One reported he was a Head of Department, one was pregnant and would not start until January, one was on a temporary contract, two had begun teaching in primary schools. As an avaricious researcher, I did not want to reject willing volunteers and potentially useful and interesting data, but was aware that these five individuals may not quite be expecting

and experiencing or perceiving the same situations as full time permanent secondary NQTs. I was prepared to collect the data with a view to ignore it (if necessary) later on.

The initial contact of the second group in August 2002 did not result in rapid responses. I was concerned that I would not get even the minimum four positive replies. As a result more letters/e-mails were sent to secure sufficient individuals for the research before their teaching career began.

At all stages the timing and wording of the communications was vitally important to convey the right indications of urgency, interest and importance, together with sufficient pleasantness, friendliness and understanding, without being too authoritative and demanding. The delicate diplomacy of effective communication had to be put into full swing. The timing of the communications was equally important throughout. Initially, it would have been foolish to get the students' commitment in July when they had just completed their PGCE and were looking forward to the summer break. During their summer break they would have been too busy "holidaying" to respond positively to my requests. Once they had begun work in September, they would have been too busy, worried and occupied to take on board further tasks from myself. The timing had to be precise. Ideally in the week before they started the new job. Then their minds would be back on their career, but not yet too busy to totally reject my requests.

The group needed continual assurance of confidentiality. LT in January 2004 asked after 15 months of communications, "Just a thought, this is completely confidential isn't it? I realise I have been spouting off for the last year! What are you planning to do with your research?" I replied immediately to reassure her.

Each communication was carefully planned, worded and timed. For the sake of efficiency and effectiveness it was necessary to fulfil a number of objectives.

Objective 1. Seek out the information that would answer the research questions.

Objective 2. Be sensitive to the professional situation of the teachers i.e. recognise when they would be too busy, too involved to reply, and when the time of year may put them in a positive frame of mind (pre-holiday), a negative frame of mind (after a holiday), e.g. the seventh communication included:

“Hope you had a good summer.

Are you back at school already?

Information required if you can spare a moment or two!

Hope you can.”

Objective 3. Respond individually to individuals, so they felt a real sense of two-way conversation, rather than a one way reporting of data. Friendship (or a relationship slightly less than “friendship”) had to be cultivated.

The following are excerpts from communication with the respondents.

June 2002 to EA-6:

“Sounds like a pretty good year overall.”

To CC-7:

“What a changing year you have had! I was glad to hear in March that everything seemed to be on the up.”

To GE-9:

“Sounds pretty good overall. However you say this career was your fourth attempt.

What were the other three?”

To VW-10:

“You mention returning to university at some time in the future. What is your ambition in that area?”

To KB-8:

“Any luck with the job hunt yet?”

To CG-12.

“Have I lost you? Not heard from you since December? I would like to know if you are still teaching. If you receive this, please reply.”

The basis of a specific e-mail was identical to all participants and can be found in Appendix 2, but each one included a specific or personal point to maintain or build a relationship that encouraged commitment, without influencing the data.

Objective 4. Maintain a professional distance and avoid giving advice, expressing opinions or influencing the teachers in any way.

For instance, BH suggested we met to discuss his problems. Another asked for career advice. I had to avoid influencing the individuals and interfering. My role had to be that of an observer and data collector alone. However, if the respondents had heard that view, it may have created a distance between us that could have minimised the quality and honesty of the information that they were supplying.

Objective 5. Always be responsive, polite, respectful, sensitive and down-to-earth.

Objective 6. Ensure that each request for information added more knowledge and was appropriate for the stage of the teachers.

Objective 7. Always express gratitude and reassure the respondent of the value and the confidentiality of the information provided.

For example, the fifth communication included, “I must, once again, stress the confidentiality of your response to me, and thank you for the information so far.”

Objective 8. Send reminders when respondents failed to reply, e.g.

“How are you?

I did not hear from you in December. I hope everything is alright!”

“In your last e-mail to me in early November you were expressing many concerns about the job and your situation....”

Reminding people to reply is always difficult. It needs to be done, but not officiously, offensively or too promptly. A second reminder is sometimes required. It becomes more difficult to achieve a second reminder positively. A third reminder verges on a plea, “Have you received my last e-mails?”

As a matter of course the respondents were given seven days to reply, before a reminder was sent. A second reminder was sent seven days after that. A third reminder was at least seven days later.

If contact had not been made, then on the next official communication, an introductory sentence would have begun,

“Dear ,

How are you?

I did not hear from you in December. I hope everything is alright!....”

Continual lack of contact resulted in a letter, in case the problem was with e-mail. As a result two respondents continued to use letters rather than e-mail e.g.

“Dear ,

How are you?

I did not have a reply from you in December. I hope everything is alright!

In your last e-mail to me in October everything seemed to be OK with the job. I

dearly would love to hear from you to find out how things are now.

I only have your e-mail address and your school address, so I will write to you there (marked personal and confidential) and e-mail you in the hope to contact you.

If there is a new e-mail or postal address I should use, then please let me know.

Hope everything is OK.

Happy New Year.”

“Dear ,

I hope this letter finds you in good health.

I have sent you a couple of e-mails recently and not heard from you, so I thought I would write and try to contact you.

I have enclose a copy of the e-mail that has been sent a few times.

I look forward to hearing from you,

Yours sincerely,”

Careful records were kept for the three years of data collection for the case study respondents, for example:

“In January 2002 I have lost contact with MR, who did not respond to the December 2001 e-mail and two reminders. He then did not respond to the January 2002 letter or January e-mail.”

The January 2002 e-mails were sent by me without a great deal of conviction. The December replies made me realise how hard it was for the NQTs to find time for anything, let alone correspond to me. It took several reminders in many cases. I was also not entirely convinced of the need for a January communication, apart from wishing them “a Happy New Year” to maintain our relationship. They were sent in early January, so I did not remind any NQTs if they did not respond to my e-mails. I heard from six of the 12 in January 2002. My next e-mail would be more important and would be followed up.

In January 2003, I sent personal e-mails to CG (not heard from since June), LC (not heard from since last September) and MB (not heard from since October). The other nine were still in contact. The January 2003 e-mail to others wished them a happy New Year, and asked them how they were approaching the New Year in their careers.

4.6.3 Data Collection School pupils.

Group interviews were held with 6th formers at four schools over four years from 2001 to 2004. Group interviews can be considered to be problematic. Borg (1981) suggests that the respondent students may wish to please the researcher. The eagerness of respondent to please is a concern, and must be guarded against to avoid bias.

Will students tell us the truth? They may know what they should be doing, or they may think they know what they should be doing. Will this influence their

responses? There are a number of social factors that may influence the responses. Students, like any social group come under pressure to follow group norms and behave accordingly (Roy, 1963). Social pressures can affect comments and decisions.

The objective of the semi-structured group interview was to relax the pupils, and encourage them to talk openly and freely about their thoughts about careers, specifically in relation to the teaching profession. The sessions were approached with the following practical structure:

1. Introduce myself and the reasons for the interview.
2. Thank them for their time. Express expectation that they are volunteers and not conscripts, which added an element of humour and immediately lightened up the atmosphere.
3. State simply again that I just wanted to ask them about their thoughts about careers and if they had considered teaching.
4. Ask permission to record the discussion to help me remember everything they say.
5. Obtain a response from them all, to give them all a chance to actually speak and object if they wished
6. State, "I do not want to take up to much of your time. Hopefully about 30 minutes or so."
7. Ask, "Who are you? First names only." They will by now all have spoken twice.
8. Ask, "Who would like to start?" or select someone by name.

If there was a lull in conversation the following pointed questions were directed:

"What job do you think you will be doing in five years time?"

"Have you ever thought of being a teacher?"

“ Do you think that teachers have a good job?”

This final question became an important question to ask all pupils. It opens the imagination to create an image that encompasses their expectations based on experience, media and information. A true response to this question may help forecast future recruitment.

If conversations drifted onto other careers, the conversation was redirected by:

“Do you think that does not apply to the teaching profession?”

“Would you not get that being a teacher?”

“ You have obviously rejected the idea of teaching, why?”

There were other areas that could be explored, such as:

“What makes a good teacher?”

“What is the most attractive feature to becoming a teacher?”

“What is the most off putting factor to becoming a teacher?”

“What changes would most encourage you to become a teacher?”

Each interview was transcribed within 24 hours of the interview. After each interview I reflected and evaluated my own performance in the light of my objectives. Over the four years there were a total of 14 group interviews. The data collection techniques remained the same, even though my expertise and the different environment and pupil characteristics made some interviews more effective than others. This is discussed more fully in the results section.

4.7 Data Analysis Techniques.

The data collection was completed by June 2004 and was analysed in a number of ways.

The questionnaire data were largely quantitative and came from a group of students in Autumn 2000 (Q1) and repeated in June 2001 (Q2). The second group of students gave data in Autumn 2001 (Q3) and in June 2002 (Q4). This was analysed to consider changes for each group within their PGCE year and to compare the two groups of students. It was also possible to compare these groups by gender, location, subject, age group and sector (even though the majority were in training for secondary teaching). Each question from the questionnaires was analysed in this way.

The data are presented by frequencies, percentages and graphical representation. It is analysed using Chi Square (where appropriate) in *Microsoft Excel* to search for significant differences between the groups.

Qualitative data resulting from the open-ended questions are analysed and presented by listing a frequency of common response. The quantity of qualitative data from the questionnaires were relatively small.

The data resulting from 14 group interviews of 6th form pupils recorded over the four years were transcribed. The data are qualitative and analysed by listing a frequency of common response, accompanied by an attempt to interpret the strength of feeling expressed.

The data from the case studies that were completed in June 2004 are also qualitative. Each case study is a story in its own right, but commonalities between cases have been extracted, and common themes can be observed. Within the mass of qualitative data, attempts at quantification have been made, without tending to destroy the immense value and strength of the qualitative findings.

As a result of the analysis, three models have been created that help to put in perspective the complexity of the results. The models are an aid to understanding the

many aspects that help formulate and influence the expectations of student teachers and teachers in their first two years in the profession. The models may help individuals to consider their own positions, may help managers consider a better way to manage the profession, or may help educationalists consider a better way to create a more efficient and effective body of teachers.

4.8. Ethical issues.

The British Educational Research Association (2003) state that all educational research should be conducted within an ethic of respect for:

- The person;
- Knowledge;
- Democratic values; and
- The quality of educational research.

It sets out guidelines of:

- Responsibilities to participants;
- Responsibilities to sponsors of research; and
- Responsibilities to the community of Educational Researchers.

The respondents need to understand the process, why they are needed, how the data will be used and where it will be reported. Researchers should avoid deception and subterfuge. Participants have a right to confidentiality and privacy. It is good practice to debrief the participants at the conclusion of the research. Research should be conducted with integrity, and not bring educational research into disrepute by falsifying, sensationalising, distorting or exploiting. These key guidelines have been followed.

The initial data collection using questionnaires to PGCE students was stated to be confidential. The purpose in emphasising confidentiality was to encourage a better response rate, and to act ethically. Individuals have a right to privacy (Data Protection Act 1998) and a researcher has a duty to respect privacy and confidentiality (BERA, 2003). The questionnaires were asking for facts, opinions and thoughts that could be personal, embarrassing or have a consequential effect. The research might be discovering strengths or weaknesses about individuals, schools or situations that could have an effect on those individuals, schools or situations, or others. It is not the place of the researcher to influence (during the research), but to observe, record and analyse (Cohen and Manion, 2000).

Anonymity also needs to be preserved. Anonymity to the researcher implies that only the researcher is aware of the identity of the respondent. No other person should be allowed to be able to identify the respondent from the collected data. Anonymity is more difficult to control than confidentiality. It is easy to rename locations to X, Y and Z, and to refer to individual respondents by number but those closely involved in the research may recognise descriptions and be able to identify locations (or even individuals). It is essential (in longitudinal research) that the researcher can identify the respondents so that contact can be maintained, that comparisons can be made and continued contact for data collection can be encouraged.

It was considered that in the questionnaire data collection and analysis stage, ethical issues could be addressed by emphasising confidentiality and anonymity to locations (verbally and in writing), and to respondents (on the questionnaires) renaming locations (by letter) and renaming respondents by number. It then became a matter of strict practice on the researcher to maintain the rules.

The four years of collecting data ethically worked well and the anticipated ethical issues were controlled. The locations allowed the researcher access and the respondents responded well.

On one occasion, I was surprised by a response that arose out of possible ethical issues. In order to encourage a response rate, I offered to share my results with the locations that allowed me access. This is a recognised and well-used technique to offer a reward for participation (Bell, 1999). However each location was not just interested in their own results, but how they compare with others. I was not at liberty to reveal the identity of the others. The others would also be concerned that, if their results were not good, then their identity might be revealed to others. This is a matter of pride and reputation to the location.

In February 2001, two members of staff at X had seen the initial results of the first questionnaire relating to their location. They asked for a discussion about the data. I welcomed all discussion and comments. However, at our meeting I realised that they were particularly defensive about Question 10. I felt I had touched a raw nerve. It was only when I reviewed the figures that Question 10 indicated that the respondents from X were not happy with their training. This was perceived as a criticism. I had not seen it this way. I was at fault for not realising the implications on the staff. My lack of sensitivity could have built barriers that could have minimised future research opportunities. Question 10 asked whether the student felt that the training prepared them for the job. X students replied;

Unlikely	Fairly sure	Quite sure	Absolutely certain
16	24	3	2

compared to all replies;

Unlikely	Fairly sure	Quite sure	Absolutely certain
31	66	86	9

After some discussion we agreed that the less than favourable response could be explained because trainees in their first term were bound to be nervous, even frightened, of their first classroom experience. No training can equal the learning of experience. The other possibility is that students may know what sort of training is enjoyable, but at this stage they do not necessarily know what is best for them. I further stated that this was only a preliminary questionnaire, and I had hoped that the follow up questionnaire on the same students as they ended their training would be more positive. It is the change during the year that is being investigated. The discussion rebuilt the bridge that had been temporarily damaged.

It was further pointed out by the staff that location X had undergone some unique and radical changes to the education system over the last two years and this might be reflected in the responses. Middle Schools have disappeared. Teachers have been relocated to primary or secondary schools. Children have moved schools. School sizes have altered. Not all heads have found similar positions. Generally the feedback that students are getting when they are in schools in this location, may be less than ideal at present.

To the location, these results were potentially damning evidence that threatened their very purpose of existence. The staff questioned the validity of the response and the reliability of the question. They offered reasons and explanations. They asked about the other locations. The vigorous discussions were both defensive and aggressive. At the time I had not realised the explosive nature of the findings and the absolute need for confidentiality in these circumstances. The discussions were

concluded amicably. The relationship between location X and the researcher was maintained. Anonymity and confidentiality was preserved.

The second occasion when ethical issues became important was after the analysis of questionnaire data in the summer of 2001. The first group of PGCEs had completed their training, and inevitably some had not successfully completed the year. The second group was about to start in September 2001.

The data had allowed me to identify those students at Y who had not completed the year successfully. By examining their responses to the questionnaire in Autumn 2000, it was discovered that their responses differed to the responses of the successful PGCE students on a number of questions. I felt it might be possible to examine the responses of the new group in September 2001 and identify, those most likely to “not complete” by June 2002. An ethical issue arose. Having identified those individuals, should one:

1. Inform them in order to warn them, or advise them concerning potential failure.
2. Inform their tutors to help them, or advise them.
3. Do nothing and observe the results at the end of the course.

Option 1 or 2 might help (or mislead) the students. It might also influence their behaviour, their attitude and their future. They might, as a result, be more conscientious, more motivated, get more attention, seek more advice or think more carefully about their career choice. They might leave now and save time and money. They may still make a wrong decision. The questionnaire results are not a tool designed (or intended to be used) for this purpose. In addition, such interference may well influence the results of this research. The researcher should be apart/separate from his data, and not influence it (Cohen and Manion, 2000).

However, Option 3 might result in an accusation that the research is unethical. Having identified those most likely to “not complete”, nothing was done. People’s lives have been affected. Money has been wasted. Time has been lost. Those students identified but not advised, who ultimately did “not complete”, could say accusingly, “Why did you not tell me nine months ago?”

Precisely 8 out of 121 (6.6%) at Y failed to complete the academic year of prediction. At the start of the year I identified the 10 most likely to drop out. Probability suggests that I, by chance, will have picked on 1 person at most who would drop out. In fact 2 of the 10 had dropped out, a third who will not be entering teaching and a fourth who “will not be going into teaching immediately”. The results are of interest, but are not significant or could be judged to be reliable or valid. However the ethical question remains.

The fact that I could have equally have mislead successful teachers into doubting their suitability for the profession, implies that a decision to use the data purely for discussion in this thesis was the correct decision.

The second part of the data collection involved obtaining commitment from a number of NQTs to maintain contact for two more years. In anticipation that I was asking a lot of individuals who were strangers (they may have seen me once standing at the front of a lecture theatre), I had to appeal to them, stressing confidentiality, stressing minimal disruption to their lives and promising that the outcome would help future generations. All this was absolutely true. The only missinformation was that I decided to ask for their contact for one year only, and to ask for the second year in 12 months time, so that they did not feel over committed. In the end I lost one of my contacts for this reason. JI felt no longer able to continue in his second year. He

pointed out that he had only committed himself for one year, as I had only requested one year.

As can be seen from the case studies (Appendix 3), many issues arose with individuals. Some of which were very personal, delicate, sensitive and even (on occasion) unprofessional. There were times when I felt like a father confessor or an agony aunt/uncle. There were times when the respondent expressed gratitude for me for listening, and said how better they felt having reported the current state. There were times when they asked for advice. There is no doubt that I began to feel these individuals were becoming personal friends. It was essential to maintain a level of good friendly personal contact, to keep their commitment for two years, without becoming involved.

These issues had been anticipated and I had planned to maintain the detached position of the researcher who observes, collects and analyses, but does not influence. Ethically this was a difficult balance to maintain, i.e. be a friend and confidant, but unwilling to help or advise. This was achieved by very careful and thoughtful wording in all communication. The basis of all communications can be seen in appendix 2. Occasionally the wording was personalised, to express sympathy, joy, seasonal greetings or appreciation without giving opinion or advice. Such personal contact emphasised the need for confidentiality.

None of the original 24 case study respondents were told, or asked how many other respondents were involved in the research. However, by chance, two of them from the first group were actually teaching in the same school. They could have spoken to each other and revealed their participation in the research. They were not aware of each other (as far as I know). When I realised this and my questions asked about other NQTs and their perceptions of colleagues, I felt guilty. How would they

feel if they realised I was (in effect) asking each one about the other, without telling them. They might have felt cheated and misled. The issue never arose, and the comparison added interesting additional information.

The interviews of the 6th formers at the four schools were arranged and organised with the help of the Head Teacher and the Head of 6th form. Confidentiality and anonymity were once again assured. These two aspects were again emphasised when I sat down with the group of pupils. The interviews were recorded to maintain efficient and effective data collection. The pupils were asked if they minded being recorded. None objected. The pupils may have realised that anonymity could have been difficult to preserve if their teachers had heard the tape. This was not going to happen, but may have affected their responses had a surety not been given. There were two occasions when this surety of confidentiality and anonymity were broken. On one occasion as the pupils and I sat down to start our discussions. Two teachers had sat down with us, as if they were part of the group. The teachers were young and could (in my eyes) have been pupils. They were not introduced, but I felt they were not pupils. Having diplomatically identified the teachers and asked them to leave, the pupils were more open. I did not discover why the teachers were there initially, but I believe it was an innocent misunderstanding. This was the school that allowed me access in the first two years of the study, but did not respond in the third or fourth year.

On a second occasion during the group interviews with the sixth formers, we were located in a room that contained the staff photocopying machine. When a member of staff entered to photocopy, confidentiality and anonymity were lost, the conversation stopped, despite apologies from the teacher who continued to complete his task. This only occurred on one occasion.

4.9 Validity and Reliability.

The methodology was designed to optimise validity and reliability. Validity being defined as an ability to have confidence that the research is measuring what it intends to measure. Reliability implies that the research and results are repeatable. Anderson and Burns (1989) make the point that a researcher's values influence his research, his methods and his interpretation of results. Bell (1999) recognises that “objectivity becomes difficult” (p.161).

Triangulation helps establish confidence in validity. Any one technique on its own may point in one direction. If more than one technique is used, the results can be combined and compared to find supportive evidence for the significant areas. This is a way to promote validity in the research.

There are a number of types of triangularity that could improve validity:

1. Time triangulation, i.e. a longitudinal study.
2. Space triangulation, i.e. cross cultural techniques.
3. Theoretical triangulation, i.e. drawing on competing theories.
4. Investigator triangulation, i.e. more than one observer, researcher, analyst.
5. Method triangulation, i.e. using more than one method.(Cohen and Manion,

2000). This research is using Method Triangulation (survey and interview) and Time Triangulation (two groups over four years) to enhance validity of findings.

Validity relates to whether a test measures what it is supposed to measure.

Critics claim that, for example, that I.Q. tests measure the ability to do I.Q. tests, rather than measuring I.Q. Continuous recent increases in A level pass rates do not necessarily mean that there are more able students. This concern is for Content Validity, i.e. has the domain of interest been truly represented. Chris Woodhead, the

then Chief Inspector of Schools, announced in July 1997 that from September 1997 all teachers would be assessed and graded into categories. Doug McAvoy, general secretary of N.U.T described the proposals as absurd, on the grounds of validity. He argued that teachers could not be assessed on the basis of a few lesson observations. All assessment must not only be valid, it must be seen to be valid, in order to receive and maintain respectability and usefulness. A longitudinal study of students/teachers may give this research more content validity.

Can the results of research be generalised to other situations, to other students, staff, or to other periods of time? This is an important question, because it will influence the usefulness, the likelihood to be published and the possibility of attracting funding for further research. There is not a clear answer to the question. Unless all groups, times and situations were researched, then there will always be debate. It would be wrong to minimise the value of research because of its lack of generalisation. The researched situation was of importance to the researcher, and it is this specific scenario that has demanded answers, that hopefully are provided. Anderson and Burns (1989) state that "...inconsistencies threaten generalisations...", in fact they also threaten validity. Inconsistencies can be dealt with by ignoring them, averaging them or explaining them. Inconsistencies can be minimised by placing proper boundary restrictions on evidence.

Gipps (1994) defines reliability as "the accuracy with which the assessment measures the skill or attainment that it is meant to measure" (p.58). In other words will our assessment of a particular student be replicable if the process was carried out by someone else on another occasion? Gipps discusses four types of reliability test , test - retest, parallel forms, split half procedure and a statistical correlation of internal consistency.

West (1995) says that, “The concern for mass generalisation and the use of large numbers for statistical manipulation produce knowledge about motivation and action, but fail to address the complexity of individual lives” (p.152). In other words, do not worry about generalisation, there may be sufficient value (or even more value) in the specific itself. He suggests that reliability is about the duplication of results. If this area was researched again today by someone else, would they find the same results? Reliability considers bias and misinterpretation, and the justification of methodology. Researchers attempt to ensure reliability, and justify their claims, but the close involvement of researcher to their subject matter can hinder their vision. It may take an outsider to view these areas with objective dispassion. Reliability is also effected by obtaining honest responses in questionnaires and interviews. Hitchcock and Hughes (1991) stress the need for “...trust, confidentiality and anonymity...” Anderson and Burns (1989) suggest that ethnographers interpretation of interviews can “...openly allow subjectivity to creep in, whereas a pre-coded system of recording responses puts subjectivity up front.” They imply that subjectivity is inevitable and should be recognised and minimised.

Face validity means, “Are you measuring what you intend to measure?”, i.e. do intelligence tests measure intelligence, or do they measure the subjects ability to read and understand the English language, in which the tests are written? This basic and very important concept should justify and be justified in the choice of methodology and technique. In my proposed research, I am not measuring but describing and discovering. The validity question then becomes, “Am I finding answers to the questions, that I am posing?” Once again, this is an area open for criticism and discussion. The researcher will be already convinced, but it is part of his job to argue the point in his discussion of choice of method and technique. A semi-

structured approach would be more easily criticised, on ground of validity, after it is done and reported. As Hitchcock and Hughes (1995) point out, validity can be improved by triangulation, i.e. obtaining results from a second source that supports the findings.

Reliability was strengthened by contacting the case study teachers in March of their third year of teaching, i.e. March 2004 (for the first group) and March 2005 (for the second group). They received a copy of a summary of their own case and were asked to comment on their perceived accuracy of the summary.

EA said, "Definitely a true reflection of how I felt about teaching at that time".

DW said, "A fair reflection on how I viewed it back then."

BH said, "Yes, that's how things were."

SB said, "It's very interesting to read a summary like that. Its quite an accurate assessment, if a little depressing to remember how low it all started!"

KM said, "I think the information below is a fair summary of the way I was feeling at the time. Moving schools was right for me."

AC said, "Yes, this seems to be a fair reflection of how I felt at the time, but obviously those concerns seem fairly trivial and short lived now."

ZH said, "Yes, I agree with the above."

PD said, "The summary you included seems fine and fairly accurate"

No negative views were received back from the case study respondents.

4.10 Timetable.

The timetable shows activities that were completed since the start of this research.

Table 10. Timetable of research activity.

Year	Month	Activity
2000	September	Made contact with three teacher training institutions.
2000	October	Formulated the first questionnaire.
2000	Nov/Dec.	Visited and collected 211 questionnaires at the three institutions.
2001	January	Analysed the questionnaire responses.
2001	February	Determine strategy of 6 th form data collection.
2001	March	Contacted and visited four schools, interviewing and recording 6 th formers.
2001	April	Analysed data collected from schools.
2001	May	Devised second questionnaire to follow up on first questionnaire.
2001	June	Organised and visited the three original institutions to administer second questionnaire to original trainees.
2001	July	Analysed June questionnaire responses, and compared with the first questionnaire responses.
2001	August	Selected and made initial contact with 23 respondents to gain commitment for a continued longitudinal case study activity.
2001	September	Remade contact with the three teacher training institutions to visit their new group of trainee teachers. 1 st communication with selected case study teachers.
2001	October	Visited and collected the first questionnaire with 250 students at the three institutions.
2001	October	2 nd contact with the finalised 12 case study subjects.
2001	November	Analysed October questionnaire responses, and compared with the questionnaire responses from the previous October.
2001	December	3 rd contact with the case study subjects.
2002	January	4 th contact with the case study subjects.
2002	February	Re-contacted and visited four schools, interviewing and recording 6 th formers.
2002	March	5 th contact with the case study subjects.
2002	April	Analysed data collected from schools.
2002	May	Reconsidered second questionnaire for the second group.
2002	June	Organised and visited the three institutions to administer second questionnaire to the second group of PGCE students.
2002	June	6 th contact with the case study subjects.
2002	July	Analysed June questionnaire responses, and compared with the first questionnaire responses.
2002	August	Selected and made initial contact with 24 respondents from the second group to gain commitment for a continued longitudinal case study activity.

2002	September	1 st contact with new case study teachers. 7 th contact with the original group.
2002	October	2 nd contact with new case study teachers. 8 th contact with the original group.
2002	December	3 rd contact with new case study teachers. 9 th contact with the original group.
2003	January	4 th contact with new case study teachers. 10 th contact with the original group.
2003	February	Re-contacted four and visited three schools, interviewing and recording 6 th formers.
2003	March	5 th contact with new case study teachers. 11 th contact with original group of case study teachers.
2003	June	6 th contact with new case study teachers. 12 th contact with original group of case study teachers.
2003	September	7 th contact with second group of case study teachers.
2003	October	8 th contact with second group of case study teachers.
2003	December	9 th contact with second group of case study teachers.
2004	January	10 th contact with second group of case study teachers.
2004	March	11 th contact with second group of case study teachers.
2004	March	Re-contacted four and visited three schools, interviewing and recording 6 th formers.
2004	June	12 th contact with second group of case study teachers.

Section 2. Findings and Discussion.

Chapter 5

Impressions from News Media and Views of 6th Formers.

The data collected from PGCE students and new teachers for four years began with a set of people with their own ideas, thoughts and perceptions of the profession. They have also been influenced throughout the four years by news headlines. This chapter is an attempt to place those features as a starting block and a modifying influence for the data collection and analysis that follows.

Dey (1993) says that no matter how well thought out our initial research aims, our ideas might change when we analyse qualitative data. In the light of this comment, it appears necessary not to create categories before reading the qualitative data. Dey (1993) also suggests that the categories will be suggested by the data, rather than impose categories on the data. This recommendation has been followed.

5.1 News Media.

Student teachers preparing to start their training in September may be affected by newspaper headlines. Their expectations, hopes and ambitions may be firmly ensconced, but judgements and values always have a potential for change. Existing teachers will read newspaper headlines and may have knowledge of the events and a view. The general public may be most affected by headlines because their involvement with (and knowledge of) schools is lower. However the opinions of society are important to teachers, so these headlines may have a powerful and

disproportionate affect on teacher job satisfaction itself. The Daily Telegraph features frequently in the following examples. The data are meant to be illustrative rather than representative.

Puttnam warns over whingeing, (April 26th. 2000. Daily Telegraph. Liz Lightfoot).

“The chairman of the General Teaching Council said that teachers must develop “more enlightened attitude” towards the way they are perceived. The media are to be blamed for the way teachers are perceived. Lies can be read by 3 million and believed by 2 million. Parents speak well of their children's teachers, but badly of the teaching profession!”

The general public may have an impression of a profession in crisis where there is a lot of complaint about red tape, money, hours and stress. They may have an impression of whingeing and strike threats by scruffy, educated people who have long holidays and are being offered decent wage increases. It may be difficult for the general public to understand why there is a recruitment crisis.

The teaching profession might view these headlines feeling affronted, fearful or hopeful. They may feel insulted by comments about their appearance, greed, professionalism and whingeing. They hear discussion about working six terms instead of three, longer hours and taking compulsory maths tests. They may observe increasing bureaucracy, and feel demoralised by low wage rises. They may not be surprised by the crisis in the profession.

Teachers' expectations are dynamic and are influenced by various events, statements and incidents. Communication from newspapers, internet, journals and television bombard us daily and help to shape our opinions and expectations. A survey of relevant articles that have been published before and during this

longitudinal study may help explain and illustrate current views at any one time. Expectation is fuelled not just by fact, but also by public opinion, government statement and union declaration.

All articles relating to “schools”, “teachers” or “education” published by the Daily Telegraph and Sunday Telegraph from January 2000 to June 2004 were collected and analysed. It is accepted that critics might suggest that these newspapers might not reflect an unbiased sample. One would hope that all “good” papers with an Education Correspondent would cover the main stories. Political bias of reporting by newspapers is a factor that may concern us, so the notes below are restricted to the article headline. These article headlines are purely a contextualising of the events that surrounded the time of the research, in order to give the reader a flavour of the times and what may have been influencing teachers and potential teachers. This is not an attempt to vigorously report the “truth” in a comprehensive manner, but to flavour the bombardment of publicity (biased or not) that was hitting the public at that time.

The headlines covers the time of David Blunkett, Estelle Morris and Charles Clarke as Minister for Education under the New Labour government of Tony Blair with opposition Conservative leader of William Hague, Iain Duncan-Smith and Michael Howard.

There are over 300 articles, which if read sequentially, can tell a story of a developing theme. However, alternatively they can be categorised into five areas.

1. Criticisms of teachers.
2. Criticism of educational system.
3. Change to the teaching profession.
4. Reaction from teachers.
5. Pay issues.

1. Criticisms of teachers.

Criticisms of teachers may affect teachers and the perception from the public. Some of the criticisms are individual stories, while others are attacks on the profession.

There are 96 of these, including the following examples:

January 9th, 2000. Sunday Telegraph. Martin Bentham.

Smarten up if you want a pay rise, teachers warned.

February 28th, 2001. Daily Telegraph. Liz Lightfoot.

Pupils will be sent home during teachers dispute.

January 29th, 2002. Daily Telegraph. Sally Pook.

Drunken night with pupil is a blur, says sex-case teacher.

January 28th, 2003. Daily Telegraph. John Clare.

Poor teachers should be eased out, says minister.

11th February, 2004. Daily Telegraph.

Teacher taped up mouth of special needs pupil.

2. Criticism of educational system.

Criticisms of the education system may reflect on teachers, demoralise teachers, depress the public and hit recruitment. Criticisms of the system cover teacher shortages, the exam marking errors, slow vetting and cash crisis.

There are 75 of these including the following examples:.

April 7th, 2000. Daily Telegraph. Liz Lightfoot.

Education is choking on red tape.

January 3rd, 2001. Daily Telegraph.

Staff shortages may lead to a shorter school week.

January 1st, 2002. Daily Telegraph. Andy McSmith.

Blunkett left behind education “time bomb”.

January 6th, 2003. Daily Telegraph.

One in three teachers plan to quit.

6th March, 2004. Daily Telegraph. Liz Lightfoot.

Education chief in schools attack.

3. Change to the teaching profession.

Changes may be the bane of teachers’ lives. Continual change of systems, curriculum and administration procedure is one of the common criticisms from teachers found in this research. Each new suggestion may cause a metaphorical groan from the profession.

There are 39 of these including the following examples:.

January 21st, 2000. Daily Telegraph. Liz Lightfoot.

Maths test unveiled for student teachers.

February 13th, 2001. Daily Telegraph. John Clare.

Blair orders shake-up of secondary education.

May 9th, 2002. Daily Telegraph. John Clare.

Teachers' long working hours must be cut soon.

January 6th, 2003. Daily Telegraph. Tom Peterkin.

Ban on school detention amid human rights fear.

30th June, 2004. Daily Telegraph. Benedict Brogan and Liz Lightfoot.

Howard will let parents pick the school they want.

4. Reaction from teachers.

Inevitably teachers or their unions will react to criticism, unfairness and adverse publicity. Teacher reaction becomes news worthy and itself feeds the circle of influencing factors on the perception of the profession.

There are 38 Articles created by teacher reaction including the following examples:

8th February, 2000. Daily Telegraph. Nick Britten.

Union demand extra £100 to get the best teachers.

January 20th, 2001. Daily Telegraph. Liz Lightfoot.

Teachers to vote on staff shortages.

March 5th, 2002. Daily Telegraph.

Teachers vote to strike.

April 21st, 2003. Daily Telegraph. John Clare.

Teachers threaten to wreck school testing.

19th February, 2004. Daily Telegraph. John Clare

Union tells teachers to end all school trips.

5. Pay issues.

Issues surrounding teachers' pay may generate feelings of resentment or justice (from the public), and concern or joy in the profession.

There are 31 such articles listed in the time period studied including the following examples:

February 10th, 2000. Daily Telegraph. John Clare.

Teachers to fill in six pages for £2000 rise.

January 13th, 2001. Daily Telegraph. Liz Lightfoot.

Teachers in Scotland get 21.5% rise.

January 24th, 2002. Daily Telegraph. Benedict Brogan.

Pay boost for young teachers in 5% deal.

May 16th, 2003. Daily Telegraph. John Clare.

Schools will use debts and reserves to pay teachers.

April 8th, 2004. Daily Telegraph. Liz Lightfoot.

My wife's school pay is too low minister, do something about it.

It would be wrong to imply that newspaper article headlines never have good positive news about the teaching profession, but it is rare by comparison and is usually restricted to teaching awards, which are considered news worthy.

In November 2000 a group of 20 of my postgraduate management students read the headlines (up to that date) and summarised their perception based on the headlines as:

“Teachers are a demoralised bunch of greedy, lazy whingers.”

A second group of my management students read the same headlines independently and concluded: “All the news is negative. A clear story of problems of overwork, grievance, stress, which has been tackled by the government unsuccessfully. The resulting confusion has led to more failings, demoralisation and threats. The general election in June 2001 may have an influence on the headlines.”

One might conclude that the public image of the teaching profession is influenced by news headlines. The public image of teaching influences recruitment and retention, by affecting the attractiveness and the expectations of the profession. The attractiveness and the expectations of the profession will have an affect on job satisfaction and job retention. The media is a powerful tool that could be used to modify opinions and perceptions, to influence recruitment and retention.

5.2 6th Formers

Over the four years of this research 125 6th formers took part in group interviews to discuss teaching as a career. Four schools in West Yorkshire took part.

The numbers, dates and locations were:

Table 11. Sixth form interview constituents.

	School 1. Coeducational comprehensive.	School 2. Private girls' grammar school.	School 3. Coeducational comprehensive.	School 4. Coeducational comprehensive.	Total
2001	9	6	14	14	43
2002	8	5	8	14	35
2003	13	4	6	-	23
2004	10	7	7	-	24
Total	40	22	35	28	125

5.2.1 Reflective criticisms.

It is difficult to conduct group interviews effectively and efficiently for the reasons discussed in the methodology section. However, having conducted an interview it is useful to reflect on the good and bad points of the activity. Reflection helps improve the method and (to some degree) validate the findings.

After the first interview I realised that 14 pupils were too many for this type of group discussion. Some pupils said very little. I was also concerned that I spoke too much and perhaps asked leading questions, but I felt that my performance did not influence the results. I tended to follow their leads rather than stick to my agenda. I feel sure that this was beneficial in encouraging a free exchange of comments. I was satisfied when I listened to the tape later.

The second interview was at a girls' private school and there were nine pupils present. The pupils spoke freely with little interruption from me. Once again the

direction of the discussion strayed a little from the agenda, but I was satisfied that I was obtaining a true and free contribution of ideas.

The third interview was with 14 pupils and was less controlled than the first two. I felt that the process was not very smooth, continuous or cohesive. It lacked the intended structure, without giving anyone a chance to dwell on one idea. This may have been partly because of the numbers of pupils, or the seating arrangements, which were a little ad hoc and scruffy. There was a continuous noise from outside, which made hearing a little difficult. Initially in this interview, two teachers had sat in to listen to the session, which probably inhibited discussion. After they had left discussion was better.

The fourth interview at a coeducational comprehensive had six pupils, of whom five spoke very well and freely.

Each interview contained learning points, and gave valuable information. I willingly admit that the interviews are not models of perfection, but are a valid and reliable source of data to put the research questions into context. In subsequent years the interviews took place in the same schools, but with the new year of upper 6th formers. The quality of the interviews followed a similar trend of mixed circumstances.

5.2.2 Comparisons, trends and consistencies.

The areas of discussion at the group interviews included:

1. How many of the pupils wanted to be teachers?
2. Salary.
3. Overtime and marking.
4. Holidays.

5. Reasons or teaching.
6. Reasons for not teaching.
7. Problems with behaviour.
8. People they knew who are teachers.
9. Good things about teaching.
10. What could be done to encourage *them* to consider teaching?
11. What makes a good teacher?
12. What makes a bad teacher?
13. Respect.

1. How many of the pupils wanted to be teachers?

In 2001, seven out of the 43 had decided on teaching as a career. However the 4th school had asked for prospective teachers to volunteer for the interviews, so the two prospective teachers out of six interviewees really represented two out of the 70 upper 6th formers. A number of other pupils had decided on a career related to their subject and this could be in the teaching profession. Some said they would teach as a “last resort” and two that teaching was the only way to earn money and follow their subject (art, sport). Some suggested they might teach later in life.

In 2002, three of the 35 wanted to be teachers, but all three expected to teach in the primary sector. 13 out of the 35 had definitely decided not to be teachers.

In 2003, only one of the 23 wanted to be a teacher. Some thought teaching could be a fallback position i.e. “if I don’t like what I am doing I will teach”. Several thought they might be teaching in a few years time, but not as a first choice. The one prospective teacher felt that it was the only way you could stay with your subject. For others, “...it never appealed to me...” was a comment. Others were put off by their

parents (who are teachers), or teachers themselves: “People say I am crazy to go into teaching”.

In 2004, four out of the 24 were planning to teach. Some wanted a career related to their subject, but specified primary rather than secondary. Others felt that if the pupils wanted to learn, then it might be considered. Others felt it was “too much hassle”, “you must have a deep desire if you want to teach”, and “there’s loads of responsibility in teaching”.

Secondary teaching was not a popular choice. There was a consistent aversion to secondary teaching, but these pupils felt they could get into the profession if they wanted to do so. Perhaps the ease of access, and knowing anyone can become a teacher diminishes its value as a first choice career.

2. Salary.

In 2001, the discussions showed a certain amount of factual ignorance about teaching salaries. Notably, one group were quite sure that a teacher's starting salary was £24,000, when in fact in 2001 it had just been increased to £17,000 for a new teacher with a 2nd class degree. Some felt sure they could earn more as a trainee manager.

In 2002, the pupils felt they could earn more in other careers, felt there was not a good salary structure in the teaching profession and were aware that London teachers could not afford to live there, (recent news and a one day strike in March 2002). They also felt that more money would encourage teachers to put up with more. Their perceptions of the current starting salary ranged from £12,000 to £25,000. In April 2002 starting salary will be £17,600 for a new teacher with a 2nd class degree.

In 2003, estimates of a new teacher salary ranged from £12,000 and £20,000. Even though they felt that pay was an issue, they thought that £17,000 as a starting salary was satisfactory, “I would be happy with that”, said one student.

In 2004, £14,000 to £25,000 were the estimates of a starting salary. They also suggested “pay is not good after four years training”, and that, “money is no solution. However much you pay people, they will always want more”

There continues to be a lack of knowledge of salary, but perhaps it is to be expected with students who are three years away from their first salary. Their lack of knowledge might reflect that relative importance of this factor in career choice at this time.

3. Overtime and marking.

In 2001, one group did not know if teachers were paid overtime for working beyond their normal finishing time each day. Another group thought that marking was the only after-school activity expected from teachers.

In 2002, time spent marking was seen as a disincentive. It was continually quoted as an argument against perceived benefits of hours and holidays. The pupils said, “well that’s what the teachers tell us”.

In 2003, a group discussed the “long hours and paperwork”. One student said, “My mum works till five and then does more at home and some weekends.” They would expect to work nine to five in other professions.

In 2004, a group suggested that in any profession they would expect to “start at the bottom, work many hours and do the rubbish jobs”, but in teaching that was for life.

A critical view may be being transmitted by teachers to prospective teachers. This might easily have become a vicious circle.

4. Holidays.

In 2001, some thought pay was “alright”, when you take holidays into account. Holidays were always thought to be one of the good things about the job.

In 2002, holidays were frequently mentioned, but always tempered with comments about marking, preparation and planning. Holidays were several times suggested, humorously by others that that was the only reason someone wanted to teach.

In 2003, and 2004 holidays continued to be a positive feature of teaching. It appeared to be so obvious that it was not mentioned at first. It may be taken for granted.

Holidays are a key, sensitive area and a rare perceived advantage for all teachers. Any thoughts at reducing or modifying them would remove one of the few definite positive advantages recognised in the profession. The government was then (in March 2002) considering a four-term year.

5. Reasons for teaching.

In 2001, those who were fairly sure they wanted to teach did so despite their knowledge gained through experience, and despite disparaging comments from colleagues and relations e.g. “only do it for the holidays”, “what a waste of your education”. Several of the few prospective teachers said that they had always wanted to teach.

In 2002, one who wanted to teach said “lots of people tried to put me off, friends relations and even teachers”. The few who wanted to teach seem to have made their minds up very early in life, had worked or helped in schools already and were happy to defend their positions with phrases like, “I have always wanted to”. Job satisfaction, helping children, liking children and seeing them develop were common reasons quoted.

In 2003, a prospective teacher wanted to continue her favourite subject. “If you enjoy your subject and want to stay with it you may have to teach”. Others said they might consider teaching if “it was just passing on knowledge, or getting them to learn” but they realised there were other parts to the job like “paperwork”. Another prospective teacher wanted “to work with people, with children and to help people”. “It will go well with my degree and my parents are teachers”.

In 2004, a prospective teacher said, “It is something I would like to do. I enjoy children”. Another said “I can’t stand the thought of a job where everyday is the same”; “I just love kids. I have two small brothers and I will love working with children”; “I love kids and have always enjoyed working with them”. However all the 2004 potential teachers stated a preference for primary teaching.

6. Reasons for not teaching.

In 2001, the reasons discussed for not teaching were about money, stress, not liking children, frustration, lack of patience, repeating lessons year after year, it not being academic enough, not being valued, having to jump through hoops, too many changes and bad behaviour.

In 2002, they mostly agree that teaching primary, or 6th formers, or adults would be “alright, because they want to learn”, or could be “more easily moulded”

(primary). They all agree that 11 to 16 year olds are a problem, describing them as “brats” who have “no respect”.

Some said, “don’t like children, would not be good at it, could not do it, too much stress, not the right sort of person, I could not explain things, kids don’t care, money”. They felt that one could not change people once they get to secondary school. Others suggested that there were a lot more options now, especially for women. One pupil qualified her views, “it depends on area, e.g. teaching French in an inner city with 95% Asian would be difficult”.

Pupils were very conscious of risks of violence and bad behaviour. They were also conscious of media, “they get such a bad press. It is not worth it. There are other things to do with better pay without the hassle.” In addition they said: “Nowadays shootings in America etc. it is dangerous. Teachers in state schools must be scared. Rocks get thrown at cars”.

The pupils in three of the four schools thought that, “Teachers are always complaining, or caught doing something.” “You don’t hear about the successful ones.”

They were concerned with time spent marking. Several pupils said the teachers, “Never seemed happy, never seemed to get satisfaction”. They also commented that, “It is not so much the hours but other things that put people off. The hassle that teachers get. We would not want to be on the receiving end”

One pupil suggested that, “teachers have no power, cannot use a cane and so have no respect. Pupils do not behave, are disruptive. Teachers are promoted out of teaching to do more paperwork.” Another suggested the job was “More like social work”.

In 2003, behaviour of pupils, respect from pupils, parents and the public, violence, the exam-based syllabus, class sizes, excessive time spent doing other things all contributed to reasons not to teach. “I would never want to teach anyone like us”. “Even in lower years. Teachers are getting less respect. It is getting worse”

In 2004, similar reasons were featured, but also some new factors. A respondent stated, “I don’t have the right temperament. My Dad’s a teacher and overworked with a lot of stress. I couldn’t explain things”; and “There is a growing tendency to expect bad behaviour”. “Continuous government changes”. “Parents say it is a struggle bringing up two or three kids. I can’t imagine what it is like bringing up 30!”

The pupils certainly highlighted a lot of negative areas. Many of these were as a result of observation of their teachers. The current teachers themselves may be the greatest and most important source of this information. This could be the place where the vicious circle needs to be broken.

7. Problems with behaviour.

In 2001, the bad behaviour area was qualified when a number of pupil felt they could teach primary or selective or adults, where discipline would be easier. They recognised the difficulties of teaching adolescents like themselves.

In 2002, fear of adolescent behaviour was again quoted: “There was a story last night on television about a teacher that got injured and lost her baby, trying to break up a fight.”

The pupil who wants to teach wants to teach those with behavioural problems. Some recognised the violence but justified it in the following terms: “You expect some violence on the sports field. There is violence in all sorts of jobs nowadays”.

Several pupils quoted examples they had witnessed, or heard about, or read about. They generally wanted a hard-line attitude that more discipline was needed. Teachers should have and exercise more power: “Get rid of trouble makers. More discipline.” They felt that this was one way to encourage more teachers. Some sort of help in the school so that teachers could teach would help.

In 2003, a respondent stated, “they are subject to a lot of violence. Friend stabbed in the hand. Abusive language, car stolen and rolled down the hill. It’s getting worse”; “They need to be stronger to solve problems like violence”. Bad behaviour put off five of the six pupils in school 3.

In 2004, there was less specific comment on concerns on behaviour, though one group concluded, “everyone is really just frightened of 12 to 15 year olds who have an attitude problem. I couldn’t cope with that. I would end up giving them a backhand”.

Relatively few isolated examples were still strong influences. The precise facts of the number of incidences are irrelevant, when it comes to influencing the new generation of teachers.

8. People they knew who are teachers.

In 2001, pupils gained their knowledge about the teaching profession from their parents, other relations, friends or the media. Only two pupils volunteered positive responses from others about teaching. One was a cousin who had just entered teaching and enjoyed it, in comparison to their mother who had been teaching for years and hated it. The second was as a compliment from a teacher to the pupil, “you will make an excellent teacher”. Generally these pupils seem to be bombarded with

negativity about the profession and that was mainly from their own teachers and other pupils.

In 2002, one pupil spoke about a brother who started teaching and was verbally abused. Another had a brother who teaches “music to needy kids and gets respect”. Another had a father who was a supply teacher and could not control his pupils. The mother of one had a friend who had all sorts of horror stories. Almost half of the pupils had a teacher as a relation or close family friend.

In 2003, a pupil said, “My mum’s a teacher and complains a lot”; “People say I’m crazy to go into teaching. Even teachers here do.”

In 2004, a pupil said, “Teachers actually say to me ‘you would not make a good teacher. Don’t come into this profession’”. “My mum and step dad are teachers. They spend far too much time outside of school.”

The image of the profession is gained by these contacts and the stories they tell. Stories may be exaggerated, but are always thought to have a grain of truth. Stories may grow with the telling, but where there is smoke there is fire. The rituals and horror stories accumulate to create the impression of the profession.

9. Good things about teaching.

In 2001, when asked what they thought might be good about teaching, the pupils dwelt on job satisfaction, seeing children develop, holidays, freedom to teach and freedom of movement (geographically), knowing people for years to come, knowing it is worthwhile, security and the training salary. One pupil mentioned that every September there would be a whole new group of children.

In 2002, pupils spoke about, holidays, finishing at 3.30 and job satisfaction (“if people are willing to work”). A pupil said, “You get to see kids grow up, mature,

be successful". They also spoke about job security in teaching and the ease of teaching part time: "Once qualified you can always come back to it." Free school meals and hours of work were mentioned. One pupil suggested the pleasure in punishing bad behaving pupils. They also included, change of pupils every year, seeing pupils develop, friendly atmosphere, flexibility, continual development, mobility ("live where you want").

In 2003, they said, "It is rewarding. You can help pupils". Other items mentioned were holidays, excursions to Italy etc., students loans being paid off and other financial incentives. They thought that financial incentives might recruit people purely for the money, who may not be good teachers, and may reduce the quality of teaching. Others thought it could be a satisfying job when you see pupils succeed., stating; "You will see pupils change and mature... Make a big circle of friends... Gives you a chance to help... It is a secure job... There is a job guarantee, because there is such a demand... Location, you can live where you like... Teachers can make a difference"

In 2004, "Holidays ... sticking with your subject ... creating good relationships .. achieving something ... seeing success ... working with people ... teaching is a completely different way of reacting with people, totally different from any other profession ... geographical freedom ... job availability ... job security ... ability to do supply work/ part time work."

Other reasons given were,"Holidays ... good career ladder ... can be very rewarding (the achievement of the students) ... the financial incentive, training grants ... it is a sociable job, the staff room ethos, some staff are really close friends" and, "Personal satisfaction of seeing pupils progress. Holidays. Geographical flexibility. They would contribute to memories. People always remember their teachers. They

could be educating the future prime minister. Teachers build relationships with students.”

The pupils were surprised how many good things there are about teaching. Perhaps the reality suggests that emphasising, encouraging and developing the good things, might create “happy teachers” and end the vicious circle.

10. What could be done to encourage *them* to consider teaching?

In 2001, when they were asked what could be done to persuade them to become teachers, they said more money, a car, more time, less stress, less paperwork, respect from the children, more support in the classroom and better facilities (gym, drama). Some said “nothing if I don't enjoy it”. Money itself was not particularly emphasised at this point. Some even suggested that money would attract the wrong people to teaching and devalue the profession.

In 2002, one said “Too many better things out there to do” another said “Its too late”. More positively it was suggested that the government should “Explain why we are needed. What are the good points? Give more respect to teachers”. Others comments included, “If they increase the budget/pay. It has to start with the system”, “the problem really is the attitude of children”. One pupil summed it up, “we need well behaved children, more money and respect. That is not too much to ask”.

It was also suggested that schools should be more financially autonomous. The paperwork was another issue. A common theme developed that these pupils (and their teachers) had suffered by, “too many changes to the system, made by people who have not consulted teachers, schools or pupils”

Another group agreed that less training time, more money, being recognised and appreciated, taking the extra work into consideration (by pay) and making it safer

would help. “Get rid of trouble makers. More discipline”, became an emerging theme. Better facilities in sport and IT was mentioned again. One pupil perceptively observed, “We need to see happy teachers”.

In 2003, comments included, “Reduce the paperwork... Create a two or three tier system. One school for intelligent, one for others ... Nothing... Have sensible kids... Reduce the pressure of the work, or the amount of the work. Everything goes wrong because too many people like Ofsted want it to be perfect.”

“Take the focus off doing work out of school... Have release from curriculum to do the other jobs during the day... Take exam pressure off... From 7 years old they are doing SATS to look good. It is not teaching. It is the paperwork you get marked on.. More recognition for achievement in poor ability range, not exam success... Reduce class sizes, they are growing.. .Organise the management... Teachers should not have to organise rooms.”

In 2004, “ It has a lot of bad press, that puts people off... not being paid enough... stress...overwork....violence ...not sure extra pay would improve things, it might just attract the wrong sort of people.”

Pupils also made the following comments, “Total overhaul of the education system. It is so complicated... Want a clear policy rather than just a bit on the side ... Nothing, teaching is not for me ... The government cannot change the attitude of children ... Nothing I would not have enough patience.”

However they all felt that advertising campaigns will not work to make the profession more attractive. “They must change the way schools are run... Less intense work load... More free periods... Less stress... A stressed teacher is not a good teacher.”

“Cut down class sizes... Have two teachers to a class... Support the teachers... I feel sorry for them now.”

Even though there were few committed to teaching within these groups, there still seemed a possibility to attract the pupils to the profession.

11. What makes a good teacher?

In 2001, the pupils said, “good rapport, less strict, more lenient, good communication skills, a passion for the subject, enjoy teaching, not tired, like children, ability to adjust to the level of the kids, be happy in the job, walk in with a smile.”

In 2002, they said, “patience, someone who will go one step further than the rest, someone who knows where the children are coming from, coming down to our level, understanding. Being able to adapt and change to different levels. An ability to be firm, or you will try to get away with things.” One pupil said, “It is also to do with the enthusiasm the teacher has for the subject. If they seem happy it is great. Some are really into it. Some just want to tell you the basic stuff. You don’t want to let down an enthusiastic teacher.”

Another said, “Someone who you can get on with, someone who listens, helps, has control, knows what they are talking about, gives clear instructions, can have a laugh, a balance of strictness and friendliness. They care and give 100% effort”. A further student said, “Got to have a laugh with you, have a loud voice but only use it when necessary, must come down to your level, be understanding, add a few jokes, time flies with a bit of humour, be fair, remember names of the pupils. They have to know their subject.”

In 2003, “Interaction, someone who listens, good communication skills, actually like children, appreciate that all children are different, have passion for the job. Be reasonable. Finding a happy medium, not too strict or too easy. Love the subject. Might be scared of her but she is a good teacher. You might get a nice sort of guy, but he is not as effective as others. They tell you about real life situations, rather than read it out of a book. How useful will it be to me. Someone you get on with. If they are funny. Teachers is like a contract and a relationship. Both have to keep their side of the bargain.” “Confidence, enthusiasm, can talk to them, have a laugh with them, enjoy the lesson. Inspired by the teacher. They listen to you and encourage you. Some patronise and make fun of you. Organised and experienced. Knowing how to treat different people and teach different abilities.”

In 2004, “Interested in their subject ... commitment .. .you can tell if they are just doing a job ...treat you as equals .. .punctual ...marks work promptly .. .gives feedback.”

“Balance between hard line and soft touch ...Respect and get along with, but are a bit scared of ...Someone who you are willing to go and talk to ...Approachable ...Interested in the subject ...Respect ...If they are bored, so will you be. Sixth form is different to year 7 ...Friendly but not too friendly ...To teach younger pupils they have to be firm, but more relaxed with 6th formers.”

“Has control and time to listen to you. Good sense of humour. Lenient. Willing to compromise. Not being too bitter. Giving a lot of support.”

12. What makes a bad teacher?

In 2001, pupils spoke about, “new teachers who can not relate, trying to assert authority, trying new methods. Not listening. Not professional. Evil/violent. The way

they come across. Favouritism. Judging the class as a whole, when some are good and some are bad. Putting you down”. One suggested that bad teaching occurs when class sizes are too big.

In 2002, they said, “someone who stands in front of the class and dictates. Teachers who say it once and expect understanding and then just shout it rather than explain it. They need to be in control, organised and respect the kids”. Bad teachers “can’t be bothered. They don’t mark your work and say, ‘mark it yourself’. Get to lessons late. It is someone who just gives you notes, and repeats themselves”. “In bad lessons there is victimisation. They bring their own problems to school. They are not interested, have lack of control, pick on me, they make you look small and humiliate.” “Bad teachers are not enthusiastic, unpredictable, people who put you down. Not having respect. We need to be treated as adults.”

In 2003, “Not happy, aggressive, grumbling, teachers who are teaching to get money in order to do something else, they are not interested. They pick on you if you cannot keep up with the work. Short tempered. Have not got the presence to hold you for a lesson.” “Patronising. Treat you like you are stupid. They brand you because of the past. They don’t really care. Bad communicators.” “Don’t give you a chance. Don’t let you explain why you don’t understand. So you don’t ask them. Not enthusiastic. If they want to be your friend too much, they will not discipline enough. One didn’t know what she was doing, had no knowledge, didn’t turn up, didn’t set work, not reliable.”

In 2004, “just uses booksno mutual respect ...unfair treatment ...has favourites ...does not explain well.” “Miserable. Grumpy. Don’t like children. Need a balance between liking the subject and liking the pupils. Don’t appreciate what you are saying.”

Pupils with such an insight into the good and bad aspects of effective teaching, who also recognise the potential benefits within the job, have every possibility of being a very successful part of the future of the profession. Unfortunately at this stage, they do not recognise the fact, and they are turned off from the possibility of recognising the fact.

13. Respect.

In 2002, a key word in career choice appeared to be “respect”. The pupils suggested that the medical profession, solicitors, police, firemen are respected more than teachers. They suggested that respect is influenced by television programmes. They laughed about the idea of an encouraging documentary about teachers. They said that, teachers have lower social standing than solicitors, doctors. In one school, it was stated that teachers have respect from pupils and parents. “One might respect them for putting up with the job”, said one pupil.

Respect, they thought, comes from the ease of getting the job (easy to become a teacher), the money that is earned, and the result of media coverage. They also said respect comes from their own experiences. A prospective teacher said, “lots of people tried to put me off, friends relations and even teachers.” Another said, “But the teachers are always complaining about money. Money, or being paid what they deserved then they would be happy. Happier teachers would give out a better image”. In 2003, “Respect can be built up, but they need to build it up.”...”Even doctors are losing respect because of the state of the NHS.” One pupil does not think teachers are respected any more. They said, “Parents will twig on that teachers aren’t up to much.” One would respect someone’s decision to be a teacher because “it is a lot of hard work”. A pupil said “Teaching, I would be proud of, but the rest of it I wouldn’t be ..

we respect teachers as we get older ... Some people really respect them. If teachers put in extra work. Others expect it. A lot comes from parents attitude. They blame the teacher.” “ It is always the bad experiences that stick in your mind, so people have a bad impression.”

When asked who they respected, they said, “Lawyers, accountants. Well paid jobs and media journalists, glamorous jobs. Teachers are ordinary, because you know teachers all your life. It doesn’t seem any different.”

In 2004, a pupil said, “you never really leave school and people don’t respect teachers any more...I would look up to the lawyer (status), but admire the teacher more... Might be a financial thing ... Teaching is not one of the better paid of jobs.”

When asked, “If you were at a party and you met a teacher, doctor, lawyer and journalist, for whom would you have the greatest respect?”, one replied “A Doctor has a title .. Doctor .. Teacher because of what they have to put up with .. Doctor or teacher? Doctor saves lives, doesn’t gets paid enough and it’s a really hard job. Not the journalist.”

Respect is an important issue, but it is also a complex and sometimes individual issue. Respect, like other factors that contribute to job satisfaction, may be influenced and modified by experience media and expectation.

5.2.3 Content analysis.

1 = School 1. Coeducational comprehensive.

2 = School 2. Private girls grammar school.

3 = School 3. Coeducational comprehensive.

4 = School 4. Coeducational comprehensive

In the following table a number indicates that the subject was included in the discussions in that year, e.g. the subject of Pay in 2001 has 1234, which implies that pay was part of the discussions in all four schools in 2001. The table gives the reader an indication of the factors considered by 6th formers as they make their career decisions. This data are helpful in creating a context for the research and creating a model for the scenario as discussed in chapter 8.

Table 12. Sixth form interview results

	2001	2002	2003	2004
Time/pay.				
Pay	1234	1234	124	21
Time/pay		13	12	124
Short day 9.00 to 3.30	3	4	1	
Cover for sick colleagues	3			
Training salary	3			14
Extra curricular activities	14	34	4	1
Length of training		3		
Enjoyment.				
Enjoy the job	34	34	14	12
Job satisfaction	134	134	2	12
Teachers moan	3	1	4	1
Extrinsic.				
Holidays	134	134	2	124
Bureaucracy	123	12	14	
Facilities	3	13		
Stress	1234	2	14	124
Pressure	2		12	
Respect/behaviour.				
Treatment of teachers by pupils	1	124	14	124
Pupil behaviour	34	1234	12	124
Abuse		2		
Respect	234	1234	124	124
Classroom support	1			
Safety		23	24	
Class size	4		14	1
Insufficient power		4	2	
Status				
Status of teachers	4	1	2	4
Under valued	2	1	4	14
Lack of promotion prospects		13		4

A worthwhile job	2		1	
Pupil involvement.				
Pupil motivation.	3	24	1	2
Pupil success	23			12
Pupil appreciation	24			
Make a difference to pupils	3	3	24	
Individual.				
Ability to continue my subject			14	2
As a last resort			2	
Sufficiently academic	2			
Sufficient patience	24	24	1	4
Liking for children	24	14	4	124
<i>Social</i>				
Social life	4			124
Knowing people for years to come	2			12
Working with people			4	24
<i>Autonomy</i>				
Imposed syllabus			2	
Changes imposed		2		1
Variety in the job	3			1
Boring, repetitive year on year	24			
<i>Security</i>				
Loans paid off			2	
Good pensions	34			
Can move anywhere in the country	3		2	12
Secure job	3	13	2	2
Can always return to teaching	2	3		
Teachers are needed	2			2
Media				
A bad press		2	124	12
Image		13	124	124

5.2.4 Conclusion

Having completed four years of data collection on 6th formers, one might conclude that it is not easy to identify differences between schools, or even differences between the years. The data collected have created a solid foundation that informs us of how prospective potential teachers view the profession, from their

position in a sixth form, at a point where they are making serious career decisions.

Despite a four year spread of news and changing policies, the views and impressions of sixth formers are remarkably consistent.

Chapter 6

The PGCE Year: Analysis and discussion of the PGCE year questionnaires.

The responses from both questionnaires from the two groups have been cross-tabulated. Group 1 answered their first questionnaire in Autumn 2000. Group 2 answered their first questionnaire in Autumn 2001. The analysis considers:

1. Total responses for each group.
2. Comparisons between groups.
3. Comparisons between locations.
4. Comparisons by gender, age and subject specialism.

The number of respondents by location, gender, school sector, age and subject specialism are:

Table 13. Questionnaire respondents.

Location

Number of respondents	Location X	Location Y	Location Z	Total
Questionnaire 1 (group 1 Autumn 2000)	52 = 25%	124 = 59%	35 = 17%	211
Questionnaire 2 (group 1 June 2001)	65 = 25%	105 = 40%	95 = 36%	265
Questionnaire 3 (group 2 Autumn 2001)	63 = 24%	121 = 46%	80 = 30%%	250
Questionnaire 4 (group 2 June 2002)	76 = 30%	109 = 44%	65 = 26%	264

Gender.

Number of respondents	Male	Female	No response	Total
Questionnaire 1 (group 1 Autumn 2000)	55 = 26%	155 = 74%	1	211
Questionnaire 2 (group 1 June 2001)	63 = 24%	200 = 76%	2	265
Questionnaire 3 (group 2 Autumn 2001)	51 = 20%	199 = 80%	0	250
Questionnaire 4 (group 2 June 2002)	61 = 24%	195 = 76%	8	264

Primary/secondary.

Number of respondents	Primary	Secondary	No response	Total
Questionnaire 1	58 = 27%	153 = 73%	0	211
Questionnaire 2	70 = 27%	190 = 73%	5	265
Questionnaire 3	53 = 23%	182 = 77%	15	250
Questionnaire 4	49 = 20%	201 = 80%	14	264

Age.

Number of respondents	Under 25	25 to 40	41 and over	No response	Total
Questionnaire 1	111 = 53%	89 = 42%	11 = 5%	0	211
Questionnaire 2	125 = 48%	122 = 47%	13 = 5%	5	265
Questionnaire 3	121 = 51%	102 = 43%	14 = 6%	13	250
Questionnaire 4	139 = 55%	99 = 39%	15 = 6%	11	264

Arts/science.

Number of respondents	Arts subjects	Science subjects	No response	Total
Questionnaire 1	123 = 59%	87 = 41%	1	211
Questionnaire 2	184 = 69%	81 = 31%	0	265
Questionnaire 3	173 = 70%	74 = 30%	3	250
Questionnaire 4	179 = 68%	85 = 32%	0	264

The proportions have remained fairly constant at each data collection point.

Comments on the quantitative results.

Two key features may influence the results and have a bearing on their interpretation. First the respondents in June each year were not identical to the respondents in the autumn of the previous year. Some students had left the course, and one might expect that they were the most pessimistic of the autumn respondents. Therefore there may be a naturally more positive result in the June responses (questionnaires 2 and 4). Secondly, there may be some students who did not reply in

autumn, but have replied in June (and vice versa) for other reasons. This may have some effect on the results. Specifically there is one group at Z who responded poorly in Autumn 2000, but very well in June 2001. The total respondents at Z increased from 35 to 95.

As the precise constituents of each group may have changed from autumn to the following June, comparisons to indicate change over time cannot be statistically demonstrated with ultimate certainty. The groups are neither independent of each other, nor are they precisely matched. However they may be considered independent for purposes of a chi square statistic, but purely as an indication of potential differences. This limitation on interpretation of the analysis is clearly indicated in the pages that follow.

The limitation on interpretation has been inevitable as a result of encouraging greater response by preserving anonymity. However, it does not detract from observing the percentage results in tabular form and inspecting the views of the teachers (on average) as they start their PGCE training , with the views of teachers (on average) as they end their PGCE training.

Location may have an influence for a number of reasons. One could describe Z as an attractive rural setting, compared to X, which is more urban and rundown. X had also undergone educational changes within the 18 months to Autumn 2000 (removal of middle schools) that has caused low morale in some schools. X has also suffered (in the press) in 2001 over alleged racial tensions within the locality (Easter 2001), and well publicised riots in July 2001. However it is possible that students from X will have a more realistic impression of full time teaching that may match reality better than the Z students.

Location Y could be considered academically “better” than X and Z, based on published league tables, and so attract the more academic, ambitious, and motivated student. The University league tables published by the national newspapers show that in June 2003 the position of Y is a Premier League institution with a position between 2nd and 8th depending on the newspaper. Location Z is in the First Division, positioned between 22nd and 35th. Location X is in the Third Division, positioned between 52nd and 73rd, (Daily Telegraph 25th June 2003). These differences and their effects were largely maintained during the two years of quantitative data collection.

Location Z underwent significant changes in the academic year 2000/2001. The institution moved from an attractive rural setting to an inner city location. This was not initially welcomed by all the staff, students and prospective students and this may have had an effect on the views and attitudes of the students or the staff at that time. By September 2001, the move was successfully completed and the individuals appeared very settled.

When the text describes a result as significant, it means significant using Chi Square at the 0.05 level. The use of Chi Square may not be appropriate to describe changes statistically through a year’s study, because those samples are not independent. However Chi Square will indicate differences observed between the two groups, compared to expected frequencies had there been no difference between the groups. Chi Square is appropriate for analysis of observed frequencies between locations, genders, ages and the two groups of students.

6.1 Quantitative results

The results suggest that:

1. Students at location X were more pessimistic and negative than the locations Y and Z.
2. Group 1 became more positive and optimistic during their PGCE year.
3. Group 2 began their training year more positively and optimistically than Group 1.
4. Group 2 lost some of their positive optimistic views during their year.
5. Both groups of NQTs began their teaching careers with similar expectations.

These conclusions can be supported descriptively by many of the results. They are also significantly supported in the results of several questions. Examples of the results to support these suggestions follow.

1. *Location X was more pessimistic or negative than the other locations. This can be evidenced in several responses. Specifically it is significant in:*

Questions 4,10 and 13 in all four questionnaires.

Question 1, 9 and 15 on three out of four questionnaires.

e.g.

Table 14. Questionnaire results.

Question 1.	Doing a socially worthwhile job?				<u>Start of PGCE year</u>	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	0.0	5.8	57.7	36.5
	Y	124	0.0	4.8	25.0	70.2
	Z	35	0.0	2.9	25.7	71.4
Group 2	X	63	1.6	0.0	39.7	58.7
	Y	121	0.0	3.3	26.4	70.2
	Z	80	1.3	6.3	31.3	61.3

Question 1.	Doing a socially worthwhile job?				<u>End of PGCE year</u>	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	0	15.4	26.2	58.5
	Y	105	0.0	6.7	26.7	66.7
	Z	95	0.0	4.2	30.5	65.3
Group 2	X	76	1.3	13.2	23.7	61.8
	Y	109	0.9	0.0	20.2	78.9
	Z	65	0.0	9.2	27.7	63.1

Teachers appear to be sure they are doing a socially worthwhile job.

X was less sure than Y and Z on all occasions (significant on all except Group 2 at the start).

The two groups at X were also different from each other at the start of the year (group 2 more sure than group 1), but were very similar at the end of the year.

Question 10	Training prepared you for the job?				<u>Start of PGCE year</u>	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	32.7	53.8	9.6	3.8
	Y	124	12.1	26.6	55.6	5.6
	Z	35	2.9	31.4	54.3	11.4
Group 2	X	63	7.9	41.3	44.4	6.3
	Y	121	0.0	34.7	61.2	4.1
	Z	80	0.0	21.3	55.0	23.8

Question 10	Training prepared you for the job?				<u>End of PGCE year</u>	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	22	41.5	32.3	4.6
	Y	105	4.8	34.3	50.5	10.5
	Z	95	2.1	29.5	52.6	15.8
Group 2	X	76	11.8	52.6	35.5	0.0
	Y	108	2.8	33.3	53.7	10.2
	Z	65	1.5	27.7	52.3	18.5

Most students were either “fairly sure” or “quite sure” that their training had prepared them for the job.

X was significantly more pessimistic than Y or Z.

2. Group 1, as a whole, becomes more positive and optimistic during their year.

This is specifically evident in:

Questions 4, 5 and 10.

Question 4	Good rapport with your pupils?			Start of PGCE year		
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	0.0	19.2	65.4	15.4
	Y	124	0.8	26.6	62.9	9.7
	Z	35	0.0	2.9	74.3	22.9
Group 2	X	62	0.0	19.4	62.9	17.7
	Y	121	0.8	38.8	57.0	3.3
	Z	80	0.0	13.8	67.5	18.8

Question 4	Good rapport with your pupils?			End of PGCE year		
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	0	7.7	56.9	35.4
	Y	105	0.0	10.5	66.7	22.9
	Z	95	0.0	7.4	42.1	50.5
Group 2	X	76	1.3	7.9	44.7	46.1
	Y	109	0.0	13.8	66.1	20.2
	Z	65	0.0	7.7	47.7	44.6

Students expect to have good rapport with their students.

Both groups became more certain from the start to the end of their year.

Each location group change through their PGCE year. They all become more certain about rapport.

Question 5	Happy with the amount of holidays?			Start of PGCE year		
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	0.0	23.1	48.1	28.8
	Y	124	1.6	13.7	46.8	37.9
	Z	35	0.0	5.7	37.1	57.1
Group 2	X	63	1.6	4.8	50.8	42.9
	Y	121	0.0	5.8	34.7	59.5
	Z	80	0.0	6.3	43.8	50.0

Question 5	Happy with the amount of holidays?				End of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	8	6.2	50.8	35.4
	Y	105	1.0	4.8	35.2	59.0
	Z	95	0.0	5.3	43.2	51.6
Group 2	X	76	2.6	7.9	43.4	46.1
	Y	109	1.8	4.6	44.0	49.5
	Z	65	1.5	10.8	38.5	49.2

Most respondents are happy with the amount of holidays.

Group 1 became more positive through their PGCE year and this was true for all three locations.

Group 2 began their year significantly more positive than Group 1.

3. *Group 2 began their training more positively and optimistically than Group 1.*

Specifically it is significant in:

Questions 2, 3, 5, 9, 10, 17.

Question 2	Enough time to do a good job?				Start of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	21.2	55.8	21.2	1.9
	Y	124	18.5	50.0	29.8	1.6
	Z	35	17.1	40.0	37.1	5.7
Group 2	X	63	15.9	44.4	38.1	1.6
	Y	121	11.6	55.4	29.8	3.3
	Z	80	3.8	48.8	41.3	6.3

Question 2	Enough time to do a good job?				End of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	20	43.1	33.8	3.1
	Y	105	21.9	46.7	28.6	2.9
	Z	95	15.8	43.2	36.8	4.2
Group 2	X	76	17.1	43.4	26.3	13.2
	Y	109	14.7	37.6	43.1	4.6
	Z	65	10.8	53.8	30.8	4.6

Very few teachers are absolutely certain they will have enough time to do a good job.

Group 2 began their year significantly more positive than Group 1.

Question 3	Well respected by people?				Start of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	13.5	44.2	36.5	5.8
	Y	124	4.8	26.6	58.1	10.5
	Z	35	8.6	37.1	45.7	8.6
Group 2	X	63	9.5	33.3	44.4	12.7

	Y	121	4.1	24.0	53.7	18.2
	Z	79	3.8	21.3	55.0	18.8

Question 3	Well respected by people?				End of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	15	35.4	43.1	6.2
	Y	105	3.8	29.5	55.2	11.4
	Z	94	17.0	27.7	44.7	10.6
Group 2	X	76	3.9	22.4	56.6	17.1
	Y	109	2.8	25.9	61.1	10.2
	Z	64	4.7	34.4	51.6	9.4

Teachers do feel they are respected by people, but there is a wide range of opinion.

Group 2 began their year significantly more positive than Group 1, but were less positive at the end. This was influenced by the downward trend of Z in group 1, perhaps caused by the location move. During the year Group 1 at Z were being physically moved from a pleasant rural setting to a built up city centre location.

4. *Group 2 lost some of their positive optimistic views during their year. This is most evident in:*

Questions 4, 6, 7, 8, 13.

Question 6	Fulfil your personal needs?				Start of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	5.8	32.7	53.8	7.7
	Y	124	2.4	21.8	61.3	14.5
	Z	35	0.0	11.4	51.4	37.1
Group 2	X	63	3.2	14.3	63.5	19.0
	Y	120	0.8	24.0	63.6	10.7
	Z	80	2.5	16.3	58.8	22.5

Question 6	Fulfil your personal needs?				End of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	3	26.2	50.8	20.0
	Y	105	1.9	21.0	53.3	23.8
	Z	95	2.1	24.2	57.9	15.8
Group 2	X	76	5.3	28.9	52.6	13.2
	Y	109	7.3	22.0	58.7	11.9
	Z	64	9.4	23.4	56.3	10.9

A spread of results show that very few students fear that their personal needs will not be fulfilled.

Group 2 ended up significantly less sure than Group 1.

Group 2 also reduced their certainty during their year.

Question 6 could be considered a key question, and is virtually saying, “Have you chosen the right career?” However the question is asking for speculation and may have created some doubts and anxieties.

Question 7	Administration is essential?				Start of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	23.1	42.3	23.1	11.5
	Y	124	25.8	38.7	30.6	4.8
	Z	35	28.6	40.0	20.0	11.4
Group 2	X	62	37.1	40.3	17.7	4.8
	Y	121	21.5	40.5	28.1	9.9
	Z	80	6.3	35.0	45.0	13.8

Question 7	Administration is essential?				End of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	29	43.1	23.1	4.6
	Y	105	36.2	45.7	15.2	2.9
	Z	95	32.6	34.7	24.2	8.4
Group 2	X	76	35.5	39.5	14.5	10.5
	Y	109	35.8	46.8	15.6	1.8
	Z	65	15.4	43.1	26.2	15.4

Several students are not sure that administration is essential.

Group 2 changed their views during their year. Y’s increasing uncertainty had the effect, even though X and Z became more sure.

5. Both groups of NQTs began their teaching careers with similar expectations.

Significant differences were only found at the end of the year in:

Question 3, 6 and 8.

Question 8	Elated at pupil achievement?				Start of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	0.0	11.5	38.5	50.0
	Y	124	0.8	4.8	29.0	65.3
	Z	35	2.9	0.0	17.1	80.0
Group 2	X	63	0.0	7.9	27.0	65.1
	Y	121	0.8	7.4	27.3	64.5
	Z	79	0.0	3.8	19.0	77.2

Question 8	Elated at pupil achievement?				End of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	0	7.7	29.2	63.1
	Y	105	0.0	3.8	30.5	65.7
	Z	95	1.1	2.1	18.9	77.9
Group 2	X	74	4.1	17.6	18.9	59.5
	Y	109	0.9	11.0	34.9	53.2
	Z	65	0.0	3.1	26.2	70.8

Most students expect to be elated by student achievement.

Group 2 ended their year significantly less sure than Group 1.

In Group 1 at the start, X was significantly less sure than Z or Y.

In Group 2 at the end, Z was significantly more sure than X or Y.

The quantitative results for the questions not presented so far follow;

Question 9	Pay sufficient for your lifestyle?				Start of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	21.2	61.5	7.7	9.6
	Y	124	25.8	38.7	31.5	4.0
	Z	35	20.0	28.6	37.1	14.3
Group 2	X	62	29.0	33.9	27.4	9.7
	Y	121	13.2	38.0	36.4	12.4
	Z	80	8.8	33.8	48.8	8.8

Question 9	Pay sufficient for your lifestyle?				End of PGCE year	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	31	33.8	27.7	7.7
	Y	105	15.2	35.2	39.0	10.5
	Z	95	22.1	30.5	40.0	7.4
Group 2	X	76	26.3	36.8	31.6	5.3
	Y	109	17.4	40.4	35.8	6.4
	Z	65	10.8	43.1	40.0	6.2

Very few students thought that the pay would be adequate for their lifestyle.

Location X at the start of group 1 were significantly less sure than Y or Z.

Location X and Y views were significantly more sure at the start of group 2 than at the start of group 1.

Question 11	The right career for you?				<u>Start of PGCE year</u>	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	52	0.0	36.5	40.4	23.1
	Y	124	2.4	22.6	49.2	25.8
	Z	35	0.0	22.9	40.0	37.1
Group 2	X	63	0.0	14.3	54.0	31.7
	Y	120	0.0	26.7	51.7	21.7
	Z	80	0.0	10.0	50.0	40.0

Question 11	The right career for you?				<u>End of PGCE year</u>	
	Location	N	Unlikely	Fairly sure	Quite sure	Absolutely certain.
Group 1	X	65	2	23.1	35.4	40.0
	Y	104	3.8	17.3	46.2	32.7
	Z	95	1.1	15.8	43.2	40.0
Group 2	X	76	3.9	18.4	44.7	32.9
	Y	109	4.6	19.3	48.6	27.5
	Z	65	3.1	7.7	40.0	49.2

Most students said that they had chosen the right career. However the PGCE year failed to convince the majority of completing PGCE students to be absolutely certain that this was the right profession for them.

Group 2 started their year significantly more positive than group 1, though Y did not follow this trend.

At the end of group 1's year Y were significantly less sure than X or Z.

Question 13	Subject or teaching pupils.				<u>Start of PGCE year</u>		
	Location	N	Subject	Mainly subject	Both	Mainly pupils	Pupils
Group 1	X	52	0.0	1.9	26.9	32.7	38.5
	Y	124	1.6	9.7	57.3	24.2	7.3
	Z	35	0.0	0.0	40.0	17.1	42.9
Group 2	X	63	0.0	1.6	15.9	47.6	34.9
	Y	121	0.0	6.6	52.1	31.4	9.9
	Z	80	1.3	3.8	77.5	13.8	3.8

Question 13	Subject or teaching pupils.				End of PGCE year		
	Location	N	Subject	Mainly subject	Both	Mainly pupils	Pupils
Group 1	X	65	0	3.1	16.9	24.6	55.4
	Y	105	1.0	10.5	44.8	34.3	9.5
	Z	95	3.2	5.3	51.6	25.3	14.7
Group 2	X	73	1.3	0.0	10.5	35.5	52.6
	Y	109	0.0	4.6	46.8	33.0	15.6
	Z	65	0.0	3.1	66.2	13.8	16.9

Most students were more pupil orientated than subject orientated.

Group 2 had become more pupil orientated by the end of the year compared to the start of their year.

X were significantly more pupil orientated than Y or Z at all four questionnaires. There was a greater proportion of potential primary teachers at X.

Group 2 at X had ended up significantly more pupil orientated than group 1 at X.

By the end of their year group 1 at Z had become less pupil orientated. Group 2 at Z had started far less pupil orientated than group 1 at Z.

Question 14	Proportion of bad times?				Start of PGCE year	
	Location	N	<10%	10 to 25%	26 to 40%	>40%
Group 1	X	52	15.4	53.8	25.0	5.8
	Y	124	20.2	56.5	16.9	6.5
	Z	35	14.3	62.9	22.9	0.0
Group 2	X	63	17.5	58.7	20.6	3.2
	Y	121	11.7	59.2	23.3	5.8
	Z	80	10.0	56.3	27.5	6.3

Question 14	Proportion of bad times?				End of PGCE year	
	Location	N	<10%	10 to 25%	26 to 40%	>40%
Group 1	X	64	14	58.5	23.1	3.1
	Y	105	23.8	62.9	12.4	1.0
	Z	95	18.9	63.2	16.8	1.1
Group 2	X	73	27.4	50.7	16.4	5.5
	Y	109	13.8	67.0	17.4	1.8
	Z	64	14.1	53.1	28.1	4.7

Most students were expecting between 10 to 25% of times in teaching to be “bad times”.

Location Y had changed in group 1, they were expecting less “bad times” by the end of the year.

Question 15	How many years before promotion?				Start of PGCE year	
	Location	N	1 to 2 years	3 to 4 years	5 to 6 years	More than 6 years
Group 1	X	52	17.3	51.9	19.2	11.5
	Y	124	22.0	61.0	16.3	0.8
	Z	35	8.6	48.6	22.9	20.0
Group 2	X	61	16.4	63.9	11.5	8.2
	Y	120	20.8	65.0	12.5	1.7
	Z	79	11.4	65.8	20.3	2.5

Question 15	How many years before promotion?				End of PGCE year	
	Location	N	1 to 2 years	3 to 4 years	5 to 6 years	More than 6 years
Group 1	X	63	17	52.4	19.0	11.1
	Y	102	8.8	74.5	13.7	2.9
	Z	95	25.3	55.8	10.5	8.4
Group 2	X	75	13.3	60.0	17.3	9.3
	Y	108	11.1	67.6	20.4	0.9
	Z	64	23.4	71.9	1.6	3.1

Most students expected promotion in three to four years.

In group 1 at the start of their year Z were significantly less ambitious than X and Y.

In group 1 at the end of their year Z were significantly more ambitious than X and Y.

In group 2 at the end of their year Z were significantly more ambitious than X and Y.

Location Y group 1 became more ambitious by the end compared to their start.

Location Z group 1 became more ambitious by the end compared to their start.

Location Z group 2 became more ambitious by the end compared to their start.

Question 16	Hope to be involved in management?				Start of PGCE year	
	Location	N	Definitely not	Probably not	Probably yes	Definitely yes
Group 1	X	52	7.7	25.0	53.8	13.5
	Y	124	2.4	21.0	57.3	19.4
	Z	35	8.6	34.3	40.0	17.1
Group 2	X	63	9.5	19.0	47.6	23.8
	Y	121	1.7	25.6	52.9	19.8
	Z	80	2.5	31.3	57.5	8.8

Question 16	Hope to be involved in management?				End of PGCE year	
	Location	N	Definitely not	Probably not	Probably yes	Definitely yes
Group 1	X	65	8	26.2	50.8	13.8
	Y	103	4.9	36.9	43.7	14.6
	Z	94	6.4	27.7	53.2	12.8
Group 2	X	74	6.8	35.1	40.5	17.6

	Y	108	4.6	35.2	39.8	20.4
	Z	65	6.2	32.3	47.7	13.8

Most students expect to be involved in management at some time in their careers

Group 2 at the start of their year showed significant differences between locations. X had more extreme views at either end of the continuum compared to Y and Z.

Group 1 at location Y showed less hope to be in management at the end of their year, compared to the start.

Question 17	How long to stay in the profession?				Start of PGCE year	
	Location	N	3 years or less	4 to 10 years	More than 10 years	My entire working life.
Group 1	X	52	1.9	23.1	51.9	23.1
	Y	124	4.8	23.4	45.2	26.6
	Z	35	5.7	14.3	42.9	37.1
Group 2	X	63	3.2	9.5	44.4	42.9
	Y	119	0.0	21.8	41.2	37.0
	Z	80	1.3	23.8	41.3	33.8

Question 17	How long to stay in the profession?				End of PGCE year	
	Location	N	3 years or less	4 to 10 years	More than 10 years	My entire working life.
Group 1	X	65	6	21.9	43.8	28.1
	Y	103	6.8	27.2	42.7	23.3
	Z	94	4.3	26.6	41.5	27.7
Group 2	X	75	6.7	18.7	36.0	38.7
	Y	108	3.7	23.1	41.7	31.5
	Z	65	3.1	27.7	49.2	20.0

Most students were expecting to stay in the profession for more than 10 years.

Group 2 began their year with views significantly more likely to stay longer in the profession than group 1.

Group 2 in location Y were significant in this finding.

Overall Trends.

The PGCE year changes student teachers' attitude to the profession. However the PGCE year has not convinced the majority of trainee teachers, who completed the

training, that this is certainly the right career for them. The PGCE year has also failed to improve the perception of the trainee teachers that:

- a. the training has prepared them for the job
- b. they will have enough time to do a good job
- c. they will be well respected
- d. that administration is essential to the job
- e. that the pay will be sufficient for their lifestyle

Differences relating to gender, sector, age and subject specialism.

1. Gender significance.

In each of the four questionnaires there are some indications of differences between genders, but this is clouded by the fact that most of those students expecting to be primary teachers were female and that most of the prospective primary teachers came from location X. The figures produced so far already indicate that location X results are somewhat different to Y and Z. This difference may be due to gender or sector, rather than location, for example:

The numbers might indicate that in question 1, male respondents are more sure that they are doing a worthwhile job than women. This was significant at the start of both years.

Percentage of responses.

Q1. Socially worthwhile job?		Unlikely	Fairly Sure	Quite Sure	Certain
Autumn 2000	M	0	2	20	78
	F	0	6	38	56
June 2001	M	0	13	11	76
	F	0	6	34	61
Autumn 2001	M	0	3	26	71
	F	1	4	32	63
June 2002	M	2	6	18	75

	F	1	7	25	68
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However the female, primary, location X scenario can be seen in the June 2002 and June 2001 breakdown of numbers of respondents.

June 2002	Location X	Location Y	Location Z
Primary	51	1	1
Secondary	14	105	63
Other	11	3	1

June 2001	Location X	Location Y	Location Z
Primary	47	0	23
Secondary	12	105	69
Other	6	0	3

June 2002	Female	Male
Primary	43	10
Secondary	143	39
Other	13	2

June 2001	Female	Male
Primary	58	12
Secondary	142	50
Other	2	1

An analysis of gender differences excluding the respondents from location X still indicates some significant variation in all four questionnaire results.

Questionnaire 1, males are more sure that they are doing a worthwhile job.

Questionnaire 2, males are more sure that the job is well respected by people. Females are more sure they have chosen the right career.

Questionnaire 3 males are more sure they will be happy with their holidays. Females are more likely to have a shorter career (less than 10 years), or spend their entire working life in teaching. Men expect a middle option.

From Questionnaire 4, we can see that females are more likely to be happy with the amount of holidays. Females are more sure that teaching will fulfil their personal needs. Females are more sure that they will feel elated by pupil achievement. Females are more decisive on their judgement that pay will be sufficient for their lifestyle. Females are more sure they have chosen the right career. One might speculate as to why are there differences between males and females, and why the differences have changed from year to year and throughout the year.

Females seem to be more sure of their futures as a result of their PGCE year. Perhaps males traditionally view their careers differently to females. Each group of students has faced a different barrage of publicity, and government initiatives during their training. This may have influenced their views.

2. Primary/secondary significance.

Once again any primary/secondary difference in this research would be clouded by location X, where most potential primary teachers originated. This may raise the question that differences claimed to be locational were in fact due to primary/secondary differences. If we look at one of the most sensitive questions (Question 10), and compare the primary/secondary breakdown at location X. it can be seen that the primary/secondary breakdown has a great influence in the overall result of question 10 at location X.

Autumn 2000. Percentage results. Will your training have prepared you for the job?				
Question 10. Location X	Unlikely	Fairly Sure	Quite Sure	Absolutely certain
Primary n=33	52	42	6	0
Secondary n=20	0	70	15	10

June 2001. Percentage results. Will your training have prepared you for the job?				
Question 10. Location X	Unlikely	Fairly Sure	Quite Sure	Absolutely certain

Primary n =47	28	40	30	2
Secondary n=12	0	50	41	8

This does mean that difference attributed to location X may be attributed to potential primary teachers at location X, rather than the location itself. As there are only two potential primary teachers among the sample at Y and Z, further primary/secondary analysis would be inconclusive.

3. Age significance.

The proportions have remained fairly constant at each data collection point. Differences in the responses by age groups are not consistent throughout the four questionnaires. Changes in each group are also not consistent, even though some individual comparisons do show significance (Appendix 4). However, the most consistent result shows that the younger PGCE students (under 25) seem to be more sure than the older students that the profession is well respected.

Q3. Well respected by people?		Unlikely	Fairly Sure	Quite Sure	Absolutely certain
Autumn 2000	Under 25	3	25	64	8
	25 and over	13	41	36	10
June 2001	Under 25	7	34	47	11
	25 and over	14	27	50	9
Autumn 2001	Under 25	3	20	57	20
	25 and over	8	35	44	13
June 2002	Under 25	0	24	58	18
	25 and over	0	37	56	7

4. Arts/science significance.

The proportions have remained fairly constant at each data collection point. Questions 11 and 13 show differences at three of the data collection points.

Q11. The teaching profession is the right career for you.		Unlikely	Fairly Sure	Quite Sure	Absolutely certain
Autumn 2000	Arts	0	27	45	28
	Science	0	29	46	25
June 2001	Arts	0	17	42	41
	Science	0	29	44	28
Autumn 2001	Arts	0	13	52	35
	Science	0	31	51	19
June 2002	Arts	0	16	43	41
	Science	0	28	50	22

Understandably, students at this early stage of their career feel that they have made the right career choice, but students in arts subjects (rather than science subjects) are consistently more sure that teaching is the right career for them.

Q13. What is more important to you, your specialised subject or teaching pupils?		Subject without doubt.	Mainly subject	Both equally important	Mainly teaching pupils	Teaching pupils without doubt
Autumn 2000	Arts	0	6	55	19	20
	Science	0	9	34	34	22
June 2001	Arts	0	8	46	27	19
	Science	0	9	28	32	31
Autumn 2001	Arts	0	0	64	24	12
	Science	0	0	40	42	18
June 2002	Arts	0	0	49	26	25
	Science	0	0	34	34	32

All students believe that teaching pupils is more important than their specialised subject, but this is consistently more pronounced in science students rather than arts students.

6.2 Comments from respondents in Autumn 2000, June 2001, Autumn 2001 and June 2002.

The questionnaires allowed respondents to make comments. This opportunity was taken up by 23 respondents (11%) in Autumn 2000, by 32 respondents (12%) in June 2001, by 18 respondents (7%) in Autumn 2001, and by 23 respondents (9%) in June 2002.

The comments from the respondents act as a qualitative support for the quantitative findings, and a suggestion for topics that may be followed up in the individual case studies. There will always be a question as to why so few respondents wrote any comments. The probability is that time was the key factor, rather than a lack of opinion. If that is true then the comments that have been produced may come from those with the strongest feeling.

The respondents who made comments were:

Autumn 2000			
Location	X	Y	Z
	7	11	5
Gender	Male	Female	
	5	18	

June 2001			
Location	X	Y	Z
	11	8	13
Gender	Male	Female	
	8	24	

Autumn 2001			
Location	X	Y	Z
	5	12	1
Gender	Male	Female	
	6	12	

June 2002			
Location	X	Y	Z
	8	9	6
	Male	Female	
	7	16	

Autumn 2000

Several comments demonstrate a bivalent attitude to teaching. They recognise that there are good points and bad points i.e. "...certain but panic stricken ...", "...not sure if the good outweighs the bad ...", "...perfect career but pay and

paperwork..” , “...admin will spoil my enjoyment.” . Other comments make constructive suggestions about sabbaticals.

Two respondents make constructive suggestions about “more practice and less theory”.

Comments from other respondents mention the individual’s personal career agenda, and others emphasise criticisms about time, pay and administration.

June 2001.

The June comments can be categorised into 5 types:

1. Personal career agenda comments;
2. Constructive suggestions “...the quality of training depends on the quality of the school...”, and “...you get back from teaching, as much as you put in. ..”;
3. Emphasis on criticisms about time, pay, administration, and generally;
4. Bivalent views are found in “.. teaching is a vocation, but the rewards are not there..”, “.. support the skills tests, but worried about a 6 term year..” and “.. stressful but happy”; and
5. Positive comments are given by “...fantastic job...”, “...I love teaching...” and “ ...I look forward to teaching...”.

Autumn 2001

The comments may be categorised as bivalent (2), constructive (2), personal career agenda (5), critical (6) and positive (3). The strength of individual comments may strike a chord with the reader. It is easy for the reader to recognise a comment that concurs with their own opinion and over emphasise that individual comment. For example, “...would have been more positive, but met many teachers who are heavily

sceptical” is a comment that only came from one individual, but might become an unwarranted centre of focus. Such issues are further investigated in the Case Studies in the second part of this research.

June 2002.

The comments may be categorised as bivalent (8), constructive (1), personal career agenda (8), critical (4) and positive (2). Once again there are some individually strong comments that are not weighted in the quantitative analysis, but add an extra dimension to the follow up investigation. For example, “I have been completely disillusioned by the whole PGCE experience”, and “...college part of the course is of very little use in teaching”.

Chapter 7

The Case Studies: The First Two Years of Teaching

7.1 Group 1.

The 12 case study respondents from Group 1 were first individually contacted in August 2001. The following table indicates who responded during the following two years. A “Y” indicates a response. It can be seen that 10 out of the 12 continued to respond on a regular basis throughout their first two years of teaching.

Table 15. Case study responses.

	Aug 01	Oct 01	Dec 01	Jan 02	Mar 02	June 02	Sept 02	Oct 02	Dec 02	Jan 03	Mar 03	June 03
1. MB	Y	Y	Y		Y	Y	Y	Y		Y		Y
2. FH	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3. LC	Y	Y		Y	Y	Y	Y					Y
4. BH	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y
5. DW	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
6. EA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
7. CC	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8. KB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
9. GE	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
10. VW	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y
11. MR	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y
12. CG		Y	Y			Y						

Two of the case studies from Group 1 are now described.

Group 1 Case Study 4 BH.

BH is male, under 25 (at June 2001), British and trained at X in Modern Languages. His first job is in Northumberland, in a small ex-mining town. The school covers other similar towns, so it is neither a rural, nor a city location. It is a co-educational state secondary school with 1100 pupils

In June 2001, at the end of his training, BH was **absolutely certain** that he was doing a socially worthwhile job. He was **quite sure** that he would have enough time to do the job, he would have good rapport with his pupils, that he would be happy with the holidays, that teaching would fulfil his needs, that he would be elated by student achievement, that the training had prepared him for the job and that teaching was the right career for him. BH was **fairly sure** that the admin was essential. He thought that it was **unlikely** that the job was well respected by people and the pay was sufficient for his lifestyle. BH felt his subject and the pupils were equally important. He expected bad times to be up to 10% of the job. He expected promotion within two years and would definitely hope to be involved in management. BH plans to “be in teaching a few years, go away and try something else, then return to teaching.”

BH is ambitious compared to most PGCE students (promotion in 2years) and has a definite future plan. He is quite cynical/realistic about the public image of teachers, but confident that he will enjoy the work (less than 10% bad times).

BH says that it is an adventure for the students to travel five miles to Hartlepool, so “learning a foreign language seems almost pointless, from their point of view”. BH has been welcomed by the school, “they say they are looking forward to work with me”, but expresses fears of his knowledge of German, “a language that I have not spoken for two years”, and of being “ALONE” (his capitals) in the classroom. He also says he “has been billed as something of a computer wiz”. BH has expressed quite a few honest concerns.

His greatest fear is “that I don’t deliver what is expected of me, and what I expect from myself”. He is disheartened by all the publicity about teacher shortages

and retention and feels “it puts increased pressure on new teachers to perform at a very high level when all around we are faced with criticism”.

BH emphasises that “I do want to teach, and the reasons for wanting to teach are the pupils at this school, who can’t see past their own garden fence”.

In early October 2001 BH reports that he is settling in fine, but is not used to continually moving to new rooms. His confidence levels are heightening, but he is not academically challenged. Sometimes he feels like a “glorified babysitter”. The paperwork (for misbehaving pupils) seems like “it will never end”. The enthusiasm of BH is still there, he says “They will not beat me and if they want to stay in my lesson they will bloody well do the work I set them, whether they like it or not”. He also says, “apparently, I blow, which means they don’t like me. Good!! I am there to teach and not to have a fan club”. BH seems to be still coming to terms with his relationship with pupils.

There was an incident when a pupil was injured during one of BH’s lessons. “But the staff stood by me and nothing has come of it”.

BH is happy that he is impressing his colleagues, that pupils are beginning to accept him, but is still troubled by what he reads in the press. He was also depressed to discover that all last year’s NQTs left before completing their induction year. On a bright note, he passed his driving test yesterday, which will give him more time.

A few days later BH has been accused of “teacher negligence by children”. He has a splitting headache as a result of the accusation and the resulting paperwork.

In December 2001 BH reports that the incident referred to earlier in the year has been settled. A gifted pupil had a fit of temper and BH had sent him out of the classroom to cool off. The boy had responded with a series of accusations about being called a homosexual and “other things”. The resulting discussions with the Head of

Department and a senior teacher had not resolved matters. However an escalation to the Head Teacher resulted in an official apology from the pupil. The Head Teacher and complimented the way BH had handled the matter. This difficult and stressful time might have been a watershed for BH. The rest of his comments seem much more positive than previously.

BH continues to say that he is “now more comfortable and starting to feel less like a new teacher”. He describes his department as “a family in school and we are very close knit. I was told by my Head of Department that I was the best NQT they had ever had in the department. They truly are a tower of strength and make the job seem not so bad even if I have had a really shitty day”

His low points have been the reported incident and three NQTS leaving the school. BH remains adamant that he will only stay in teaching for four years, although the reader will recall that in June 2001 it was going to be three years or less. BH is coming down hard on “anybody who does not act as they are supposed to in the classroom. I am learning not to take any shit. I am not a confrontational person, but that has changed – I now won’t take any crap.”

BH has begun to feel “that the general public still has respect for you when they discover you are a teacher, and more to the point – normal!”

BH did not reply in January 2002.

In April 2002 BH is “okay”. He is happy with the progress he has made. His Head of Department is happy with his progress and he has heard that others are impressed with his IT skills.

BH says that he has not chosen the right career. He always intended to move away from teaching in order to come back later. His low point was “teachers being assumed guilty until proved innocent”. His high point has been being told by pupils

that he is one of the few respected teachers in the school. BH will stay at the school for another year. “It would be a shame to throw away all the ground I have gained with these kids”

After several reminders BH replied in early August 2002. He is happy to have passed his induction year, and feels that it has gone “better than I first expected”. When asked if there was one thing he would change, he responded “I was going to say the school that I was working in, but I think the fact that I was working in a tough school has made me as a teacher”. When asked about ways of improving the NQT system, he said, “Help with Time Management”.

BH describes himself as satisfied, frustrated, angry and happy. He has had a very changeable year. He broke his wrist the day before PGCE graduation, split from his girlfriend, suffered depression and lost weight, but now is, visiting a gym, reunited with the girl, talking about marriage and moving to Leeds, starting a CIMA (accounting) course and has ambitions to do an MBA. He hopes to go into business. BH has become cross with colleagues, frustrated by the Head and believes that teaching really has excessive time, work and responsibilities compared to other jobs. He loves the pupils, and has a good relationship with them, but has learnt from the head teacher of “how not to be”.

<i>Rate yourself honestly for the last year</i>	Very Low	Quite low	So so	Quite high	Very High
Your level of enjoyment.			X		
Your level of job satisfaction.		X			
Your ability as a teacher.				X	

BH identifies some key areas in his own career development. They are the importance of a life/relationship outside teaching, the important influence of the Head

Teacher, time management as a serious subject to be taught and starting off in a tough environment.

BH has now (September 2002) started his second year at the same school and replies briefly and happily. He is moving to Leeds with his girlfriend within the year. He is feeling “better than I did at the end of the year. Relaxed, fully charged and raring to go.” He is experiencing “many emotions – a veritable cocktail of feelings. Very positive about myself”. BH feels he is being primed for Head of Spanish. However he is starting a Management Accountancy course this month and says that if successful, he will move into that field as soon as possible.

In November 2002, BH replies. BH says that the management of his school does have a significant effect on his levels of job satisfaction. Management is excellent except for the Head Teacher who he describes as “ ..having poor management skills .. a complete BITCH .. cannot motivate .. speaks to me in a very disrespectful way .. is a crap head teacher”. BH describes the approaching Ofsted inspection and the school’s desire for him to lead Spanish as two examples of the Head’s lack of success in managing and how it affects all the staff.

BH perceives that all the staff feel the same way, but deal with it differently. “some sit and moan, some moan but do, and then there are some like me who keeps his head down and does what is expected”.

BH describes many aspects of his personal life that have affected his school life. He split with his girlfriend of two years .. “cutting away the dead wood will affect his professional outlook”. BH describes a weekend incident of pupils calling him gay, his brother attempting to hit them, BH dragging him off and resulting school discussions. BH describes friendship with the pupils surrounding his classic car and weekend activities. He has his hair cut in the home of a pupil’s mother, and is now

“going out” with the haircutter. Despite the “problems”, BH seems to thrive and enjoy the “small community” involvement.

However, he is now considering joining the RAF. A friend of his has stopped teaching after five weeks due to stress.

BH replied promptly on December 2002. He says he “is as involved in school as I am able to be, given the high levels of work that I have”. He has been teaching Spanish to colleagues after school, helping with the Christmas Fayre, making Italian delights for the languages stall and went on a humanities trip to a Roman fortress. “I think I am quite involved”.

This year BH says his attitude has changed. He does not let things get him down. He is not shy to stand up and use the excessive paperwork as a reason for lack of time to prepare lessons. He is more in control of his marking than a year ago, “I feel better in myself”. He has applied this week to join the RAF.

18 NQTs started at his school last September, some of whom have already left. “I don’t really talk to them. They keep themselves to themselves”. Those he has talked to share his views “in terms of the difficulties we share as teachers”.

In January 2003 BH replied, “At the end of 2002 I was ready to quit my job and do some supply teaching while I wait and see if my RAF application was successful. I was fed up at the end of the year – my motivation had diminished, my morale was so low that I just wanted out! This year I feel better in myself. I spent time over the holiday period relaxing and taking time to do the things I wanted to do. I also planned out how to manage my time effectively so that I could maintain a balance in my life of work and play. I have started going to the gym again. I make time to sit down and watch the news, read a paper, see my girlfriend and cook. I am making sure that my work is done and I am praising myself on jobs completed. I am ending the

day with a glass of port and lemon and taking half an hour before going to bed to just relax and rid myself of all thoughts. I think this is due to the fact that I have found my “can do” attitude again. I could be a good advert for the RAF, for which I have my first interview on Thursday.

I am still planning to leave teaching and join the RAF, but now I hope to leave teaching with good memories. Another thing I am going to do in 2003 is go to church more regularly. 2003 is a more optimistic year for me”.

In March 2003 BH replied. He has already advised a friend to “think long and hard about deciding on becoming a teacher about the amount of paperwork that was at times farcical .. he would hardly ever have any free time .. will constantly suffer from colds and other illnesses .. and may have to take time off with stress (like I am having to do now)”.

When asked to consider if he would want his children to become teachers, the answer was “HELL NO!!!”

BH thinks a good mentor would be someone “who I could speak freely and openly to, someone I got on well with”. BH has not had a mentor, despite several attempts on his part to arrange one. BH suggests a mentor is someone who is not in the same department and has four years teaching experience.

BH says that teaching observations “can highlight areas that you may not realise need fine tuning. They should be carried out over a fixed period with the same class. Nightmare kids can be on their best behaviour during observation”.

BH has resigned and is due to start supply work so he can concentrate on his application to join the Armed Forces. He is leaving because of lack of time, excessive paperwork, unsupportive management and the effect on personal life. He has to avoid certain bars at the weekend because “kids shout obscenities” at him. “Things need to

change drastically otherwise more and more teachers are going to leave the profession.”

BH replied in June 2003. His feelings are summarised in the following grid, where 0 = Not at all, 1 = Somewhat, 2 = Quite a lot, 3 = Very, 4 = Extremely.

	Your Score.
Successful	1
Satisfied	1
Hopeful	2
Ambitious	3
Angry	1
Exhausted	1
Frustrated	1
Important	2
Respected by colleagues	2
Respected by pupils	2
Respected by the public	2
Fulfilled	1
Confident.	3

Please add further comments if you wish:

I am currently working as a supply teacher, teaching my subject long term.

What are the important things that affect your life as a teacher?

where, 0 = Not important at all, and 4 = Extremely important.

	Your Score
Salary	4
Attitude of colleagues	4
Bureaucracy	3
Social interaction	3
Management of the school	4
Respect from the public	2
Respect from pupils	3
Respect from colleagues	3
Having sufficient time	3
Workload	3
Pupil success	3
Pupil behaviour	3

A happy private life	3
Government initiatives	2

Do some of the above items have **both** a positive **and** a negative effect on your life as a teacher? If so, which ones? Please add further comments if you wish.

Negative are work load and poor management. Positive are pupil success and respect.

3. Every job has good times and bad times. What proportion of your time at school are bad times?

less than 10%	11 to 25%	26 to 40%	More than 40%
	X		

4. Describe three changes that you would make to your school or the educational system in this country to make a teacher's job more fulfilling.

1. Less paperwork – don't we do enough?
2. Better management of schools. Why do some schools have poor retention of teachers?
3. Change the way Ofsted do their reports. Schools don't need a month's notice, because they just end up sweeping the shit under the carpet.

The first two years of BH's teaching career may summarised as follows.

Career Position	<u>BH analysis.</u>	Positive	Negative
PGCE	Start		
	End	Positive, ambitious, cynical, realistic.	
NQT	September	Apprehensive, philanthropic.	Disheartened by publicity.
	October	Confident, positive, resolute, accepted.	Paperwork, frustration, depressed with news about NQTs, an incident with a pupil.

	December	Resolute. Complimented about the incident. Department is a “family”	The incident has caused stress.
	January		
	March	Progress, compliments from pupils, feels loyalty.	Angered because teachers are assumed to be guilty.
	June	Happy. Loves the pupils. Personal life improves. Better than expected.	Criticises colleagues, the Head and the time consuming job.
Second year of teaching	September	Positive about career and personal life.	
	October		Bad management by head. Copes. Trouble with pupils outside school. Considers leaving teaching for the RAF.
	December	Involved in school. Feels better. Can cope.	Applies for the RAF
	January	Feels better. Positive. Manages time. Goes to church again.	Interview for the RAF
	March		Time off with stress. Paperwork and no free time. Has resigned due to management, paperwork and time affecting private life.
	June	Still feels ambitious and confident.	Salary, attitude of colleagues, management of the school had greatest affect on his decision.

In September 2003 BH has a new job in North Yorkshire. He is enjoying the new challenge and has realised it “is not a job, it’s a career”. “The new school is so friendly. The staff greet you. The pupils greet you. Even the head complements you on your teaching. It is totally a different teaching world to the last two years...my life is on track and I can see the wood...whenever I need reminding of those dark days, I will read your notes and they will spur me on”.

BH replied again in April 2004, having received from me a summary of his case and a Force Field Analysis (Appendix 5) of his situation. “I keep a copy of the notes you sent me and I seldom look at them...the past is the past as far as I am

concerned”. He positively confirms the Force Field Analysis accuracy; “Yes – that’s how things were!!! Sh** Pardon my French. Generally things are now excellent.

I am the ICT whiz kid in my department and next year I will have a management point to develop ICT. It also looks as though I will be unofficial Head of Department as well, unless they manage to appoint a new Head of Department, then I will be unofficial 2nd.

My new school is excellent and whilst I have a lot of complaints about my first school – working in such a depressing, tough, unsupported environment really has toughened me up – nothing stresses me, my lessons all meet their objectives, marking is up to date. All my resources are ICT based and I’m working hard to promote languages in the school.

I’m also heavily involved in the Raising Achievement group and have taken part in extra behaviour management courses. To say life is great is an understatement. Senior management are forever praising me and it has been said many times that I have the makings of an excellent teacher. My personal life is brilliant and I have re-found my faith in Christianity – my relationship with God was a little strained at one point!

I am also looking into the Fast Track Teaching Scheme”.

Group 1 Case Study 7 CC

CC is female, aged under 25 and British. She did her PGCE at Y specialising in English. Her first job is in North Yorkshire, in a co-educational, state secondary school with 1500 pupils. It is described as “rural” by CC, but takes pupils from City of York, North Yorkshire and Leeds.

In June 2001, when CC had completed her PGCE, she was **absolutely certain** that she would be doing a socially worthwhile job, that she would have good rapport with her pupils, that she would be happy with the amount of holidays, that teaching would fulfil her personal needs, that she would be elated by pupil achievement and that the teaching profession was right for her. CC was **quite sure** that she would have enough time, that the career was well respected, that the admin was essential and that the pay would be sufficient. She was **fairly sure** that the training had prepared her for the job.

Overall CC's June 2001 responses were very similar to her Autumn 2000 responses. The only notable change was her view on whether "her training had prepared her for the job", which had changed from "absolutely certain" to "fairly sure". Perhaps the sudden thought of starting to teach next week, had created some doubts. CC believed that "teaching pupils" was more important than "her subject". She expected up to 25% of bad times, to gain promotion within four years and that she would probably not move into management, but rather stay in the teaching profession her entire working life.

In late August 2001, just before starting her first teaching job, CC feels "extremely excited and petrified". She is excited "by having my own classes that no one else will interfere with" and petrified of "getting lost and not knowing people". CC has been to the school three times but still feels short of information about her department and schemes of work that has limited her planning. Her greatest fear is "that I will not enjoy the job". She is worried about the workload and marking. She is not apprehensive about discipline and behaviour. She is confident that the school and the staff are welcoming. CC has great hopes of making "best impressions with her

classes at their first meeting”, that she will continue to feel dedicated, committed and enthusiastic. She also hopes to be a good teacher.

In October CC reports that she missed five days at the start of term due to a family bereavement and fears that her comments for this research will sound negative. Her biggest concerns are that she is not happy in her department which “cannot cope with change”, where “overwhelming complacency is the norm”, where “there is no commitment, drive or innovation”, where “people hardly speak to each other” and there is little planning and co-ordination so she has to do “everything from scratch”. CC cannot work in this department and is looking for a new school.

On a more positive note CC says that she has “more or less settled in”, that there is another NQT who is a great support to her, and that she “thoroughly enjoys interaction with her pupils”.

CC is “totally exhausted” and is “losing sleep” because of concern that she cannot fulfil her enthusiasm. One class (year 10) is a little demoralising. She has been surprised that there are so many things (apart from teaching) to do, for example, break duty, bus duty, meetings, cover etc. She feels that the marking takes a too long. CC believes she needs to develop a “coping strategy”.

In December 2001 CC continues to have problems. She feels “confident in the classroom most of the time, and I believe I am competent in comparison with some of the other practices that go on in my department...my long term planning has improved, but I worry that I do not spend much time planning because of the work load generated by the marking...I have only had one observation this term. More feedback might give me more confidence”.

CC’s greatest source of help has been “my mentor from my main teaching practice last year. I have also relied on the other NQT in the department. My Mentor

has not been very supportive. He is my Head of Department, he has not enquired if I struggle with anything and he has not openly offered support”.

CC’s high points have been in developing relationships with some classes and getting some excellent work produced. Low points have been “some very challenging lessons with some year 11s, some difficult times with year 10s and the work at the end of term with Parents Evenings, Year 11 mock exams and total exhaustion”.

Since September CC has “more confidence, feels more competent in tackling discipline outside the classroom, is better at long term planning, more reliant at thinking on my feet, better at assessing the level a pupil is working at, and my knowledge has increased”. She says, “I think that being a classroom teacher is exceptionally demanding, but also extremely rewarding”.

CC is going to look for a new school because she feels that the problems in her department are so entrenched that she cannot address them. She will concentrate on improving her teaching skills and look at job adverts for September. CC also mentions that she does not feel financially rewarded for the hours she puts in. She recognises that “if you want to be rich, then you should not be a teacher”, but still feels somewhat unappreciated.

CC concludes by saying how much she enjoys the job but finds it very tiring.

In January 2002 CC reports that she has not been sleeping during the holidays because having had plans to do so much work for school, she has failed to do what she wanted, so that her concerns are now worries. Her two weeks off have been “totally exhausting and I feel as though I have taught a term already”. In answer to my question she says that 75% of her time at school is enjoyable and rewarding. She says that even her difficult classes are draining but enjoyable. She adds that she does not

enjoy all the work that goes on outside the staffroom, but in an organised department, life would be less stressful.

In March 2002 CC reports, “happy with progress..., an uphill battle..., lack of support..., improved my subject knowledge and planning. Still need to focus on my classroom management and marking. There is so much marking that once you fall behind it is extremely difficult to catch up. Still Easter should solve that.”

“Low point was .. three weeks after Christmas .. physical exhaustion, I was on my knees, but satisfying to get through it”.

“High points included developing a much better relationship with a difficult year 10 class. They are now working much harder and their grades are improving. An expected high point will be when year 11 hand in their overdue GCSE coursework. It has been like trying to draw blood.”

CC has chosen the right career, “I get a constant thrill from the teaching and interaction with the pupils. I am never ever bored and find it incredibly rewarding”. She says, “I intend (at the moment) to stay in teaching for the rest of my life. Until November I was adamant I would leave the school. After Christmas I decided I was too tired to put myself through the application process. Now the Head of Department has stood down and the replacement has created a relaxed atmosphere and has started talking, delegating and discussing. A new deputy head has started getting involved in the NQT programme. This has all helped. I feel far more positive about school generally.”

In July CC replied after two reminders. CC’s low points are put down to her department rather than the job. The year has been “as expected lots of hard work but also very enjoyable”. The one thing she would change would be her department, but she feels optimistic about next year. To improve the NQT system she would like to

ensure that mentoring is continued and available to all. She says, “going it alone is awful”.

CC is a happy teacher, especially when she is in the classroom. She gets frustrated by the administration and marking, but accepts that that is part of the job. Frustration only occurs at “pressure points”.

<u>Rate yourself honestly for the last year</u>	Very Low	Quite low	So so	Quite high	Very High
Your level of enjoyment					X
Your level of job satisfaction					X
Your ability as a teacher				X	

In September 2002 CC started her second year in teaching at the same school. CC was a “little bit nervous, but more excited about restarting”. She feels “more confident” and is glad that the “stigma of being an NQT” is over. However she realises that now she cannot use NQT status as an excuse if things go wrong. She knows so much more now, and has clearer expectations, and finds it easier to organise herself. CC now has a form group and will be teaching A-level; two new issues for her. CC feels very positive about the year. She has a new classroom, which is her teaching base, so feels that everything should be easier. Good results last year in SATs and GCSEs have also given her confidence.

However CC will probably leave the school this year. “The department is no better than it was and there has been a very bad atmosphere”. She feels she needs more of a challenge, but is not looking for more responsibility yet.

CC replied in October 2002. She feels that management does affect levels of job satisfaction, “the more supportive they are, the more productive and positive we are”. Her Head and Deputy Head “are great”. They make time, listen and try to involve all staff in working groups. The Head of Department is disorganised,

ineffectual and does not motivate. This lack of management at departmental level adds much stress, duplication of work and lack of direction.

CC perceives that the younger staff are “more content, involved and less frustrated” than her older colleagues. She thinks she is more “satisfied and involved” than many staff. Some are counting the days to retirement.

CC links her low times in job satisfaction to a heavy workload that gave her little time for a personal life. She is now making an effort to balance both areas.

At the end of December 2002 CC replied. CC says that she has been very involved in extra-curricular activities (“even on teaching practice”). These have involved trips to the cinema and supervising a disco. She has considered starting a lunchtime club. Staff social outings have not been common, but have been better since September. CC is “very happy” with her level of involvement.

CC recognises that bad days can be “very stressful”. She believes that her second year has not been as bad as her first because she has thought more about planning her marking. Aerobics has also allowed her to “unleash a bit of frustration”. She has found it “easier to switch off”. Sometimes “being a zombie in front of the TV” is the way she relaxes. Prioritising and staggering deadlines are her main improvements since last year. CC does not get stressed about pupil behaviour. She recognises she is in a “good school” but when things go wrong, she thinks about it and hopes that “I won’t make the same mistake again”. CC has been linked to an NQT since September as part of the school’s induction policy. “It seems like a different world away. She is extremely stressed and looks terrible.” The NQT has “a lot of time off and may not make it through the year. She has young children”.

December was the worst part of the year for CC, because “I was so tired”. The year so far has been much easier than last. “I feel more confident and relaxed”. CC

believes that the NQT year is very long and stressful and the school and the university make assumptions and there is a gap between the assumptions and reality, that if unsupported is a chasm that can make the NQT year impossible. She believes that it would be less stressful “if you are not teaching exam classes and you receive support. Learning by trial and error, because there is no time, is common. NQTs need more support and for longer than a year”.

In January 2003 CC replied. “I feel calm, confident, enthusiastic and ready to get stuck into the exam run. I have SATs, GCSEs and AS this year. I quite like this term because I have clear time limits and clear deadlines to meet. I quite like teaching to exam because I know what I need to do and what the students need to do. There is a clear direction. I feel fresh and yes, quite happy to be back! How strange!”

In March 2003 CC replied. She would advise a friend to teach, if they really wanted to. “I have always wanted to teach and can’t imagine how you would do your job if you didn’t. When things are good it is extremely rewarding, but when it is bad it is emotionally and physically draining and allows little opportunity to do anything else except work and think about work. Reasons to teach are the immense pleasure you get from spending time with students and seeing them develop, learn and grow”. When asked about mentors, CC says “you need guidance, support and encouragement from your Head. An experienced teacher would be the best mentor, providing they had a suitable personality. If you don’t get on with the person, then mentoring is a waste of time. You need someone you can trust, so you can say things without feeling inadequate or incompetent. An NQT might be a good sounding board, but cannot offer support and advice. Heads and Heads of Departments are too busy”.

CC would “dearly love to observe her colleagues”. Being observed keeps her on her toes, and the feedback is useful. She believes that this is the best way to improve your teaching.

CC never thinks about leaving. Even though she has felt extremely run down, she would not leave. She learnt a lot last year and more this year, and realises there is still more to learn. She puts the time in because, “I enjoy my job”.

She adds, “whether I would feel like this in a tough inner city school is another matter!”

CC replied in June 2003. Her feelings are summarised in the following grid, where

0 = Not at all, 1 = Somewhat, 2 = Quite a lot, 3 = Very, 4 = Extremely.

	Your Score.
Successful	3
Satisfied	3
Hopeful	3
Ambitious	2
Angry	0
Exhausted	2
Frustrated	1
Important	1
Respected by colleagues	2
Respected by pupils	2
Respected by the public	2
Fulfilled	3
Confident.	3

What are the important things that affect your life as a teacher?

0 = Not important at all, and 4 = Extremely important.

	Your Score
Salary	1
Attitude of colleagues	3
Bureaucracy	4
Social interaction	3
Management of the school	4
Respect from the public	2

Respect from pupils	3
Respect from colleagues	3
Having sufficient time	4
Workload	4
Pupil success	4
Pupil behaviour	4
A happy private life	3
Government initiatives	4

Every job has good times and bad times. What proportion of your time at school are bad times?

less than 10%	11 to 25%	26 to 40%	More than 40%
	X		

Describe three changes that you would make to your school or the educational system in this country to make a teacher's job more fulfilling.

A. Cut down the number of formal exams in English, particularly SATs and AS level. I do not see how they benefit students and they make the marking load unmanageable.

B. Provide more non-contact time during the day. So many jobs have to be done before it starts and after it ends. Don't ask staff to do jobs that could be done by others, like moving belongings from one base to another.

C. I would increase the status of training, particularly in-house training, allowing staff opportunities to observe each other, across departments and in different schools. It would be nice to have time to share good practice and discuss what you do in a structured organised way.

CC's case can be summarised as follows;

Career Position	CC	Positive	Negative
PGCE	Start	Confident and positive.	
	End	Confident and positive.	Less sure her training had prepared her adequately.
NQT	August	Excited and petrified.	Fear about enjoying the job. Would have liked more information
	October	Enjoys her pupil interaction.	Not happy. She sees complacency, lack of commitment, coordination and planning. Exhausted. Time. Family bereavement.
	December	Confident and competent in the classroom.	Time. Tiredness. Pay. Some problems with a year 10/11 class. Departmental problems continue. Will look for a new school.
	January	Enjoys the classroom.	Still exhausted. Concerns have turned into worries.
	March	Improving year 10 group. Never bored. Very rewarding. New HoD is improving things.	Tiredness and time.
	June	Enjoyable year.	Administration and marking.
Second year of teaching	September	Feels optimistic, confident and a little nervous.	The department is no better. Will probably leave at the end of the year.
	October	Generally satisfied and involved.	HoD disorganised and ineffectual. Time
	December	Socially involved. Improved her planning.	
	January	Calm, confident and enthusiastic.	
	March	Gets immense pleasure from students. Enjoys the job.	
	June		Time

In March 2004 CC replied when I sent her a Force Field Analysis (Appendix 5) of her two years teaching. She reports a significant improvement in her strategies for coping with the pressures, stress and the workload. She has not yet been promoted, but is responsible for ITT training and looking after NQTs. She finds this interesting

and reflective work. She is considering applying for Assistant Head of Year post. Her department is still very frustrating, but she does not need them so much now. She is happier, would never leave and finds “interaction with her students priceless”. She feels more secure and established, “it makes a big difference to the way students treat you”.

The school has also reorganised some things to reduce pressure, for example, the way cover is arranged, no invigilation, one protected free per fortnight, and a change from KS3 parents evenings to interviews with form tutors.

“Things have improved and I hope they continue to do so”

For each case study the key positive and negative factors at every point of contact have been extracted, to highlight and summarise the individual case study.

The following tables show samples of particular individual’s responses.

Career Position	MB	Positive	Negative
PGCE	Start		
	End	Optimistic generally.	Administration.
NQT	September	Enthusiastic, eager, confident and privileged.	Anxious, and would have liked more of an induction.
	October	Generally OK. Enthusiastic. Good colleague. A very good lesson.	Time, paperwork, pupil abuse, ignored by senior staff, teaching not as fulfilling as expected, exhausted
	December	School plays. Training days. Feels capable and confident. Supportive staff. Overcome most hurdles.	Time, bureaucracy, absent colleagues
	January		
	April	Feels focused and is conscious of his improvements.	Tired. A disrupted English lesson without support.
	July	Happy and satisfied.	Might want a break from education at some time.
Second	September	Happy, eager and enthusiastic.	Will review his future at Christmas.

year of teaching	November		Little contact with the Head. Little feedback. Doesn't feel that all staff are working to the same goal.
	December		
	January	Extra curricular work is his only enjoyment.	January is a nightmare. Looking for a new job. Time and bureaucracy prohibit quality time with pupils
	April	Made Head of Department.	
	August	Feels good again.	Time and bureaucracy.

Career Position	FH	Positive	Negative
PGCE	Start	Positive.	
	End	Still positive generally.	Pay.
NQT	August	Confident and comfortable.	Concerned with workload, discipline, course content and career progression.
	October	Fairly comfortable.	Time. Exhausted. Difficult classes.
	December	More confident. Good head of year. Good A-level group. Behaviour under control.	Exhausted. Time. Less patience. A new head. Arrogant pupils.
	January	50% of time is sufficiently enjoyable.	
	March	Good 6 th form	Disruptive year 9 class. Pay. Hours. May leave teaching in a year.
	June	Good support.	Workload. Time. Pupil behaviour. Quite a low level of job satisfaction.
Second year of teaching	September	Relaxed and positive.	Not convinced this is the right career.
	October	Supportive Head.	Workload, time and lack of reward.
	December	Socialises with staff.	Not involved in extra curricular.
	January	More optimistic.	Will probably leave within 5 years.
	March		Was never aware how much teaching takes over your life.
	June	Not very fulfilled or satisfied.	Time and workload. Need faster career progression.

Summaries of the other seven case studies (LC, DW, EA, KB, GE, VW and MR) from the first group of 12 can be found in Appendix 3.

7.2 Group 2.

The 16 case study respondents from Group 2 were first individually contacted in August 2002. The following table indicates who responded during the following two years. A “Y” indicates a response. A “XXX” indicates a positive decision to cease communication. This was either because the respondent did not wish to continue, the respondent left the profession or the respondent was in primary education. It can be seen that seven continued to respond throughout their first two years of teaching.

Table 15. Case study responses.

	Aug 02	Oct 02	Dec 02	Jan 03	Mar 03	June 03	Sept 03	Oct 03	Dec 03	Jan 04	Mar 04	June 04
1. RA	Y											
2. JI	Y	Y	Y	Y	Y	Y	XXX					
3. JG	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y
4. ZH	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
5. EC	Y	Y		Y	XXX							
6. KE	Y											
7. JH	Y	XXX										
8. KM	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
9. RH	Y	XXX										
10. JC	Y	Y		Y								
11. LT	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
12. AC	Y	Y		Y	Y	Y	Y	Y	Y		Y	Y
13. CA	Y	Y	XXX									
14. GR	Y	Y		Y		Y						
15. PD	Y	Y		Y	Y	Y	Y	Y	Y		Y	Y
16. SB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Two of the case studies from Group 2 are now described.

Group 2 Case Study 4 ZH

ZH is female and was in the age group under 25 in Autumn 2001. She is British and passed her PGCE at Y, specialising in English with Drama. ZH's first post is in Hampshire. The school is an urban comprehensive serving a large council estate on the edge of the city. She adds that English and Humanities are taught together by the same teacher.

The responses of ZH to the questionnaire at the beginning and end of her PGCE year are detailed in the following table. A "1" indicates her response at the start. A "2" is her response at the end of her PGCE year.

	Unlikely	Fairly Sure	Quite Sure	Absolutely Certain	
1. Socially worthwhile?				12	
2. Enough time?		1	2		
3. Well Respected?			2	1	
4. Good rapport?			12		
5. Happy with holidays?				12	
6. Personal needs?			12		
7. Administration?	12				
8. Elation at pupil achievement?				12	
9. Pay sufficient?			12		
10. Training?			1	2	
11. The right career?			12		
	Subject		Both equal		Pupil
13. Important?			2	1	
	<10%	11 to 25%	26 to 40%	>40%	
14. Bad times?		2	1		
	2 years	3 to 4		More than 6 years	
15. As a basic teacher?		12			
	No			Yes	
16. Management?			1	2	
	<3 years	4 to 10	> 10	Entire life	
17. How long in the profession?			2	1	

In the months between Autumn 2001 and June 2002, ZH's responses indicate that she is more sure she will have enough time, less sure the profession is well respected, more sure that her training was appropriate, more likely to move into management and less sure she will spend her entire life in the profession.

In early September 2002 ZH feels excited and apprehensive. Her greatest hope is “to get through and make a difference”. Her greatest fear is “I won’t know what I am doing as I also have to teach History, Geography and RE!”

In October 2002 ZH reports that she has settled into a routine “of sorts”, and feels comfortable generally, “but there are some kids you could never feel comfortable with”. She is finding teaching less rewarding than she expected. Teaching weak year 8 pupils is very frustrating. ZH is not feeling exhausted, her workload is not high because of their “team teaching”. She has not had to do much lesson planning. Her enthusiasm has “definitely diminished”. She was “upset – as I didn’t know what else to do” after a year 8 group were mostly unable to write a history essay, despite a double lesson of instruction from her. However her tutor group’s work does encourage her. There are constant problems with discipline, but she says, “not just for me”.

In December 2002 ZH replied promptly. She feels she has made progress. She has changed the layout of her room to group work, which “has been acclaimed by other staff”. She is now “confident and feels that most of the time, pupils achieve the learning aim of the lesson”.

Her subject NQT mentor has been the greatest source of help to her this term, but she is “over critical and quite dismissive.” ZH still doesn’t feel listened to, or appreciated for being the only English specialist. One of the SEN teachers has been very helpful. The head of year 7 has been “wonderful. She is very supportive, offers good advice and is positive”.

The high points for ZH have been when lessons have gone well and good work has been produced. She adds, “Low points have been most of the time”.

She adds, “I feel I am losing touch with English and my identity as an English teacher. Some days I enjoy school, but then a lot of the time I feel it isn’t right for me and that I need to move to a different type of school. I’m subject orientated and find it hard to teach so many problem, mixed ability kids, where the general level is low. Also I have little chance of KS4 teaching if I stay on. I would like to be second in department within four years.”

When she was a student, she was praised as “an effective student teacher. Now, I’m no longer sure if I am a good teacher or not” She feels “the scrutiny of being an NQT difficult, as I’m constantly undermined. There are also a lot of double standards”. She resents being told what to do by those people not doing it. She resents having to share her work with the team, when she has written all the lesson plans.

In January 2003 ZH replied. At the start of the new term in the new year, ZH feels “tired, bored and glad that I am one term nearer to being able to resign from the school”. She occasionally feels optimistic and presumes that things might get better after Christmas “like everyone says”.

In March 2003 ZH replied. She finds her job “bearable” and has learnt to cope with balancing work and life. She is “not really happy” with her progress so far. “My job is restrictive because I am only teaching year 7 and 8. However I have now a lot of classroom management experience. Also teaching three other subjects is valuable”. She has “no real high points apart from being happy when they learned something”. She has had “no real low points, apart from some awful behaviour and the lack of interest in learning generally”. ZH is not sure if she has chosen the right career. She has secured a new job for September in another Hampshire location, “which is totally opposite to my current school”. In the current school, she dislikes the ethos and the

behaviour of the pupils. She only wants to teach English. She does not like the way the SMT runs the school. “Basically I took the wrong job for me”.

ZH replied promptly in June 2003.

<u>Rate yourself honestly for the last year</u>	Very Low	Quite low	So so	Quite high	Very High
Your level of enjoyment.			X		
Your level of job satisfaction.			X		
Your ability as a teacher.				X	

The year was better than she expected, “however it has not really been good”. The one thing she would have changed would be taking the job she is in. She would improve the NQT system by “more observations of other staff and more practical support”. She describes herself as a happy person who is an unsatisfied teacher. She believes she made the right career choice.

In September 2003 ZH replied that due to starting at a new school she felt better than last year, “but worse because I know more”. Her current short term ambition is to get through the first term at a new very successful school, with her first GCSE classes since training. She feels “uncertain and nervous”, because her induction year was quite unusual. She feels the need to get up to speed on being a normal English teacher. She is also “excited”.

ZH replied promptly and positively in October 2003. Her new school is “tightly managed”, which makes the job easier. Rules are rigid and the pupils generally follow them. This is a large school of 1800 pupils. Systems work and the school runs smoothly.

There are five new staff in her department and four NQTs. They have all “gelled well”. ZH is less stressed than them, but they all seem satisfied in their jobs.

Her personal life and work life influence each other. Last year she hated the job, was stressed and had little social life. Now she is less stressed and less tired, so has more time for social opportunities and enjoys work more. Her main concern now is money to pay debts and afford a social life.

In December 2003, ZH replied by return. She is fairly involved in school life, for example, carol service and a parents' cheese and wine party. She plans to be more involved next year.

On bad days she "just gets on with it", gets the marking done as quickly as possible. Behaviour is not a great problem, and "I don't take it personally". Her previous experience at a challenging school is helpful.

There were four new NQTs in her department this year. She feels they are having an easier time than she did at her previous school. One is not coping and is having a substantial amount of time off and doesn't seem to take the job seriously. This is annoying the rest of the department. "If he can't hack it, he should have seen me last year"

ZH felt annoyed when support staff told her how to do her job, but she dealt with it "firmly and that seemed to work". A lack of SEN support also annoys her. At her previous school there was much more, and it was needed.

In January 2004 ZH reports that she is, "steeled up to the mammoth amount of work to do this term and am quite looking forward to it". She says, "I am glad to be back working with my colleagues and pupils, which is a good sign".

In March 2004 ZH replies promptly. She would probably not advise a friend to become a teacher because, "I wouldn't want to feel responsible for inflicting that on a friend. You have to be a particular type of person to survive and it can be very stressful". She would prefer her children to have a career with more "external status

such as medicine”. The most important feature in a good mentor is “personality, but an experienced teacher would have been good”.

ZH says that she enjoys observing and being observed, because it gives a good opportunity for self evaluation. “However it doesn’t happen much anymore!”

In her last job ZH used to think about leaving the profession everyday. “Now it’s hardly ever, so that’s an improvement”.

In July 2004, she responded as follows;

At this moment in your career how do you feel?

0 = Not at all, 1 = Somewhat, 2 = Quite a lot, 3 = Very, 4 = Extremely.

ZH	Your Score.
Successful	3
Satisfied	3
Hopeful	3
Ambitious	3
Angry	1
Exhausted	1
Frustrated	0
Important	3
Respected by colleagues	3
Respected by pupils	3
Respected by the public	1
Fulfilled	3
Confident	3

What are the important things that affect your life as a teacher?

Please rate the following from 0 to 4,

0 = Not important at all, and 4 = Extremely important.

	Your Score
Salary	4
Attitude of colleagues	4
Bureaucracy	2
Social interaction	3
Management of the school	2
Respect from the public	2
Respect from pupils	2
Respect from colleagues	3

Having sufficient time	3
Workload	3
Pupil success	2
Pupil behaviour	3
A happy private life	3
Government initiatives	2

Every job has good times and bad times. What proportion of your time at school are bad times?

less than 10%	11 to 25%	26 to 40%	More than 40%
X			

Describe three changes that you would make to your school or the educational system in this country to make a teacher's job more fulfilling.

Pay rise of at least £2k for each point on the scale.
Get rid of "inclusion". It doesn't work and causes stress.
Timetabled non-contact time (at least three hours a week) for everyone. I have this.

Career Position	ZH	Positive	Negative
PGCE	Start	A positive view.	Administration.
	End	Still positive in outlook.	Administration
NQT	September	Excited	Apprehensive
	October	Settled and fairly comfortable.	Frustrated with low ability pupils. Some discipline problems.
	December	Made progress and feels confident.	Frustrated by pupils. Not able to enjoy her subject. Not happy with the way she is managed by the hierarchy.
	January	Occasional optimism.	Tired, bored and nearer to being able to resign.

	March	The job is bearable. Has found a new job in teaching for September.	Feels restricted. Poor school ethos, behaviour and SMT
	June	Made the right career choice.	Chose the wrong school.
Second year of teaching	September	Excited in her new school.	Uncertain and nervous.
	October	Tightly managed with rigid rules. Everything is better than last year.	Concerned about her finances.
	December	Feels involved and is coping well. Her previous more challenging school is a good comparison.	Lack of SEN support.
	January	Looking forward to the new term.	
	March	Hardly ever thinks about leaving.	Would not want her children to be teachers.

A year later (March 2005) ZH received a summary of her case to verify the report. ZH said, “Yes, I agree with the above.”

Group 2 Case Study 8 KM.

KM is female and was in the age group ‘under 25’ in Autumn 2001. She is British and completed her PGCE at Y, specialising in Biology. KM’s first post is in Surrey. The school is a state co-ed 11 to 16, with 950 pupils serving a “rural, well-off area including a couple of villages”.

The responses of KM to the questionnaire at the beginning and end of her PGCE year are detailed in the following table. A “1” indicates her response at the start. A “2” is her response at the end of her PGCE year.

	Unlikely	Fairly Sure	Quite Sure	Absolutely Certain
1. Socially worthwhile?				12
2. Enough time?			12	
3. Well Respected?		2	1	

4. Good rapport?			1	2
5. Happy with holidays?				12
6. Personal needs?				12
7. Administration?		2		1
8. Elation at pupil achievement?				12
9. Pay sufficient?	2			1
10. Training?			12	
11. The right career?				12
	Subject		Both equal	Pupil
13. Important?				1 2
	<10%	11 to 25%	26 to 40%	>40%
14. Bad times?	1	2		
	2 years	3 to 4		More than 6 years
15. As a basic teacher?		2		1
	No			Yes
16. Management?		12		
	<3 years	4 to 10	> 10	Entire life
17. How long in the profession?				12

Between Autumn 2001 and June 2002 KM has become less sure the job is well respected, less sure the administration is essential, less sure her pay will be sufficient, more subject orientated, expects more bad times and has become more ambitious for promotion.

KM started in her school in July 2002 and did three weeks as supply. Even though she was thrown in at the deep end, she now feels really glad about it. The pupils did not see her as 'new' and at the end of the three weeks the children were treating her as a real teacher. Having taught everything from CDT to History, she says that, "I know my way around the school as well". KM is "really looking forward to the term starting, especially as a form tutor". However she has not yet received a timetable "the school seems a bit bad in that department", which is her "major worry".

In October 2002 KM replies. She has now settled into a routine, has realised there are "a few things that need changing" and has been working on these during half term. She is getting more familiar with staff and pupils names. KM "loves teaching and even the horrible times are outweighed by the good times". She is tired, but not as

much as on PGCE when she had to teach “as the class teacher taught, which I found draining”. Her enthusiasm has “definitely grown”. She has been encouraged by applause in one lesson for a particularly spectacular practical. Her problems with discipline do not worry her, because she realises this is common and is getting “plenty of advice”. She is coping with the workload, but “has been living for half term to catch my breath”.

KM replied in December 2002. KM reports that, “some classes still get the better of me, but overall I think I have made real progress”. Most of her school has been helpful, “but the technician has probably been the biggest source of info”. Her highpoints have been getting thanked for a lesson. The low point has been “having a class that I could not control (neither can any one else)”. KM feels that her confidence has increased significantly, and now believes that she has achieved a good balance between home and work.

In January 2003 KM replied. At the end of her first week back she is feeling “pretty good” and starting to notice little things “like pupils wearing trainers”. The break helped her regroup and get organised. She is in a “fresh state of mind”.

In April 2003 KM replied. She has been extremely busy with interviews as she has decided to change jobs and has secured a position in West Yorkshire for September. Her main reasons are financial.

KM says there are things she knows now that she wishes she knew at the beginning of the year. This is mainly to do with discipline. She is starting to “itch for more responsibility”. “I don’t feel like an NQT anymore and would like to put some input in. It seems that sometimes other teachers don’t listen to what I have to say, because of my inexperience, and I feel I have some good ideas”.

For KM her high point was realising she could “get through a double lesson with a bottom year 10 group and keep them going to the end, thinking of activities to interest them”. Her low point was having to walk out of a class because “they just wouldn’t listen. I just felt unable to do anything”. A colleague with seven years’ experience had recently walked out on the same group.

KM says that she has definitely chosen the right career and will be teaching for the rest of her life, even though she is “knackered”. “I love being with the kids and most of the time come out of the lesson with a smile on my face. I can’t see myself enjoying anything else or having the same stimulation in any other career”.

KM replied promptly in June 2003, with the following response:

<i>Rate yourself honestly for the last year</i>	Very Low	Quite low	So so	Quite high	Very High
Your level of enjoyment.				X	
Your level of job satisfaction.				X	
Your ability as a teacher.				X	

The year has been better than she expected with regard to workload, but worse than expected with regard to support from the SMT. The things she would change are:

“Go in harder at the start. Have the confidence to waste a lesson to get discipline correct. Not feel pressurised to fulfil my lesson plan as per PGCE”.

She would improve the PGCE year by compulsory sessions with NQTs in other schools to share ideas and frustrations. “My school has not let me go on many courses. Other NQTs have been on loads. A fairer system across the country is needed.” KM is a “happy teacher in the classroom, but a frustrated teacher with the SMT”.

In September 2003 KM replied. She has started in a new school and feels confident about some things, but has new pupils and systems to get used to. She says that the best thing is not being an NQT anymore, and feels that the Head of

Department is more receptive to her input. She feels it will be a much better year than last year, and would like to go for Head of Biology next year, which is free at present.

KM replied in early November 2003. The Head of Department at her new school has improved her level of job satisfaction, “for the simple reason that he is willing to listen to ideas, (unlike the last one). I feel more valued if my ideas matter”. KM says “teachers who have been in the profession a while seem more frustrated than me, maybe I just haven’t had time yet! The NQTs I know are mostly content. Overall most teachers seem happy in the school”. Increased job satisfaction has a positive effect on her personal life, but she does not recognise that a good personal life may affect her level of job satisfaction.

KM replied in December 2003. She feels happier than in her last school. She feels she has a voice. She is involved in the science club and is setting up a website, and updating schemes of work. The Head of Department takes on her ideas. They are having a staff Christmas party.

KM feels that things bother her less this year. She is more able to brush things off. “Planning is becoming more a routine. Paperwork can be a drag”. She has adopted a “its the kids not me syndrome”. She gets on well with the NQTs, “who are more confident than me, but they ask my advice, so maybe that is just my perception”.

KM replied briefly in January 2004 to say she had fresh optimism as a result of a course on early professional development, “which has given me guidance in the way I want my career to go. This has helped a lot.”

KM replied in late March 2004. She would advise friends to join the teaching profession, because she finds it “rewarding and fulfilling and looks forward to work

(most days)”. She has recommended the profession to her mother, who is now a primary NQT. KM thinks she would encourage her children to become teachers. “The best mentor would be an experienced teacher, who is not too far up the chain, so that they had sufficient time. Personality is the most important aspect, because you need someone you can confide in and trust.

Observations give me new ideas and make me realise what I am doing wrong”. She has not been observed in her current post, and wonders if it would help improve her teaching. KM never thinks about leaving the teaching profession.

In July 2004, she provides the following responses:

At this moment in your career how do you feel?

0 = Not at all, 1 = Somewhat, 2 = Quite a lot, 3 = Very, 4 = Extremely.

	Your Score.
Successful	2
Satisfied	3
Hopeful	3
Ambitious	4
Angry	0
Exhausted	1
Frustrated	1
Important	2
Respected by colleagues	3
Respected by pupils	3
Respected by the public	2
Fulfilled	3
Confident.	3

Please add further comments if you wish:

The “frustration” links with the “successful”. I had hoped to make more progress up the ladder, but my Head doesn’t seem to want to offer any positions.

What are the important things that affect your life as a teacher?

Please rate the following from 0 to 4,

0 = Not important at all, and 4 = Extremely important.

	Your Score
Salary	2
Attitude of colleagues	4
Bureaucracy	2
Social interaction	4
Management of the school	4
Respect from the public	2
Respect from pupils	2
Respect from colleagues	3
Having sufficient time	3
Workload	3
Pupil success	4
Pupil behaviour	4
A happy private life	4
Government initiatives	2

Every job has good times and bad times. What proportion of your time at school are bad times?

less than 10%	11 to 25%	26 to 40%	More than 40%
X			

Describe three changes that you would make to your school or the educational system in this country to make a teacher's job more fulfilling.

Change to a completely comprehensive system, as I feel that sometimes private schools get the pick of the pupils and therefore attract a lot of good teachers out of state schools. All pupils learn better with good teachers and this can only be achieved when all schools have the same status.

Smaller class sizes for lower ability children, with more support staff. I have some children in year 9 with a reading age of four. They need help and the help is me. This has a knock on effect on other pupils who then misbehave.

Minimum requirement for pupils to progress to the next year. Otherwise hold them back for a year. They will not otherwise be able to improve and will become more frustrated.

Career Position	KM	Positive	Negative
PGCE	Start	Fairly positive	
	End	Slightly less positive	Pay
NQT	September	Feels confident.	Worried about prospect of disorganised school.
	October	Settled in. Loves teaching.	Tired, but not as much as when on PGCE.
	December	Has made good progress.	One class that she couldn't control.
	January	Feels "pretty good".	
	April	Moving schools for financial reasons. Definitely in the right career.	Feels that other staff don't listen to her good ideas. Tired.
	July	A happy teacher.	Frustrated by her SMT.
Second year of teaching	September	Confident.	
	November	Feels more valued.	
	December	Involved and happier than last year.	"Paperwork is a drag".
	January	Optimistic.	
	March	Finds the job rewarding and fulfilling.	
	July		Would have liked to make more career progress.

A year later (March 2005) KM received a summary of her case to verify the report.

KM said, "I think the information above is a fair summary of the way I was feeling at the time. Moving schools was right for me."

For each case study the key positive and negative factors at every point of contact have been extracted, to highlight and summarise the individual, for example:

Career Position	LT	Positive	Negative
PGCE	Start	Positive.	
	End	Positive.	
NQT	September	Enthusiastic.	Some concerns about readiness to teach and discipline.
	October	Settled in. Enjoys most students.	Tired. A lazy Head of Department.
	December	Feels competent.	Frustration after a parents evening. Discipline problem. Lack of consultation from above.
	January		Feels demotivated and undervalued because of lack of consultation.
	March	Feels secure. Enjoys teaching.	Not getting the opportunities she wants.
	July	A "happy teacher".	Concerns about teaching three languages next year.
Second year of teaching	September	More in control and better organised.	
	November		Continued frustration with inefficient Head of Department.
	December	Reasonably happy and has some good colleagues.	Tired and hates marking.
	January		Worryingly apathetic. Frustrated.
	March		Has been off sick. Thinking about changing schools.
	August		

Career Position	AC	Positive	Negative
PGCE	Start	Positive.	Pay.
	End	Positive.	Time. Concerned with behaviour and her ability to teach higher level work.
NQT	September	Supportive department.	
	October	Settled in and coping.	Exhausted. Lack of resources. Concerned about the marking load.
	December		
	January	More confident. Feels part of a team.	Still concerned with her value as a teacher and her ability.
	April	Made the right career choice.	One difficult class.
	July	Really enjoyed the year.	Would have liked to have been more prepared.
Second	September	Enthusiastic.	Concerned with teaching A-level and one badly behaved group.

year of teaching	November	Feels involved. Getting good feedback. On a fast-track scheme.	
	December	Has no doubts about being in the right career.	Behind as a result of a lot of Continual Professional Development.
	January		
	March	A varied, interesting, challenging and worthwhile job.	Resents having no time for herself. Considers a change of roles.

Summaries of the other three case studies (JG, PD and SB) from the second group of 16 can be found in Appendix 3.

7.3 Comparisons

As one reads the individual case studies and the stories of their lives over the two year period, many individual ideas and comments occur that may shed light on the research objectives and point to a way forward.

- One might hypothesize that retention may be improved by offering all teachers an opportunity to change jobs after two years. Much of what is learnt in their first post can be put into practice in a second post, whereas the first job, the first experiences and the first impressions may be difficult to discard, change or utilise in situ. The individual will select their second school with so much more knowledge, experience and realistic expectations.
- Is it possible that all teachers need some sort of watershed event to embed their commitment to the profession? It may be an accusation from pupils (as in BH's case), or a particular bad (or good) experience. For the new teacher to

become a professional they need to somehow be immersed deeply and survive the experience to emerge as an “experienced” teacher.

- Do new teachers need to be able to reflect upon things in an organised way. A number of case study teachers have made similar comments. Perhaps ‘a trouble shared is a trouble halved’. A periodic self-analysis may be cathartic and could be a part of the induction year. This can be seen as part of a mentor’s duty, but could need a more expert input, than currently exists..
- Formal gatherings of NQTs to share their experiences, worries and concerns could be beneficial. Individuals with difficulties need to recognise that their problems are commonplace and there are ways of solving them.
- The ability to consider and reflect on a bad performance, and as a result attempt to improve the situation, is a natural instinct in some people, but not others. Learning how to improve (as learning how to learn) should not be considered automatic.
- Regular courses on time management, problem solving and team building regularly may be appropriate.
- The people who most understand the problems associated with NQTs are those who have just completed their NQT year. The educational system should make the most of this rich source of relevant, sympathetic and knowledgeable information.

A more systematic way of considering the case study teachers at the end of their first two years would be to compare the responses to the final communication, as follows:

What are the important things that affect your life as a teacher?

Please rate the following from 0 to 4,

0 = Not important at all, and 4 = Extremely important.

Table 16. Case study results summary (Group 1).

	MB	FH	BH	DW	EA	CC	GE	VW	MR	Total	Ranking
Salary	2	2	4	3	2	1	1	3	3	21	12
Attitude of colleagues	4	3	4	4	3	3	3	2	3	29	9
Bureaucracy	2	3	3	3	2	4	3	2	3	25	11
Social interaction	3	3	3	3	3	3	3	3	2	26	10
Management of the school	3	3	4	4	4	4	4	3	2	31	6
Respect from the public	2	2	2	4	2	2	4	2	1	21	12
Respect from pupils	4	3	3	4	4	3	4	3	2	30	7
Respect from colleagues	4	3	3	4	4	3	4	3	2	30	7
Having sufficient time	4	4	3	4	4	4	3	4	4	34	1
<i>Workload</i>	4	4	3	3	4	4	3	4	4	33	2
<i>Pupil success</i>	4	3	3	4	4	4	4	4	3	33	2
Pupil behaviour	3	3	3	4	4	4	3	4	4	32	5
A happy private life	4	4	3	4	4	3	4	3	4	33	2
Government initiatives	1	3	2	3	2	4	2	4	0	21	12

Nine of the respondents responded to this question. Over half the respondents think that **Management of the school, Having sufficient time, Pupil behaviour, a Happy private life** are extremely important.

When ranking the total scores for the factors, **Having sufficient time**, Workload, Pupil success and a **Happy private life** are the top four factors.

At this moment in your career how do you feel?

Please rate the following from 0 to 4,

where 0 = Not at all, 1 = Somewhat, 2 = Quite a lot, 3 = Very, 4 = Extremely.

Table 16. Case study results summary.

	MB	FH	BH	DW	EA	CC	GE	VW	MR
Successful	4	2	1	4	3	3	3	3	2
Satisfied	2	1	1	3	2	3	3	2	2
Hopeful	3	1	2	3	3	3	3	3	3
Ambitious	4	1	3	4	1	2	2	3	2
Angry	0	1	1	1	1	0	0	2	1
Exhausted	3	2	1	3	2	2	1	3	0
Frustrated	2	2	1	2	2	1	1	3	2
Important	2	1	2	2	2	1	2	2	2
Respected by colleagues	4	2	2	2	2	2	3	2	3
Respected by pupils	3	2	2	3	2	2	1	3	2
Respected by the public	2	1	2	1	1	2	2	2	1
Fulfilled	3	1	1	2	4	3	3	2	2
Confident	4	2	3	3	3	3	3	3	3
Total minus bold = JS score	26	9	16	21	18	21	23	17	19

Nine of the respondents responded to this question. The “total minus bold” row is a rough measure of job satisfaction (JS). It is simply an addition of each teacher’s score to the 10 positive feelings measured above, minus the scores of the three negative feelings of **Angry, Frustrated and Exhausted**. It is recognised as a rough measure to compare the case study teachers. It is not weighted and takes no

account of strength of feeling. The possible range of the JS score is from -12 to +40. The responses were subjective and taken after two years of teaching. The wide range of scores indicates the variability and individuality of the topic. One might ask why MB is so different from FH. The case studies summaries are in appendix 3.

Both teachers are still teaching, but MB has been more proactive and dynamic in coping or managing or solving his problems, whereas FH has been more doubtful, less confident and less involved. The differences between these two cases may be highlighted by the following comparisons:

	MB (JS = 26)	FH (JS = 9)
PGCE Questionnaires	Was less sure/more realistic in his PGCE questionnaires	Was more sure in his PGCE questionnaires.
Starts teaching	Enthusiastic, anxious and confident.	Some concerns, but confident.
First October	Full realisation of problems, workload, colleagues and exhaustion.	Feeling down because he is not managing as well as he expected, or feels he should.
First December	Recognises the ups and downs, and is coping.	Feels better, but has some new problems with class behaviour and some staff.
First March	Is coping with problems, wants to stay as a teacher and is ambitious.	Still not happy with his performance. Wonders if it is the right profession.
End of first year	Happy, satisfied but slightly frustrated.	The year has been worse than expected. Hopes for better next year.
September of the second year	A very positive start back.	More relaxed, but still not sure about his career.
Second October	Mixed feelings about recognition of his abilities.	Frustrated but involved, Struggling with workload.
Second December/January	Feeling quite despondent about school, colleagues and workload.	Feels more optimistic, but still does not expect to be teaching in five years.
Second March/April	Has been made Head of Department	FH has considered leaving most weeks.
Approaching the third year.	I am now in a position to do a great deal more to take control of my teaching and my career	Changes schools and is working in an independent school. "Things are a bit different now"

The comparison of MB and FH supports the JS score. The JS score, however, still encapsulates differences in situation, expectation, coping mechanisms and individual differences such as personality.

The second group's responses were:

What are the important things that affect your life as a teacher?

Please rate the following from 0 to 4,

where, 0 = Not important at all, and 4 = Extremely important.

Table 16. Case study results summary (Group 2).

	ZH	KM	LT	AC	PD	SB	JG	Total	rank	Last year
Salary	4	2	3	1	2	2	3	17	11	12
Attitude of colleagues	4	4	4	3	3	3	3	24	1	9
Bureaucracy	2	2	4	3	2	1	1	15	12	11
Social interaction	3	4	4	4	2	3	3	23	2	10
Management of the school	2	4	4	4	2	2	4	22	7	6
Respect from the public	2	2	4	0	1	1	2	12	13	12
Respect from pupils	2	2	4	4	3	2	3	20	9	7
Respect from colleagues	3	3	4	3	3	2	3	21	8	7
Having sufficient time	3	3	4	4	3	2	4	23	2	1
Workload	3	3	4	3	3	3	4	23	2	2
Pupil success	2	4	3	2	2	3	4	20	9	2
Pupil behaviour	3	4	4	3	3	3	4	24	1	5
A happy private life	3	4	4	4	2	3	4	24	1	2
Government initiatives	2	2	2	1	1	1	0	9	14	12

Seven of the respondents responded to this question. The two factors agreed by more than half the respondents as being extremely important **Management of the school**, and a **Happy private life** agree with Group 1.

When ranking the total scores for the factors, Having sufficient time, Workload, Pupil behaviour, Attitude of colleagues, Social interaction and a happy private life are the top six factors. The three underlined are the same as Group 1.

The rank correlation coefficient between Group 1 and Group 2 is 0.54, which demonstrates a reasonable measure of agreement. However the greatest differences are in:

Attitudes of colleagues up from 9th to 1st

Pupil success down from 2nd to 9th

At this moment in your career how do you feel?

Please rate the following from 0 to 4,

where 0 = Not at all, 1 = Somewhat, 2 = Quite a lot, 3 = Very, 4 = Extremely.

	ZH	KM	LT	AC	PD	SB	JG
Successful	3	2	3	2	2	1	2
Satisfied	3	3	3	1	2	2	1
Hopeful	3	3	3	1	3	3	1
Ambitious	3	4	3	1	3	2	1
Angry	1	0	2	3	0	0	1
Exhausted	1	1	3	3	0	1	2
Frustrated	0	1	2	3	1	0	2
Important	3	2	2	0	1	1	0
Respected by colleagues	3	3	2	2	2	2	1
Respected by pupils	3	3	2/3	2	2	2	2
Respected by the public	1	2	2/3	1	2	2	1
Fulfilled	3	3	2	1	2	3	0
Confident	3	3	2/3	2	2	1	1
Total minus bold	26	26	20	4	20	18	5

Seven of the respondents responded to this question. A closer comparison of ZH (JS = 26) and AC (JS = 4) helps to validate the measure as a guide to the individual's overall feelings about the job.

ZH and AC	ZH Positive	ZH Negative	AC Positive	AC negative
September	Excited	Apprehensive	Supportive department	
October	Settled and fairly comfortable.	Frustrated with unable pupils. Some discipline problems.	Settled in and coping.	Exhausted. Lack of resources. Concerned about the marking load.
December	Made progress and feels confident.	Frustrated by pupils. Not able to enjoy her subject. Not happy with the way she is managed by the hierarchy.		
January	Occasional optimism.	Tired, bored and nearer to being able to resign.	More confident. Part of a team.	Still concerned with her value as a teacher and her ability.
March	The job is bearable. Has found a new job in teaching for September.	Feels restricted. Poor school ethos, behaviour and SMT	Made the right career choice.	One difficult class.
June	Made the right career choice.	Chose the wrong school.	Really enjoyed the year.	Would have liked to have been more prepared.
September	Excited in her new school.	Uncertain and nervous.	Enthusiastic.	Concerned with teaching A-level and one badly behaved group.

October	Tightly managed with rigid rules. Everything is better than last year.	Concerned about her finances.	Feels involved. Getting good feedback. On a fast-track scheme.	
December	Feels involved and is coping well. Her previous more challenging school is a good comparison.	Lack of SEN support.	Has no doubts about being in the right career.	Behind as a result of a lot of CPD.
January	Looking forward to the new term.			
March	Hardly ever thinks about leaving.	Would not want her children to be teachers.	A varied, interesting, challenging and worthwhile job.	Resents having no time for herself. Considers a change of roles.

The differences in JS scores (ZH JS = 26, and AC JS = 4), seem to represent the acceptance of the status of the role of teacher, the acceptance of the drawbacks and the downsides rather than the actual differences. Both ZH and AC have experienced similar events, but have come to terms with them in a different way.

Chapter 8

Models based on the research findings.

Snow (1974), cited in Anderson and Burns (1989), suggests that a model is a “..descriptive analogy used to help visualise that may be more useful than true..” The models that follow are certainly descriptive, useful, and may be true.

A model is a way to succinctly encapsulate and illustrate data, which might also help explain a situation, and suggest positive action to make improvements. The following models should be an effective way of demonstrating the issues relating to teacher recruitment and retention, individually or generally. They might also be practically useful to individuals, or management in schools, or to bodies who have an interest in teacher recruitment and retention.

8.1 Model 1

The route and the influences that govern teacher recruitment and retention.

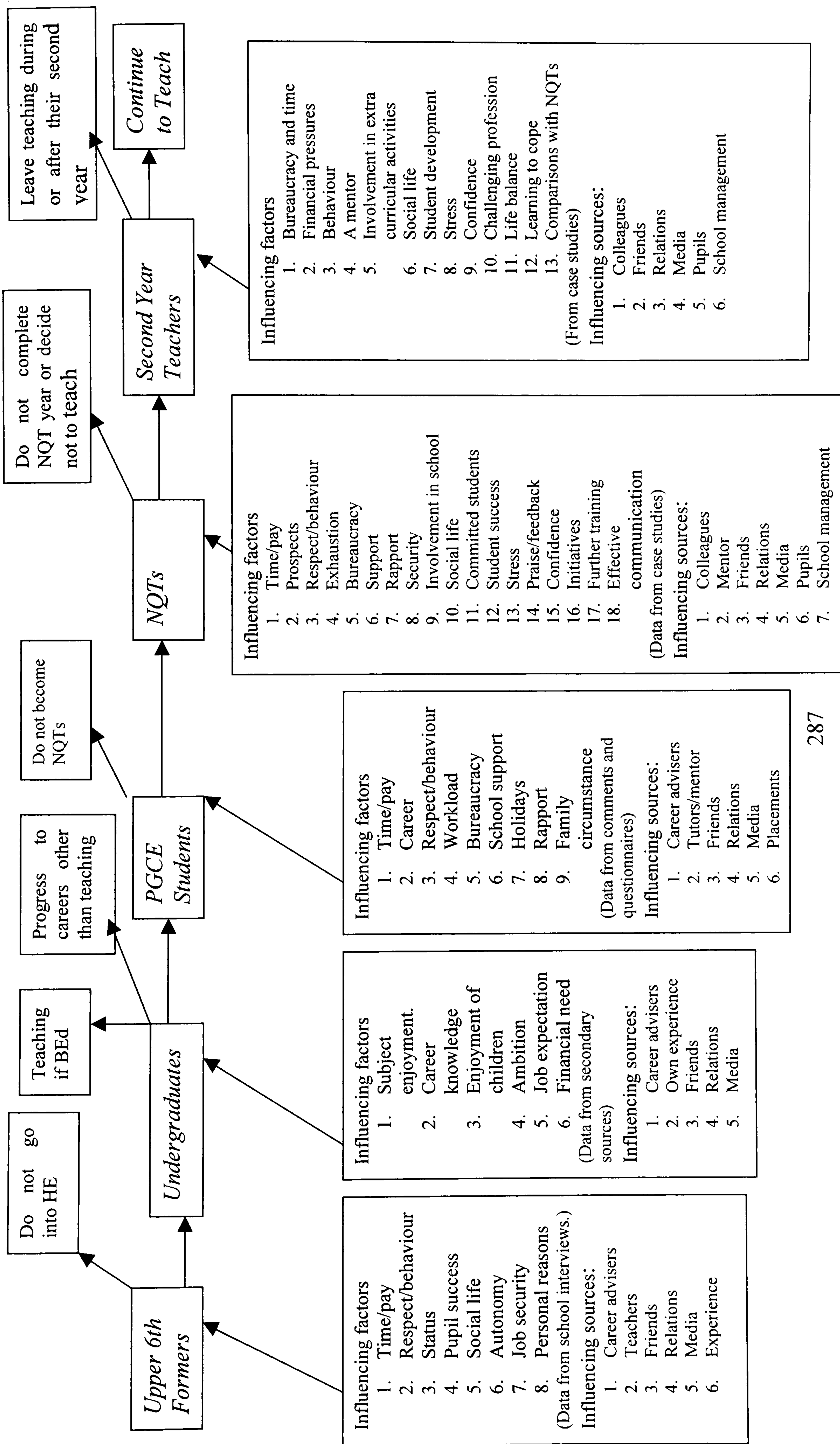
The first model demonstrates all the possible routes that an individual may take from being a school pupil to becoming a qualified teacher. It also shows the factors that influence the decision making progress on career choice throughout that period. The sources of those influencing factors are also described.

The model indicates the complexity of the situation. Each factor and each source will be weighted differently for each individual, and the resulting influence will be a result of perception of the individual.

An attempt has been made to quantify the strength of the influencing factor, based on the data collected, but it must be stated that judgement of the strength of the influencing factor is to some extent subjective.

Model 1. (Figure 2)

The route and the influences that govern teacher recruitment and retention



Strength of influencing factor.

The influencing factors and the sources of the influencing factors have been identified from the data collected. The strength of the influencing factors is individual and dynamic. An attempt to qualify the strength follows. It is based on frequency of occurrence and strength of expressed feeling.

***	**	*	-
Great influence	Meaningful influence.	Mild influence	No influence.

	Upper 6 th formers	PGCE Students	NQTs	2 nd Year Teachers
Time/pay	***	**	*	**
Respect/behaviour	***	**	***	***
Career expectation	***	**	**	*
Bureaucracy	*	*	**	**
Support	-	**	***	**
Rapport	*	**	**	*
Involvement	-	-	*	**
Life balance	-	*	***	***
Exhaustion	*	*	**	*
Student success	*	*	***	***
Stress	*	*	**	**
Communication/feedback	-	*	**	*
Job security	*	-	-	-
Media	*	*	*	**
Holidays	*	**	**	*
Confidence	*	*	***	***
Learning to cope	-	-	*	***

Some of the influencing factors grow in importance as the four stages progress. These are Learning to cope, Confidence, Media, Stress, Student success, Life balance, Involvement, Bureaucracy.

Some influencing factors diminish as the four stages progress. These are Job security and Career expectation.

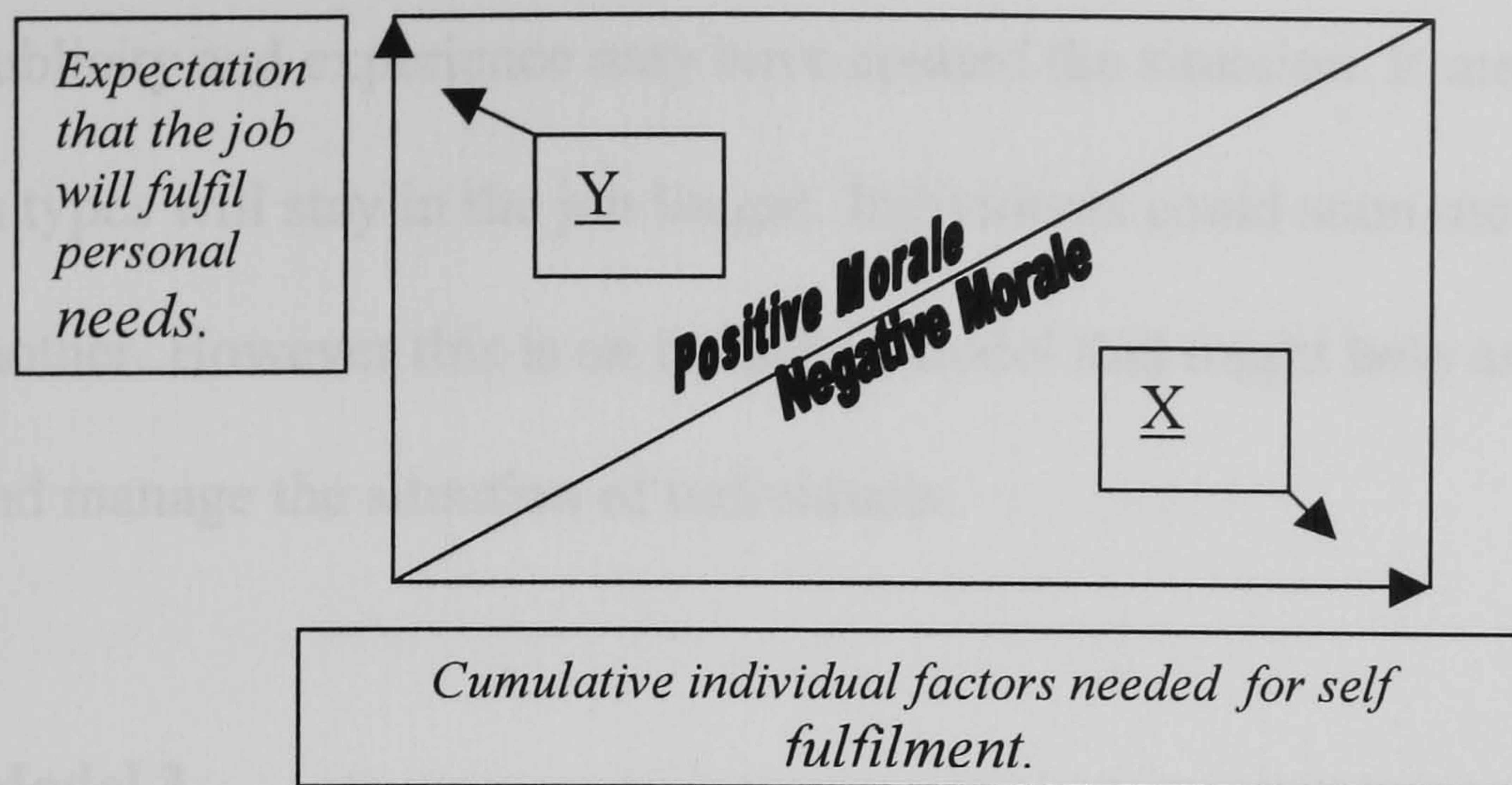
Other factors vary or maintain a steady strength of influence. These are Holidays, Communication/feedback, Exhaustion, Rapport, Support, Respect/behaviour, Time/pay.

The fact that the observed and reported strength of the influencing factor changes may be a purely relative phenomena. The factor may still be very important, but relatively other factors have taken over priority, or the older factor has become established and expected. Similarly some of the factors that remain steady throughout, remain steady at a high level of influence e.g. Respect/behaviour.

8.2 Model 2

When the NQT starts on the first day of their first job as a teacher, they will have expectations that the job will fulfil their personal needs. One might assume that the expectation was high, otherwise they would not have chosen that career. However it is quite possible that the PGCE year experience will have modified those expectations, and the NQT's expectations are not as they might have been. Similarly, an individual starting a career will have certain factors that need to be fulfilled to create a feeling of job satisfaction. It has been seen from the data collection that **Management of the school, Having sufficient time, Pupil behaviour, a Happy private life, Attitude of colleagues, Social interaction** have the greatest effect on the teachers' level of job satisfaction. These factors may be subconscious, complex and individual, but they all will have some such needs.

Figure 3. Expectations and needs.



At any moment in one's career an individual is in a position somewhere on the Y scale i.e. they have a certain expectation that their job will fulfil their personal needs. The top of the scale is an area of idealism, perfection and exuberance. There could be questions as to the temporal nature of this phase i.e. how long will it last?

At any moment in an individual's career they are in a position somewhere on the X scale i.e. there are a number of factors that will give them job satisfaction. Some people will need a great deal, and others less. Theories of personal motivation would differentiate individuals on this scale.

At the extremes of the two scales a possible interpretation would be:

Type 1: High X and Low Y = Low Morale. Likely to leave the job.

Type 2: High Y and Low X = High Morale. Likely to stay in the job.

Type 3: High Y and High X = Job Satisfaction.

Type 4: Low Y and Low X = Contentment. Few needs which are expected to be fulfilled.

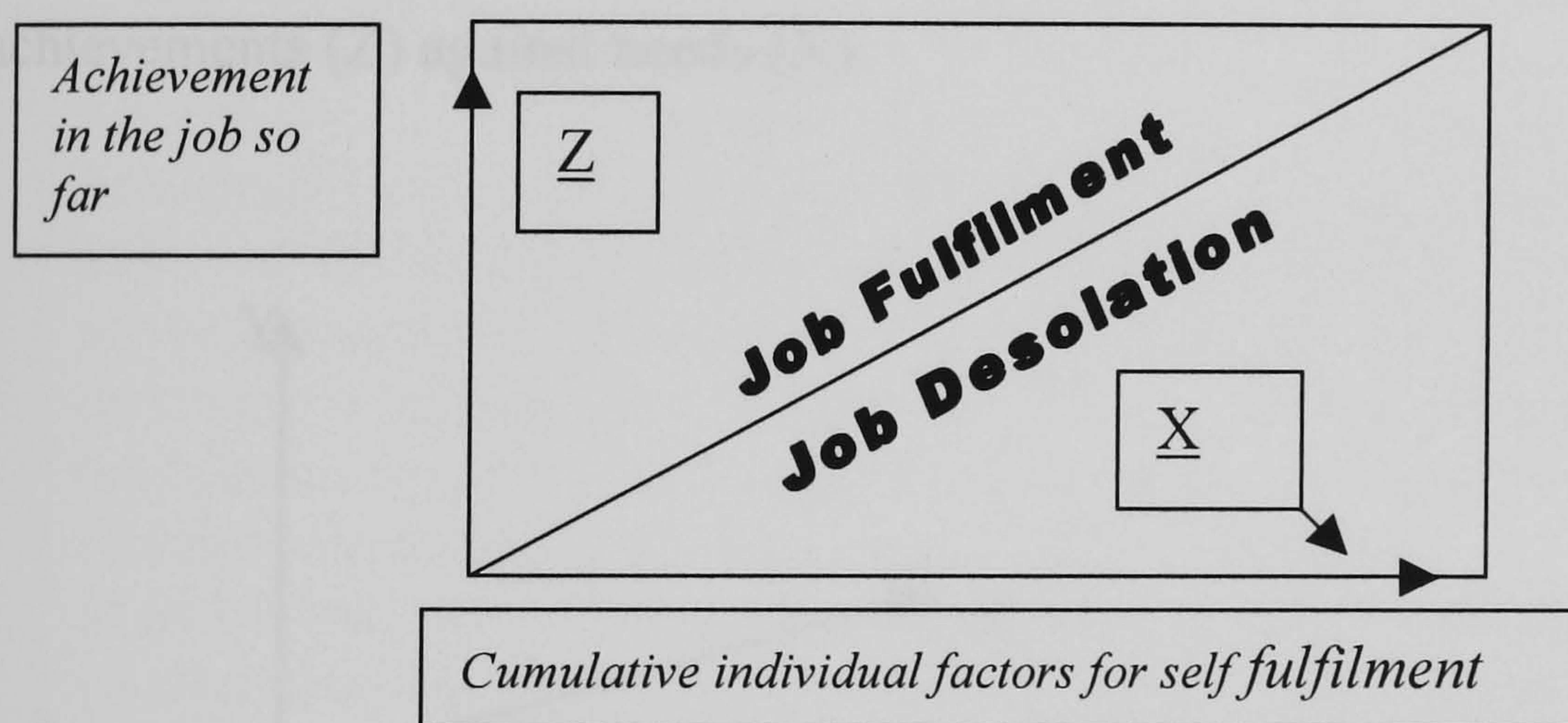
Both "job satisfaction" and "contentment" may lead to individuals staying or leaving, dependent on duration, availability, flexibility and personality.

Potentially individuals could be categorised into these types. Teacher training, induction, publicity and experience may have created the situation. It may not be easy to say which types will stay in the job longer. Individuals could soon move from one section to another. However this is an inductive model that might help analyse, determine and manage the situation of individuals.

8.3 Model 3

Once a job holder has been in the position for some time, their achievements could be assessed against their needs.

Figure 4. Achievements and needs.



The horizontal axis is the same as in Model 2. The vertical axis, Z, represents the levels of achievement reached by the job holder. This is essentially the perception of the job holder, but may include externally obvious features such as new responsibilities. Excessive achievement beyond the needs of the individual may lead to initial excitement and exuberance, but such feelings are unlikely to be permanent. Future expectations will be influenced. The ups and downs of most human emotions are likely to continue. The ideal might be to create a realistic congruence between X and Z. It is important to recognise that negative achievements i.e. failures or disappointments will also be shown on the Z axis.

At the extremes of the two scales a possible interpretation would be as follows:

High Z and Low X = Job fulfilment based on few needs. Likely to stay in the job.

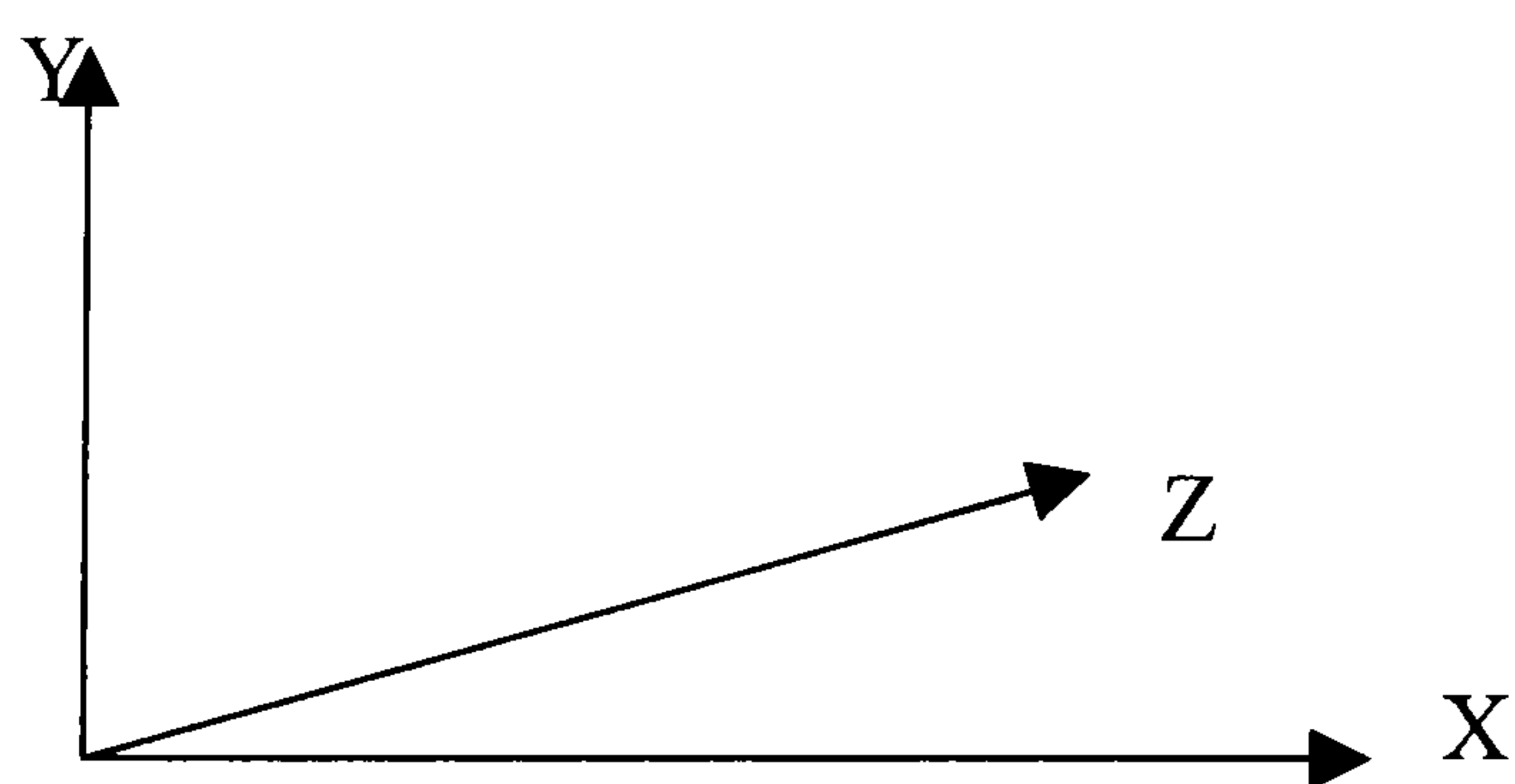
High X and Low Z = Job desolation based on many needs. Likely to leave the job.

High Z and High X = Job satisfaction based on many needs.

Low Z and Low X = Contentment. Few needs are being met.

Both “job satisfaction” and “contentment” may lead to individuals staying or leaving, dependent on duration, availability, flexibility and personality.

More realistically this could be a three dimensional graph plotting expectations (Y) and achievements (Z) against needs (X).



One could create areas of definition, for example,

1. Individuals with sufficiently defined needs, maintaining a reasonably realistic level of expectation, reinforced by sufficient achievement, will stay in their jobs.
2. Individuals where $X > Y + Z$ are likely to leave their jobs.

The situation is perhaps too individual, dynamic and complex to expect to quantify into a simple algebraic equation. There are many factors, variable weightings,

temporal changes and the dynamic nature of the situation. Model 2 and Model 3 are more inductive than the descriptive Model 1.

As an example, one could apply Models 2 and 3 to the individual case of BH.

The needs are suggested by the individual's communication, and are also reflected in the stated expectations.

BH Case Study	<u>Axis X</u> Needs of BH	<u>Axis Y</u> Expectations of BH after PGCE	<u>Axis Z</u> Achievements during first two years of teaching
	<p>BH's greatest fear is "that I don't deliver what is expected of me, and what I expect from myself".</p> <p>Sometimes BH feels like a "glorified babysitter".</p> <p>BH says "They will not beat me and if they want to stay in my lesson they will bloody well do the work I set them, whether they like it or not".</p> <p>BH identifies some key areas i.e. the importance of a life/relationship outside teaching, the important influence of the Head Teacher, time management as a serious subject to be taught, starting off in a tough environment.</p> <p>A good mentor is someone "who I could speak freely and openly to, someone I got on</p>	<p>Absolutely certain that he was doing a socially worthwhile job. Quite sure that he would have enough time to do the job, he would have good rapport with his pupils, that he would be happy with the holidays, that teaching would fulfil his needs, that he would be elated by student achievement, that the training had prepared him for the job and that teaching was the right career for him. Fairly sure that the admin was essential. He thought that it was unlikely that the job was well respected by people and the pay was sufficient for his lifestyle. BH felt his subject and the pupils were equally important. He expected bad times to be up to 10% of the job. He expected promotion within 2 years and would definitely hope to be involved in management.</p>	<p>BH has been welcomed by the school.</p> <p>BH is disheartened by all the publicity about teacher shortages and retention.</p> <p>BH is happy that he is impressing his colleagues, and that pupils are beginning to accept him, but is still disheartened by what he reads in the press.</p> <p>Head Teacher apologised to BH and complimented BH on the way he had handled a matter.</p> <p>BH was told by the HoD that he was the best NQT they had ever had in the department.</p> <p>His HoD is happy with his progress and he has heard that others are impressed with his IT skills.</p> <p>BH told by pupils that he is one of the few respected teachers in the school.</p> <p>BH feels that the induction year has gone "better than I first expected".</p> <p>He has been teaching Spanish to colleagues after school, helping with the Christmas Fayre, making Italian delights for the languages stall, went on a humanities trip to a Roman</p>

	well with”.		fortress. “I think I am quite involved”. This year BH says his attitude has changed. He does not let things get him down. He is not shy to speak his mind and use the excessive paperwork as a reason for lack of time to prepare lessons. He is more in control of his marking than a year ago. “I feel better in myself”. BH has not had a mentor, despite several attempts on his part to arrange one.
			BH resigns from his job. In his third year of teaching he is a lot more content in a new school.

BH needs:

1. To fulfil his role professionally in his perception.
2. To fulfil his role as professionally as the school’s perception.
3. To be a teacher, not a babysitter.
4. To be in control of the pupils.
5. To have an appropriate work/life balance.
6. To have a good head teacher/leader.
7. To have a good mentor to discuss problems openly.

BH expected these things to be part of the teaching profession, but was disappointed on all these fronts at some time during the first two years of teaching.

BH’s achievements were interspersed with disappointments:

1. Welcomed by the school.
2. Impressed his colleagues and pupils.
3. Complemented by the Head Teacher.

4. Complemented by pupils.
5. Quite involved in school life.
6. Felt better in the second year.

BH's disappointments were described by his comments:

1. Disheartened by all the publicity.
2. Feels like a "glorified babysitter".
3. The paperwork seems like "it will never end".
4. Depressed to discover that all last year's NQTs left before completing their induction year.
5. Accused of "teacher negligence by children".
6. Three NQTS leaving the school.
7. "Teachers being assumed guilty until proved innocent".
8. BH has become cross with colleagues and frustrated by the Head.
9. Describes Head Teacher as " ..having poor management skills .. a complete bitch .. cannot motivate .. speaks to me in a very disrespectful way .. is a crap head teacher".
10. BH has not had a mentor, despite several attempts.
11. At the weekend some pupils "shout obscenities" at him.

One might conclude that BH has experienced high and low morale (as in Model 1), and job fulfilment and job desolation (as in Model 2). The dynamics of life as a teacher are such that emotions run high and can easily be influenced in the early years. It would be difficult to place BH at a specific location in Model 1 or Model 2 at this stage in his career. This does not detract from the usefulness and accuracy of the models, which aid analysis, description and understanding of the situation.

8.4 Model 4

Force Field Analysis

Use of Force Field Analysis (Lewin, 1951), traditionally employed to examine the management of change, can be used to consider the causes of individuals leaving the profession. There are many pressures encouraging people to stay (restraining forces) and many pressures encouraging them to leave (driving forces). If those pressures can be identified generically or specifically, then it might be possible to address those pressures to assure a greater level of job retention. The theory suggests that the two sets of forces work against each other and hold the individual in a position of equilibrium. When one set becomes larger than the other, then change will take place. Lewin (1951) suggests it is more effective to reduce forces than increase them. By increasing a force, there is likely to be a natural reaction in the individual which results in a counteracting force to minimise the effect.

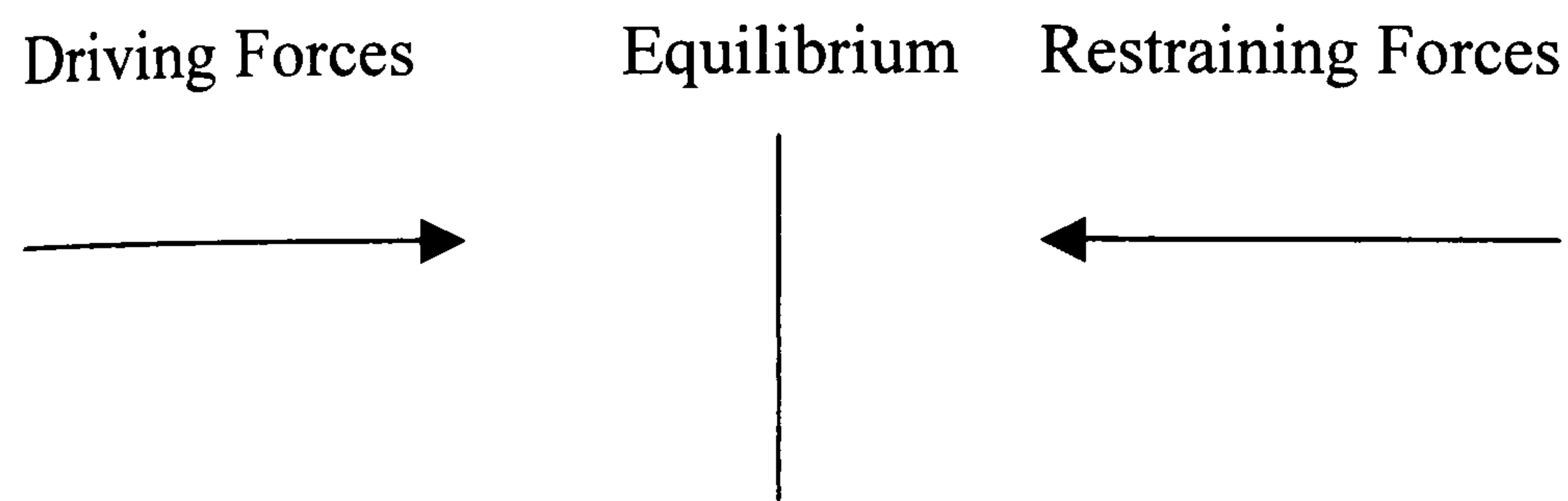
One would wish to ensure that individuals were not being wrongly encouraged to stay if they truly felt they were in the wrong career, but helping those whose career perception was clouded, to see their own situation with more clarity.

A Force Field Analysis might highlight the real and important and overriding factors that are encouraging career change, so that those factors can be examined and evaluated. A survey of 1044 graduates ages 21 to 35 was carried out for the TTA (The Times (13.8.2004) reported that many young people were disillusioned with working life. Boredom was greatest reason cited by those working as administrators. Half of the respondents had fallen into their jobs. A quarter were considering a change of career. 41,000 new teachers are needed each year. 33,000 start at teacher training institutions each year. A third of those either drop out or do not take up a teaching

position in a state school. Smithers (2003) says that only half of those who start teaching are still in the profession five years later.

Figure 5. Force Field Analysis.

Kurt Lewin's Force Field Analysis. (1951).



Driving Forces may be such items as new technology, visionary leader, pressure from media or colleagues.

Restraining Forces may be costs, norms, pressure from media or colleagues.

A steady state of equilibrium is disrupted only when the Driving Forces become greater than the Restraining Forces. The situation may be manipulated/managed by weakening one side or strengthening the other. Lewin suggests that strengthening a force often results in a natural strengthening of the opposing force, so it is usually more effective to manage by weakening forces. Forces may be manipulated by

- Negotiation and agreement
- Participation and involvement
- Communication and education
- Facilitation and support
- Implicit and explicit coercion

(Kotter and Schlesinger, cited in Stewart Black,J. and Porter, L.W. (1999))

Lewin says that the process of manipulating the forces is – Unfreeze, Change, Refreeze i.e. the force needs to be “unfrozen” or dissolved or minimised, before a change is created and reestablished.

One dilemma in using Force Field Analysis to identify and manipulate the forces acting on the teaching profession is that we should not have an ambition to retain teachers by encouraging a resistance to change. Teachers should welcome change (for improvement) in the profession, but not a change of profession.

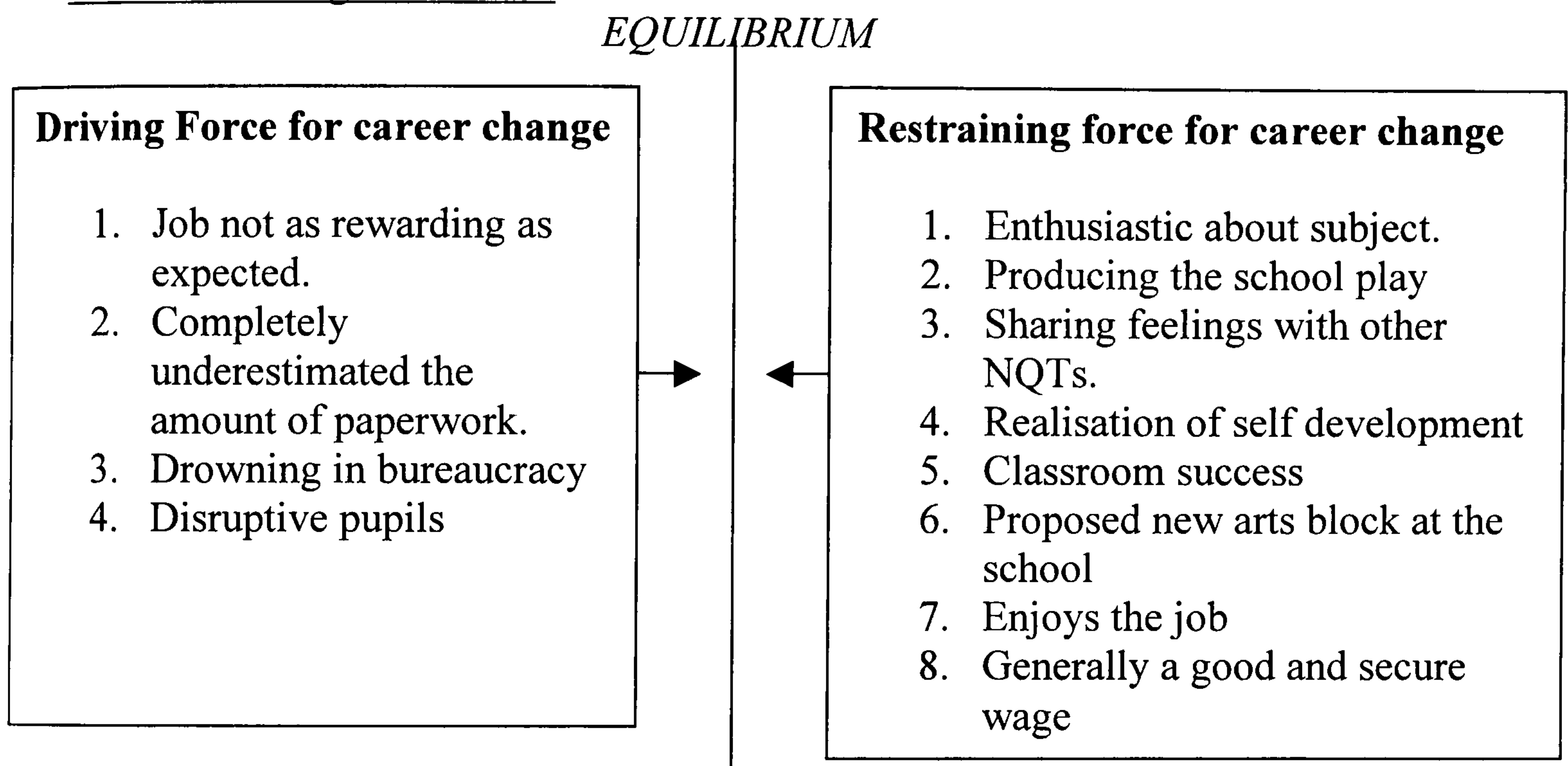
The forces involved in the lives of teachers have been found (from the case studies) to include the following:

1. Time/pay
2. Prospects
3. Respect/behaviour
4. Exhaustion
5. Bureaucracy
6. Support
7. Rapport
8. Security
9. Involvement in school
10. Social life
11. Committed students
12. Student success
13. Stress
14. Praise/feedback
15. Confidence
16. Endless initiatives
17. Further training
18. Effective communication
19. Too much bureaucracy and too little time

- 20. Financial pressures
- 21. Media
- 22. Life balance
- 23. A good mentor
- 24. Challenging profession.

Each individual will have their own Force Field diagram. The Force field diagrams for some of the case study teachers follow. Others can be found in Appendix 5.

Force Field Diagram for MB



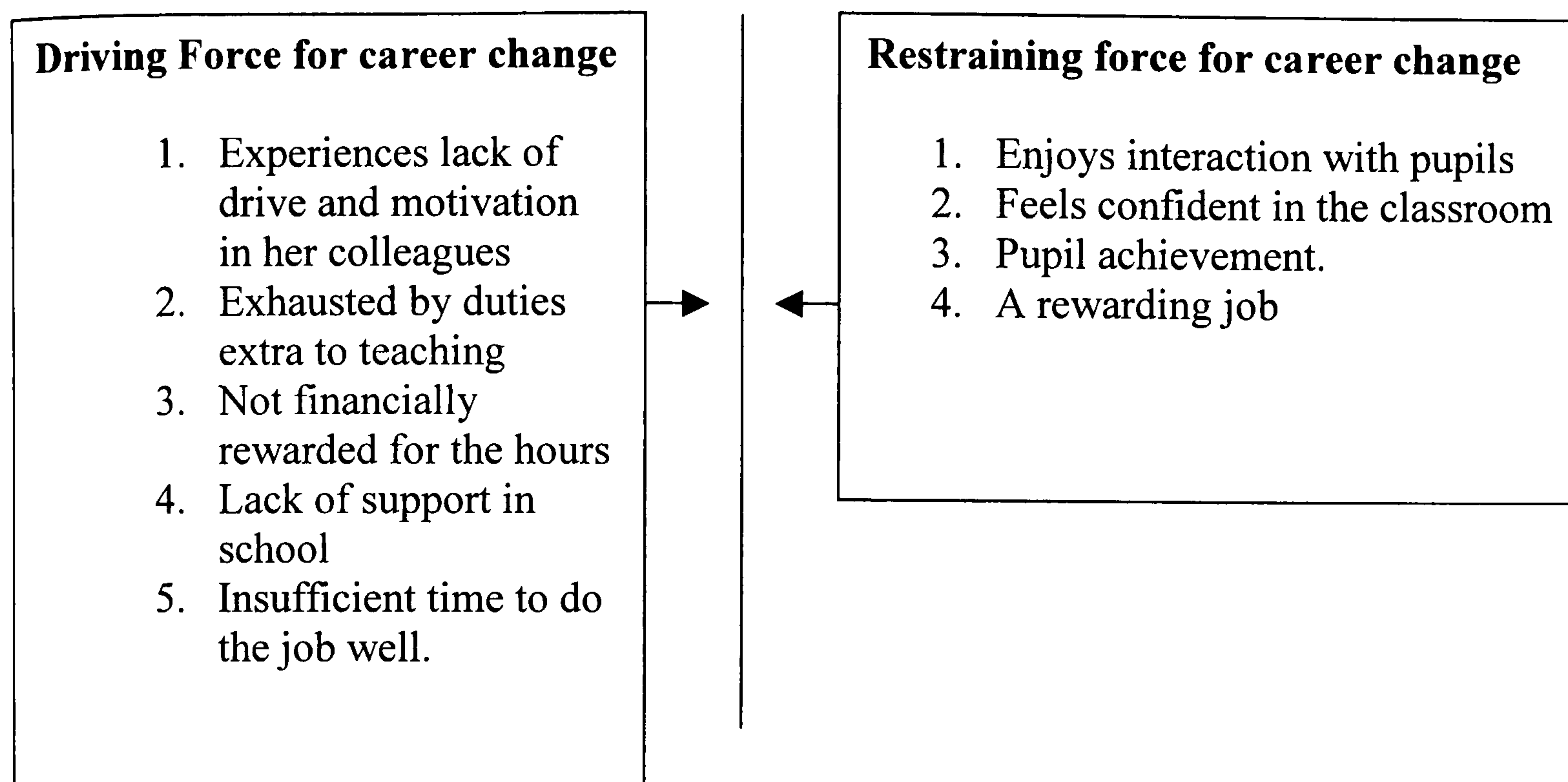
We could design a generic Force Field diagram, or one for each teacher.

Lewin suggests that to encourage change we should weaken the resistance rather than strengthen the driving force. In this case we should weaken the driving force to encourage retention.

For MB this might be to moderate his expectations, or help him fulfil his expectations.

Force Field Diagram for CC

EQUILIBRIUM



Forces for change might be to change schools, rather than change profession, but this might be the thin end of the wedge.

Catastrophe Theory.

Catastrophe theory was developed by Rene Thom in 1972 (Brown,C 1995).

He showed that a series of gradual changes trigger a large scale change or “catastrophic” jump, which in turn starts off a series of gradual changes. The work was originally mathematical, but has been adopted to a variety of scientific and sociological settings.

Catastrophe theory might be seen to contradict Force Field Analysis.

Catastrophe theory models individuals (and events) as existing on a plane that has finite but unknown dimensions. This plane might be called Status Quo. Each position in the plane represents a set of attitudes, feelings, emotions and motivations. Every incident, event or comment that we hear, observe or experience moves us in the plane. If an event or series of events moves us to the edge of the plane, we are in danger of getting off (or falling off). When we are near the edge, there might be one last

relatively minor incident that pushes us over the edge. This is the 'straw that broke the camel's back'.

Moving off the plane (voluntarily or involuntarily) represents action. A teacher's professional life can be seen as a plane. The forces in the Force Field Analysis (FFA) are moving us around the plane forever until we get near the edge and leave for another plane. Catastrophe theory does not suggest that there are opposing forces, but a more complex multi axis (perhaps multi dimensional) plane.

Alternatively, one might consider all the possible influences that affect the lives of teachers, as being a collection of dynamic overlapping Venn diagrams, that continually change shape and dimension depending on recent influences and the perceived strength and relevance of the influences. The fact that these are dynamic implies that from minute to minute they are changing depending on a comment from a colleague, a word of praise from the Headmaster, an argument with the wife, or any potential influence. Even though this Venn like model appears to be a realistic representation, it is probably the most useless. By definition, even if we could depict the model for an individual, then a minute later it would have changed. It would not be easy to predict what creates action in the Venn model. For the determination of action, we might need to revert to the FFA or Catastrophe Theory model.

Combining the FFA and Catastrophe Theory might envisage Driving Forces pushing us to the edge of the plane, and the Restraining Forces pulling us back to the middle of the plane. There can be many axes, each one relating to an aspect of teachers' lives. However they do not act independently. There will be some cumulative effect and some interaction between axes.

In summary, Model 1 recognises the individual differences, needs and achievements of teachers at any stage of their career. Models 2 and 3 help to place teachers in a sector that describes their morale and level of job satisfaction. Model 4 and subsequent discussion helps to identify when teachers may make a decision to leave the profession, once they have entered training.

Section 3 The Future

Chapter 9

The Way Forward

There are current government initiatives addressing the problem of recruitment and retention in the professions. *Gateways to the Professions* is a consultation document created in January 2005 by a group headed by Sir Alan Langlands and appointed by Charles Clarke (The Secretary of State for Education and Skills, January 2005) to look at the problems associated with recruiting and retaining appropriate personnel to the professions. He defines a profession as a post requiring a first degree and a period of further study or professional training. Teaching is one of these. Current difficulties occur because of the need of professionals to be responsive to a dynamic changing society that affects all professions. There is no longer blind respect from the public because of position. Information revolution, technological advances and organisational change have all had an effect on the professions. Part of the consultation document asks how potential employees in the profession learn about the profession i.e. what is it like to be a teacher, an architect, a veterinary surgeon etc? In my view, however there is an obvious difference that potential teachers have witnessed the profession at first hand for 12 years of their lives. They think that they know what teachers do, and by the time they are 18 years old, they believe that they know how teachers feel about their jobs. This is not true in any other profession, so the solutions to the problems of recruitment of teachers may be different to those problems in other professions.

Larson's Intensification Thesis (1980) describes tangible ways in which the work privileges of educated people are eroded (Larson 1980). He says that educated people (i.e. professionals) experience the following:

1. Reduced time for relaxation in the working day;
2. Lack of time to update skills and knowledge;
3. Chronic persistent overload, which reduces personal direction, inhibits involvement and control of planning;
4. Reduction in quality as corners are cut;
5. Enforced diversification of expertise and responsibility.

Larson also discusses teacher culture and the different ways teachers teach. There is:

1. Individuality – teachers teach alone;
2. Collaboration – learning, sharing and developing together to create professional growth;
3. Contrived collegiality – non spontaneous or voluntary working together;
4. Balkanisation of Teaching – collaboration that divides. Working closely with colleagues can illustrate differences and prejudices to create animosity and resentment. Power and politics are at play.

Creating an atmosphere or culture that encourages first year teachers to adopt or mentor an NQT, that will result in collaboration, rather than something less positive would not be an easy task. It is unlikely to be achieved by force, and ideally should not need financial inducement.

Hargreaves (1994) describes how professional development can be turned into bureaucratic control and collaborative cultures can be turned into contrived collegiality. He suggests that this can take the heart out of teaching. He says that change is accelerating for educational, political and fiscal reasons internationally, so

there is a need for flexibility and responsiveness. Political and administrative devices for bringing about change may ignore, misunderstand or override teachers' own desires for change. The argument contributes to suggest that the authorities are chasing two contradictory objectives, without recognising that what is good (essential) for the country, may not be good for teachers. Recognition and suitable management practices could alleviate the problem, which results in poor recruitment and retention.

Generally graduates value career prospects above salaries. A Chartered Institute of Personnel and Development poll (September 2001) of 750 graduates in their first year of employment revealed a motivated workforce focused on career development rather than pay. 80% of graduates would move to a lower paid job to improve career prospects.

The complexity of the relative strengths of emotional versus practical factors may be clarified by Gardner et al. (2002), who report that higher levels of education contribute to lower levels of mental stress. This may be because such individuals have more control of their lives. However while the most highly educated have the lowest level of job satisfaction, the least educated have highest level of job satisfaction. This may be as a result of unsustainable expectations.

Johnson's report (2002) for the Institute of Public Policy Research discussed several relevant areas within the teaching profession, which have been acted upon by governments. For example Johnson discusses Smithers and Hill (1989) and Spear et al. (1999) who show that pupil behaviour is closely connected to the attractiveness of the profession. The government started the SureStart programme to make pupils more "school-ready". The programme involved investment in units for troublesome pupils, additional staffing, smaller classes and more support staff could help.

Considering workload, Johnson points out that PriceWaterhouse Cooper found that hours worked were “in line with other managers and professionals”.

Johnson says that national curriculum, frequent top-down change and centrally determined pedagogy are more onerous by being imposed. Lesson plans, lesson evaluation and recording of performance setting of individual targets are rarely if ever read by anyone. Teachers’ hours are considered by headteachers as free, as there is no obvious additional cost. The workload was found to be the most important dissatisfier for trainees (Sands 1993, Chambers and Roper 2000) and for teachers (Barnard 1998, Scott 1999, Spear et al. 1999). The high administrative workload is seen by teachers as being unnecessary and unproductive. In 2004 a government initiative has attempted to remove various tasks from teachers’ workload.

Considering pay, Johnson says there is no evidence that pay is a major factor in terms of the attractiveness of the profession. Undergraduates underestimate teacher salary levels (TTA 2001), so improving perceptions could be more cost effective than raising pay. Higher pay may attract people who would be less committed teachers. Johnson considered that intrinsic satisfiers, such as creativity and autonomy, are more effective. Centralisation is described by Johnson as statutory and compulsory. Teachers are heavily scrutinised. By implication, front line deliverers are perceived as unable to think for themselves, untrustworthy, incompetent.

Johnson suggests that mature trainees and returners may need different financial packages to others. This is an extremely sensitive suggestion. It has been seen in recent years that the introduction and increase in teaching assistants has created accusations of “diluting the profession”, “dumbing down” and reducing respect given to the profession. While potentially solving a problem in the short term, a longer term problem may be being created.

Johnson concludes that schools are the most important agent of secondary socialisation in complex societies and the problems of recruitment and retention should be addressed without delay.

Carrington et al. (2003) report on government initiatives to recruit by targeting under represented groups to the profession, namely males and ethnic minorities. The rationale for such targeting is debatable and is discussed by Carrington et al. but that is beyond the scope of this dissertation. The interesting point is that on interviewing the students at the end of their PGCE year, they found that there were potential dilemmas relating to

1. Hostility and suspicion from children, parents and some school staff;
2. Concerns about affirmative action.

The reactions may be partly because of the affirmative action, but also indicate why these groups are under represented in the first place. The shortage of these groups will not be solved by addressing the symptoms (the shortage), but by finding the causes of the symptoms and addressing those.

Hayes (2003) researched and evaluated the importance of emotional preparation for teaching. His work was undertaken on 41 primary teachers, but can be considered equally relevant to secondary teachers. The emphasis was that in current times of rapid change and increasing pressures on teachers, their emotional state affects their confidence and enthusiasm for teaching. He reports on other research e.g. Lortie (1975) who found that “psychic rewards” were the most significant motivating factors in teaching. Hayes suggests that if emotions are central to teachers’ lives, they deserve a significant place in teacher training. Hayes categorised the emotions as anticipatory, anxious, fatalistic or affirming. The emotions could be conflicting, for example, anticipation could be a motivator or a hindrance (fears about coping). These

emotions are forces at work as described in the Force Field model (section 8.4). An individual's ability to cope is paramount in determining satisfaction or fulfilment, and is a very personal individual characteristic.

The all important emotional condition relies on an effective mentoring process and manoeuvring and adjustment by the individual to recognise and adapt to cope with the various contextual settings in the school.

Hayes points out that previous teaching placements can be a source of great anxiety and are seen as a time of judgement rather than an opportunity to learn. He also recognises that these emotions do not just arrive because of the job. They are a product of the rest of the individual's lives, and they are forever changing. Despite this, training in emotional literacy will bring benefits.

In September 2004, the second phase of the National Workload Agreement was implemented in all schools. This limits the amount of cover that can be provided by an individual teacher, and makes it a duty of head teachers to ensure that cover for absent teachers is shared amongst all teachers.

In the summer of 2004, reports that schools obtaining an Investors in People standard are demonstrating their commitment to staff and their development. The PAT journal quotes Swiss Cottage School in London, which achieved the award in 1999 has now exceptionally low staff turnover, staff attendance up by 7% and has achieved Beacon status.

Hayes (2004) suggests that advertising campaigns to attract new teachers need to match the needs of the prospective teacher, but not be unrealistic. He states, "New teachers will feel betrayed if the glowing promises about rewards of teaching are not experienced. Unless the rhetoric and the reality harmonise, the mismatch will create disillusionment".

A House of Commons committee report in 2004 (HC 1057-1) into secondary teacher recruitment and retention did not find endemic problems in this area, but did report specific recruitment problems associated with challenging schools, specific subject areas, some geographical locations, and ethnic groups. Excessive administrative tasks and poor pupil behaviour were key reasons. They suggest that 50% of those who begin teaching are not teaching after five years and 50% of teachers are over 45, which implies an increasing loss of teachers over the next 15 years.

They also report a much lower drop out rate on employment based routes to QTS, and suggest concentrating on student expectations and making the profession realistically attractive (p.15). Many young teachers found the induction year extremely valuable, but then training ceased. There is a need to continue CPD for reasons of morale as well as training. An EPD (Early Professional Development) programme was piloted in 2004 (p.17).

Development opportunities need to be linked closely to individual's needs. These could be personal needs or needs in the job. All teachers, like any employee, need feedback.

The report also states that there is a need for teachers to feel they have a degree of control over their working environment, but that from time to time they do not feel a sense of control (p.33). One could argue that many theories of motivation suggest that man has a desire to be in control of his environment. The traditional theories of Herzberg, Maslow, Vroom, McClelland all suggest that man desires to control his environment. The different theorists may emphasise priorities, or categorise methods, or intrinsic reasons, or processes, but the essence is a motivation

to control some part of the environment in some order. One might also ask if there is a difference between the need to *feel* in control of the environment, and the need to *practice* some control of the environment.

The research in this dissertation indicates that there are possible solutions for recruitment and retention in the teaching profession.

- **Recruitment**

1. Recruitment methods should be realistic and sufficient, and attractive but realistic. The image of teaching, the perception of teachers' jobs by 6th formers is surprisingly naïve in some cases, ignorant in some cases and incorrect in other cases. Pupils do not just observe and experience teachers, they see them act.

Teachers are actors, putting on a show. This is necessary, if they are always to be stimulating, dedicated and interesting. Teachers, like everyone else will have bad days, but the professional will not let the consumer see it. Occasionally teachers may be candid with their students.

It is important to recognise that it is not the job of the teacher to advertise his/her profession, but rather it is their job to teach. It would be wrong to blame teachers for poor recruitment, as a result of their portrayed image. However the teacher's image is a crucial factor. The many advertising campaigns by the TTA can only touch on perceptions that school pupils receive from teachers in school.

2. Undergraduates may be influenced by advertising campaigns, but they also remember their perceptions of real schools and real teachers. The influence of the media (other than positive advertising) has been shown to be a large influence in the teachers' beliefs about the public perception of teaching. Respect for the

profession from the public, and self respect in doing a worthwhile job are reflected in newspaper articles, and are created by newspaper articles. The influence of reality outweighs the strength of an advertising campaign. This is similar to buying a product or commodity. No matter how convincing the advert, the customer only needs to experience (or hear about) one bad occurrence to influence his judgement for a long time.

A vicious circle appears to be in action. Bad publicity creates a bad image, which results in poor recruitment, which creates a worse educational experience, which leads to bad publicity.

The circle needs to be broken and attempts have been made in recent years in all four parts of the circle.

- **Retention**

1. PGCE students and NQTs and the following year teachers need support that is social, emotional and practical. This could be achieved through the use of mentors, headteachers, colleagues, partners, parents or friends. The new teachers need a shoulder to cry on, someone who understands and can share the problems, and ideally someone who can advise and provide help as well as support. Those in personal relationships in their lives, or involved socially in the school, appear happier. These factors could be improved by NQT social/developmental/trouble sharing/trouble shooting events, which are social gatherings of like-minded people, resulting in positive, constructive suggestions, rather than negative criticism. Such gatherings could be lead by someone who can coordinate, sense and harness energies to produce a positive outcome.

2. First year teachers also need to be praised, rewarded and recognised for their improved confidence, ability and usefulness. This may not be (and does not need to be) a financial reward. First year teachers could gain substantially by associating with NQTs as “pals”; they may not have the full experience of a mentor, but they are nearer the problem of the NQT. They will recognise, sympathise and empathise with the NQT. The dual purpose of helping the NQT “more realistically” and demonstrating to the first year teacher how much he/she has improved, will reinforce the recognition of progress and support the first year teacher. This role for first year teachers should not be, and must not be an administrative burden. It perhaps should not be an official position, but rather could be part of the teacher’s contract that they will be expected to support an NQT when they get into their first year of qualified teaching. They will enjoy being seen as “experienced and knowledgeable”. They will be able to reflect on their own improvements. They will be able to be realistic and be able to support and advise. They will recognise their own achievements. These relationships will build continuity.

It is important not to underestimate the importance of the individual and emotional contribution to job satisfaction and as a result, levels of employee retention. Other potential solutions as a result of this research follow.

- Retention may be improved by offering all teachers an opportunity to change jobs after two years. Much of what is learnt in the first post can be put into practice in a second post. Whereas the first job experiences impressions may be difficult to discard, change or utilise in situ. The individual will select their

second school with so much more knowledge, experience and realistic expectations.

- Is it possible that all teachers need some sort of watershed event to embed their commitment in the profession? This event may take the form of accusations from pupils, or a particular bad (or good) experience. For the new teacher to become a professional they need to somehow be immersed deeply and survive the experience to emerge as an “experienced” teacher.
- Do new teachers need to be able to reflect upon things in an organised way? A number of case study teachers have made similar comments. Perhaps a trouble shared is a trouble halved. A periodic self-analysis may be cathartic and could be a part of the induction year. This could become part of a mentor’s duty, but may need a more expert input than currently exists.
- Formal gatherings of NQTs to share their experiences, worries and concerns could be beneficial. Individuals with difficulties need to recognise that their problems are commonplace and there are ways of solving problems.
- The ability to consider and reflect on a bad performance, and as a result attempt to improve the situation is a natural instinct in some people, but not others. Learning how to improve (as learning how to learn) should not be considered automatic.

- Regular courses on time management, problem solving and team building may be appropriate.
- The people who most understand the problems associated with NQTs are those who have just completed their NQT year. The educational system should make the most of this rich source of relevant, sympathetic and knowledgeable information.

The evidence provided in this research suggests how recruitment and retention may be improved. While government and teacher body initiatives are attempting to solve the problems, this research demonstrates the individual, dynamic, complex nature of the problem and the power of communication to affect the image and the expectation of an entire profession.

In 2005 Howson (TES 8.4.2005) reported that the number of teaching jobs advertised in the first three months of 2005 were very similar to 2004, but still 1 in 4 secondary schools is advertising for a teacher of mathematics, 1 in 10 for an ICT teacher and that there is an increasing shortage of Business Studies teachers. English and music teachers were still also heavily in demand. As there were “huge numbers of teachers retiring over the next few years”, Howson believes there is a continuing need for concern on teacher recruitment and retention.

In 2005, David Bell, the head of Ofsted, said that 40% of secondary school pupils are “missing out on a decent education”, teaching was still less than good in a quarter of all primary and secondary schools. In secondary schools it was still difficult to find well qualified staff citizenship, modern foreign languages, ICT, maths and science, (Clare, 2005).

The situation may be changing, but it has not been solved.

Chapter 10

Conclusions

Gorard (2002) in his paper “Fostering scepticism: the importance of warranting claims” clearly illustrates the ease and the danger of forming ill founded conclusions, from even the best data collected from an excellent methodology. He discusses the need to eliminate plausible rival alternative explanations for the evidence.

There is usually more than one interpretation of any set of data. Complex statistical analysis can sometimes shade the truth, rather than shed light. The discussion between advantages of rich qualitative information, and a more voluminous quantitative set of data has been discussed in the methodology section. This research has used both. Quantitative data were collected and analysed in the first year of data collection, but was modified by a qualitative view from the open ended questions. Qualitative data were collected in subsequent years, which in turn has been analysed to create a comparative measure, without detracting from the rich value of the information.

In this research the argument leading from the evidence to the potential conclusion have been presented in a logical sequential manner. Alternative explanations for evidence presented have also been discussed, and so the claims are warranted.

The research questions.

Research Question 1

What are student teachers' perceptions of the teaching profession?

The perceptions of PGCE student teachers when they start their training are different to their perceptions when their training year is complete. The perceptions are a result of interpretation of stimuli, data and information received. The interpretation is performed in a context that involves internal factors such as motivation and personality, and external factors such as influences from colleagues, friends, relations, media and publications.

The entire raft of perceptions begin with expectations, which in their turn were perceptions that have been reinforced by experience.

It is important to note that the perceptions are dynamic, complex and individual. This research identified and quantified the expectations of PGCE students at the start of their training year and at the end. The absence of an intermediate measure may be criticised, but the involvement of two sequential years of students mitigates that potential weakness.

During the PGCE year the students became ever closer to their chosen career and their experiences should have created teachers with ability, enthusiasm, energy and realism. The drop out rate during training (15%) suggests that their new experiences in the training period had an effect on their perceptions that resulted in action. However a number of PGCE students were actually more encouraged by their PGCE experiences.

General findings for the groups were as follows:

1. Location X was more pessimistic and negative than the locations Y and Z.
2. Group 1 becomes more positive and optimistic during their PGCE year.
3. Group 2 began their training year more positively and optimistically than

Group 1.

4. Group 2 lost some of their positive optimistic views during their year.
5. Both groups of NQTs began their teaching careers with similar expectations.

Research Question 2.

What are 6th formers' perceptions of the teaching profession?

The 6th formers of our schools are the major source of future teachers in this country. Their perception of the teaching profession will be a major factor in recruitment levels. The attractiveness and accuracy of their perceptions is likely to be reflected in levels of retention during training and the first few years of teaching. The teaching profession does not appear to be very attractive to the 6th formers sampled over the four years of this study. Their concerns about time, pay, job enjoyment, bureaucracy, stress, job demands, behaviour, respect, status, promotion, autonomy and image were expressed throughout all four years.

The issues of concern remain fairly constant. The strength of feeling remains fairly constant. Their attitudes and the popularity of the teaching profession appear very similar. Even though one must recognise the limitations of this part of the data collection, one can recognise that this data set is a step nearer the heart of the matter. Attitudes, ideas and opinions, once formed, are not easy to change, and they form the basis of expectation that will eventually contribute to job satisfaction.

The impressions that 6th formers have of teachers is created by facts and myths. It is supported by selective memory. The perceptions originate in their own experience at school with their own teachers and their own behaviour. They observe and experience teachers working and performing. They may not have knowledge of the true situation of teachers' salaries, levels of job satisfaction and hours, but a

perception has been created. A vicious circle has started that is difficult to break. A few government funded advertisements may be a weak tool to break such a strong and strengthening culture of belief.

Research Question 3.

How do daily news media headlines portray the teaching profession?

The teaching profession has not been portrayed in the news media very favourably in the four years of this research. This has been evidenced in Chapter 5. This is neither surprising, nor is it a matter of blame. It is quite natural that headlines sell newspapers.

The stories over the four years have been categorised as follows:

- Criticism of teachers;
- Criticism of educational system;
- Change to the teaching profession;
- Reaction from teachers;
- Pay issues.

One might conclude that the public image of the teaching profession is influenced by news headlines. The public image of teaching influences recruitment and retention, by affecting the attractiveness and the expectations of the profession. The attractiveness and the expectations of the profession will have an effect on job satisfaction and job retention. The media is a powerful tool that could be used to modify opinions and perceptions, to influence recruitment and retention. Government funded initiatives to encourage recruitment work to counter bad publicity, but the comparable strength of news headlines is great.

Research Question 4.

Do the perceptions, attitudes and levels of job satisfaction change in the body of people who train as teachers and become teachers, during their training and first two years in the profession?

Research Question 5.

If the perceptions, attitudes and levels of job satisfaction do change, then when do they change and why do they change?

It has been shown that the perceptions, attitudes and levels of job satisfaction change in the body of people who train as teachers and become teachers, during their training and first two years in the profession. A group of attitudes and expectations, born out of perception, created by experience, influence and belief set up the potential teacher for a career. Every incidence, experience, comment, rumour and headline will help to support or diminish those attitudes and expectations.

The teaching profession has its own specific characteristics that are important to its members and the public. This, coupled with the fact that the country needs a motivated, capable and respected force of teachers in order to successfully educate future generations, demonstrates the importance of these research findings.

The dynamic and individual complexity of the data collected has been organised and described in a series of models, which can be seen as potential tools to create solutions for individuals, or locations or specific problems related to teacher recruitment and retention.

The research in this dissertation indicates that there are possible solutions for recruitment and retention in the teaching profession. However the complexity, the individuality and the dynamic nature of all the influencing factors do not give a simple answer. It would seem unlikely that a long period of stability will reign over the profession, because education is such an important and political issue. It is more likely that more new ideas and strategies will be advanced and tried in the years ahead. This research and its conclusions are likely to remain valid, but the variety and strengths of the influencing factors may change, whilst the utilisation and application of the results of this research may differ in years ahead.

Appendix 1. The PGCE questionnaires

Questionnaire 1.

A Short Confidential Questionnaire to help Educational Research

Student Teacher,

I am asking for your help in my research.

I would like to know how you feel about the teaching profession **at this present time.**

Your honesty and frankness will be appreciated.

I assure you that your responses will be treated with strictest confidence.

DATE _____

YOUR COLLEGE/UNIVERSITY _____

When you are a qualified working teacher how certain do you feel that:

1. You will be doing a socially worthwhile job?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

2. You will have enough time to do a good job?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

3. Your chosen career is generally well respected by people?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

4. You will have a good rapport with your pupils?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

5. You will be happy with the amount of holidays?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

6. Teaching will fulfil your personal needs?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

7. The administration associated with a teachers job is essential?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

8. You will feel elated by pupil achievement?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

9. Your pay will be sufficient for your lifestyle?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

10. Your training will have prepared you for the job?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

11. The teaching profession is the right career for you?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain.

12. What is your specialised subject? _____

13. What is more important to you, your specialised subject or teaching pupils?

Subject without doubt	Mainly subject.	Both equally important.	Mainly teaching pupils	Teaching pupils without doubt

14. Every job has good times and bad times. What proportion of the time might you expect to be **bad** times?

less than 10%	10 to 25%	26 to 40%	More than 40%

15. How many years do you expect to work as a basic teacher before promotion?

2 year	3 to 4 years	5 to 6 years	more than 6 years

16. Would you hope to be involved in management (as well as teaching) in your school, within a few years?

Definitely not.	Probably not.	Probably yes.	Definitely yes.

17. How long do you plan to stay in the teaching profession (in any capacity)?

3 years or less	4 to 10 years	More than 10 years.	My entire working life

Please feel free to add any comments.

The following information will be used for research purposes only.

Name _____

Gender

Male	Female

Age

Under 25	25 to 40	41 and over

Address or e-mail number or phone number (or all three!).

If you are interested in this research I would be happy to have more discussions with you.
Contact me on richardk@bilk.ac.uk

Thank you.

Richard Kunc

Questionnaire 2.

A Confidential Questionnaire to help Educational Research

Student Teacher,

You may have completed a similar questionnaire for me earlier this year.
This is a follow up to see how views may have changed.
Your honesty and frankness will be appreciated.
I assure you that your responses will be treated with strictest confidence.

DATE _____

YOUR COLLEGE/UNIVERSITY _____

When you are employed as a teacher how certain do you feel that:

1. You will be doing a socially worthwhile job?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

2. You will have enough time to do a good job?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

3. Your chosen career is generally well respected by people?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

4. You will have a good rapport with your pupils?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

5. You will be happy with the amount of holidays?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

6. Teaching will fulfill your personal needs?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

7. The administration associated with a teacher's job is essential?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

8. You will feel elated by pupil achievement?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

9. Your pay will be sufficient for your lifestyle?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

10. Your training will have prepared you for the job?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

11. The teaching profession is the right career for you?

Unlikely	Fairly Sure	Quite Sure	Absolutely certain

12. What is your specialised subject? _____

13. What is more important to you, your specialised subject or teaching pupils?

Subject without doubt	Mainly subject	Both equally important	Mainly teaching pupils	Teaching pupils without doubt

14. Every job has good times and bad times. What proportion of the time might you expect to be **bad** times?

less than 10%	10 to 25%	26 to 40%	More than 40%

15. How many years do you expect to work as a basic teacher before promotion?

1 to 2 years	3 to 4 years	5 to 6 years	more than 6 years

16. Would you hope to be involved in management (as well as teaching) in your school, within a few years?

Definitely not	Probably not	Probably yes	Definitely yes

17. How long do you plan to stay in the teaching profession (in any capacity)?

3 years or less	4 to 10 years	More than 10 years	My entire working life

Please feel free to add any comments.

The following information will be used for research purposes only.

Name _____

Gender

Male	Female

Age

Under 25	25 to 40	41 and over

Nationality

--	--	--

British	Other European	Non European

What type of teacher training course are you on?

PGCE	BEd	Other

What area of education are you specialising in?

Primary	Secondary	Other

Thank you so far!

Would you be willing to allow me to continue my research with you over the first few years of your career in teaching? I need a few volunteers who will be willing to complete a similar document twice a year (September and May) over the next couple of years. In addition I may ask to chat to you once a year on these issues.

What is in it for you?

Apart from helping Educational Research and future generations of teachers, I will share my overall results with you which you may find interesting and useful.

What to do next?

At this stage I am just requesting a contact telephone number, or e-mail address, or postal address so that I can contact you in the autumn. This may be your home address.

If you would like any further information you can contact me, if you wish, on richardk@bilk.ac.uk or telephone 01484 711066

Thank you.

Richard Kunc

Appendix 2. E-mails to case study respondents.

The first e-mail. August.

Good morning -----,

You may remember that some months ago you helped me in my educational research by completing a questionnaire about your expectations of the teaching profession. You also very kindly gave me this contact address and agreed that you would be willing to continue to help during your first year of teaching. If you are still willing, I am very grateful and this is the next step!

Firstly let me assure you that every communication between us will be entirely confidential.

Secondly, you have a right to see everything I write concerning the information you give me. Just let me know if and when you want it and I will send you a copy.

Thirdly, I will be happy to send you a summary of my research, if you are interested. This can be done at a later date.

You have been selected as one of my 10 follow-up teachers out of the original 265 students. I would like to obtain some of your views, relating to your job, on a number of occasions throughout the year. As a result I will be building a picture, based on what you tell me of how the first year in teaching develops and changes or reinforces your feelings about the job.

I know you will be busy and have made every effort to ensure that this research will not take up much of your time.

As a starter to establish your agreement, and our lines of communication I would like to know

1. Where is your teaching job?
2. Please describe the type of school e.g. rural or urban, single sex or co-ed, state or private, number of pupils (or classes per year) approximately?
Please add any other details that **you** feel are important in describing the school.
3. How do you feel about the job at present? Excited, worried, frightened, apprehensive, enthusiastic?
4. Please would you describe your greatest fears and your greatest hopes at present, in relation to the job, the school, the pupils, your fellow teachers, or anything else that is currently important to you.

Finally, assuming you are still willing to help me, how shall we communicate? I am quite happy to communicate by e-mail, post, telephone or personal visit (depending on location), to suit you. I shall send this to you by e-mail and post if you originally gave me that information, so you may get it twice.

Finally, finally (!) if you are willing and do reply to this communication by answering the above 4 questions, I will be in touch again soon, with a little more information.

Thanks in anticipation.
Good luck with the job.
Hope to hear from you soon.

Richard Kunc

The second e-mail. October.

How is the teaching going?

The information you sent to me a few weeks ago is extremely interesting and useful to the research. Thanks a lot. Remember I guarantee confidentiality, and if you wish to see my summary based on *your* information, then let me know.

Generally I would like to know how you feel about the job now. These are my questions, but tell me anything else you think is relevant to your job satisfaction.

- a. Have you settled in to a routine at your school?
- b. Do you feel comfortable and familiar yet with surroundings, colleagues and pupils?
- c. Is the job as rewarding as you expected?
- d. Are you feeling exhausted?
- e. Has your enthusiasm and commitment grown or diminished?
- f. Have you experienced any particular events that have demoralised you, encouraged you or surprised you?
- g. In your last e-mail you expressed concerns on three issues

(Specific concerns mentioned by specific respondent)

Have these concerns diminished, increased or been replaced by others?

Looking forward to hearing from you,

Richard.

The third e-mail. December.

Good morning -----,

How are things?

(Mention some specific features sent by the respondent)

Generally, now that you are nearly at the end of your first term, and you must be looking forward to the Christmas break, could you reflect back on this term.

1. Would you now describe yourself as a competent capable teacher?
2. Who has been the greatest source of help to you when you had problems?
3. What have been the highpoints and the low points of the term?

4. What has changed for you most since September? e.g. ability, confidence, knowledge, expectation, hopes, concerns, ambitions?
5. Is there anything else about your life as a teacher that you think is important?

I look forward to your reply. Remember this is part of a Research Project and is entirely confidential. I really do appreciate you giving me this valuable information. If (at any time) you wish to see my collected notes from you, just ask.

Thanks again, (and have a good holiday and Merry Christmas),

Richard

The fourth e-mail. January.

Happy New Year -----,

Hope all goes well in your career this year.
I have just a couple of questions for you this time.

1. Now that you are back after Christmas are you full of optimism for the New Year, or have you still got a touch of the “post holiday winter blues” that affects many of us at this time of year?

2. You have now completed more than a term of teaching. Could you estimate what percentage of your time at school might be described as “sufficiently enjoyable or rewarding” for you? A difficult question, I know, but could you hazard a guess? e.g. over 75% or 50% or less than 10%?

Looking forward to hear from you soon.

I will be in touch again nearer to Easter.

Thanks,

The fifth e-mail. March.

Good Morning -----,

We have not spoken since January.

How are you and how is the job?

It has been a short term and Easter holidays are almost here! Can you spare a little time for a few more questions?

I must, once again, stress the confidentiality of your response to me, and thank you for the information so far.

The general questions now are:

1. Are you happy with the progress you have made in your career so far?
2. Can you name one high point and one low point, during the past two terms? Were these particularly satisfying or dissatisfying?
3. Have you chosen the right career?
4. Will you be teaching for another 5 or 10 years, or the rest of your life?
5. Is your school OK for you, or are you thinking about moving schools at some point?
6. If you are thinking about moving schools, then when and why?

Please feel free to add anything else you think is relevant.

I look forward to hearing from you.

Thanks in anticipation!

Richard.

The sixth e-mail. June.

Good Morning -----,

The academic year is rapidly coming to an end! Doesn't time fly? This is likely to be my last e-mail to you this year. Thank you very much for all your communications over the past 12 months. Would you like me to send you a summary of my notes (relating to you)? Let me know if you would.

Here are the last few questions.

1. Has your year been better or worse than you expected?
2. If you could change one thing about the last 12 months what would it be?
3. Suggest one (or two) ways to improve the NQT system.
4. Are you a satisfied teacher, or a frustrated teacher, or an angry teacher, or a happy teacher? Can you describe yourself?

<i>Rate yourself honestly for the last year</i>	Very Low	Quite low	So so	Quite high	Very High
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Your level of enjoyment.

Your level of job satisfaction.

Your ability as a teacher.

Finally I would dearly love to continue with these e-mails with you over next year. May I continue to contact you a couple of times next year?
Thanks again.

Looking forward to hear from you,

Have a nice summer.

Richard

The 7th e-mail. September.

Morning -----,

Hope you had a good summer.
Are you back at school already?

Information required if you can spare a moment or two!
Hope you can?

1. Starting your second year! How do you feel?
2. Confident, worried, enthusiastic? Better than this time last year? Or worse?
3. Do you have any short/medium term ambitions at present in relation to your job?

Generally I would like to know how you feel about your career at this stage.

Look forward to hearing from you,

The 8th e-mail. October.

Good Morning -----,

Half term approaches! Doesn't time fly when you are enjoying yourself? Don't answer that one!

I hope things are OK with you and you have a little time to consider three **key** issues.

- a. Has the management at your school had a significant influence on you levels of job satisfaction? This could be the Head, the Deputy Head or the Head of Department. If so, then can you give me an example?
- b. What is your perception of the job satisfaction of your fellow teachers? Are they more or less content than you, more or less frustrated than you, more or less involved than you?
- c. Do you think your personal life has had a significant impact on your levels of job satisfaction? This could be in relation to a partner, your family or friends. If so, then can you give me an example?

Please also feel free to add anything about the job that you think might be relevant.

I know these are difficult questions, but I have really valued your responses to date.

Remember your replies are absolutely CONFIDENTIAL.

I look forward to hearing from you,

Richard

The 9th e-mail. December.

December already!

I realise it's a busy month at the end of a busy term.

Have you got a couple of minutes to reflect/report on three issues?

1. Would you say you are "involved" in school life? i.e. things like extra curricular activities, lunch time clubs, social outings with other staff, parents association events, etc. Are you happy with your level of involvement?
2. Are you learning to live with the down side of being a teacher? (if there is one!) i.e. those days when things go wrong, pupils misbehave, the marking pile gets higher and the administration seems unnecessary? How do you manage those days?
3. Have you any NQTs in your school that started last September? If you have had any contact with them, how do they compare with you, at this time last year? Are they more concerned, anxious, relaxed, confident? What are your perceptions?

As always, if you have experienced any issues that have affected your level of job satisfaction, I would love to hear of them.

Have a Merry Christmas and a good break from school,

Richard

The 10th e-mail. January.

Good Morning and a Happy New Year.

I hope you had a good break.

I shall be in touch later this term.

For now, just one question.

How do you feel at the start of 2003 about your career? Fresh optimism? A surge of adrenalin? Or something less positive?

Richard

The 11th e-mail March.

Good Morning -----,

It seems a long time since we spoke! Easter holidays are not far away. A few more thoughts, if you have time.

This part of the research is due to end in June, so we are approaching the last couple of communications. Remember you might want me to send you a summary of your replies to me over the past two years. Let me know, if you do, and I will send them when we are complete.

- a. Would you advise a very good friend to join the teaching profession? What are your reasons, briefly?
- b. Would you want your children to become teachers, in the current circumstances?
- c. Looking back over the last 18 months, who would have been the best person to act as mentor/personal tutor/adviser to you? Would it have been the head, the head of department, an experienced teacher or another NQT? Is it a matter of ability, experience or personality?
- d. How important is teaching observation to you? Either being observed or observing others? What benefits does it bring?
- e. How often do you think about leaving the teaching profession?

Every day	Most weeks	Once a month	Once a term.	Occasionally	Hardly ever	Never.

I realise that the questions are needing some thoughtful consideration now, but let me assure you, that you are providing invaluable insights.

Looking forward to hearing from you,

Thanks again,

Richard

The 12th e-mail June.

Final Four Questions!

This may be our final communication. Officially this part of the research is at an end. You have been good enough to give me information over the past three years, for which I will be eternally grateful.

However I feel I “know” you to some degree, and am interested in your future, so it is a shame to say goodbye. If you would like a final copy of this research (when it is completed) then let me know. If I can be of help to you at some stage, or you wish to contact me, for any reason, then please do so.

Here are the final set of questions for you to complete your part in the research.

1. At this moment in your career how do you feel?

Please rate the following from 0 to 4,
 where 0 = Not at all, 1 = Somewhat, 2 = Quite a lot, 3 = Very, 4 = Extremely.

	Your Score.
Successful	
Satisfied	
Hopeful	
Ambitious	
Angry	
Exhausted	
Frustrated	
Important	
Respected by colleagues	
Respected by pupils	
Respected by the public	
Fulfilled	
Confident.	

Please add further comments if you wish:

h. What are the important things that affect your life as a teacher?

Please rate the following from 0 to 4,
 where, 0 = Not important at all, and 4 = Extremely important.

	Your Score
Salary	
Attitude of colleagues	
Bureaucracy	
Social interaction	
Management of the school	
Respect from the public	
Respect from pupils	
Respect from colleagues	
Having sufficient time	
Workload	
Pupil success	
Pupil behaviour	
A happy private life	
Government initiatives	

Do some of the above items have **both** a positive **and** a negative effect on your life as a teacher? If so, which ones? Please add further comments if you wish.

3. Every job has good times and bad times. What proportion of your time at school are bad times?

less than 10%	11 to 25%	26 to 40%	More than 40%

4. Describe three changes that you would make to your school or the educational system in this country to make a teacher's job more fulfilling.

A.
B.
C.

Please add further comments if you wish.

Name: _____

Thanks again.

Richard

An additional communication was sent in March of their third year of teaching to those case study teachers who had communicated throughout their first two years. The e-mail was to feedback to them their own force field model, and ask for comments on the validity of the summary.

The 13th e-mail. March of the teacher's third year.

You may remember me!

You gave me a lot of help and information over the last few years that is helping the research, that I am involved with.

I would value your opinion on part of the analysis that involves the data you supplied.

Over your first two years of teaching there were some forces/factors that influenced your decision to stay in teaching. There were some other influencing factors/forces that might have persuaded you to leave the profession.

The list relating to the information you sent me is listed below.

Looking back, do you think this a reasonable reflection on things as they were.

Any comments would be welcome, (in the usual strictest confidence).

Driving Force for career change.

(Listed items for the individual.)

Restraining force for career change.

(Listed items for the individual.)

How are things generally?

Richard

Appendix 3. Case study summaries.

Career Position	LC	Positive	Negative
PGCE	Start	Optimistic.	Admin and pay.
	End	More positive	Expects 40% bad times
NQT	August 2001		Disappointed with Scheme of Work and resources.
	November	Head of Department does support. Art club is the only good part.	Pupil disruption. No respect. Problems with Head of Department. Cannot get into routine. Poor resources
	December		
	January	Supported by other teachers. Good art club.	Exhausted, stressed, depressed. Pupil behaviour. Wonders about her future.
	April	A good year 10 group.	Wants to leave because of pupil behaviour and lack of respect.
	June		Excessive admin. Head criticises LC. Has applied for another job
Second year of teaching	September	Fells happier and more comfortable. Enjoying being a year 7 tutor.	Excessive bureaucracy of new systems. Head criticises all teachers.
	October	No reply	
	December	No reply	
	January	No reply	
	March	No reply	
	August	Sees a faint light at the end of the tunnel.	Feels unfairly treated. No teamwork. Poor Head. "Dream gone wrong"

Career Position	DW	Positive	Negative
PGCE	Start		
	End	Optimistic, positive and ambitious.	
NQT	September 2001	Excited, enthusiastic and apprehensive.	
	October	Very positive and energetic. Compliments from all sides.	Older staff not helpful.
	December	Committed and confident. Good supportive department and head. Good feedback.	A year 10 group behaving badly.
	January	80% of time extremely rewarding.	
	March	Extremely happy. Gets a lot of fun out of it.	Older teachers have lost their enthusiasm. Might move schools to be nearer home.
	June	Better year than expected. Very high levels of enjoyment/satisfaction.	Occasionally very tired.
Second year of teaching	September	Changes schools to be nearer family. More responsibility. Has golden hello.	More behavioural problems than old school.
	October		Resentful of Head of Department who takes the glory. Older colleagues are fed up. She has no partner. The job affects her private life.
	December	No reply	
	January	Very involved in clubs and social life. New NQTs more sociable than older staff.	Some staff not motivated to run clubs. Some insane students causing stress, but keeps it to herself.
	March	A stressful packed year. Not unhappy at work.	Often thinks about leaving to be more involved in her art.
	June	She feels extremely successful and ambitious.	Too many teachers are past their sell-by date.

		Most important things are colleagues, money, respect from all, time, pupil success, happy private life.	
--	--	---	--

Career Position	EA	Positive	Negative
PGCE	Start	Positive, optimistic	
	End	Very positive, optimistic and enthusiastic.	Time
NQT	August 2001	Confidently enthusiastic.	Fears about time, responsibility and course content.
	October	Time is OK. Supportive department.	Exhausted. Photocopying procedures.
	December	No major problems. Feels confident and comfortable.	Tired. Head of year 11 does not give support.
	January	A good first week back.	Has been ill over Christmas.
	March	Plans well. Enjoyed parents evening. This term is easier and less stressful than last term.	Off with a virus for a few days. Department is understaffed.
	June	Time is not a problem. She is a "happy teacher".	Minor things e.g. lack of equipment and untidy classrooms.
Second year of teaching	September	Loves teaching. Never gets bored.	
	November	Gets plenty of support from friends and boyfriend.	Head of Department unhelpful due to being disorganised.
	December	Less stress etc compared to last year. More confident etc.	
	January	Very positive.	
	March	Never considered leaving teaching.	Low pay
	June	Fulfilled	

Career Position	KB	Positive	Negative
PGCE	Start		
	End		Admin and pay.
NQT	August 2001	Hopeful but concerned.	Feels unprepared and worried about course content and behaviour.
	October	Enjoys pupils and teaching. Has a good mentor.	Has had time off with a cold. Exhausted. Has no base classroom, which causes problems.
	December	Mentor is nice but inadequate. Still enjoys some classes.	Has been off ill again. Considering leaving. Has lost confidence. Feels she is a baby sitter. Inadequately supported. Worn out.
	February	Still loves the pupils, when in the classroom.	No training. Time wasting bureaucracy. Head of Department off with stress.
	March	Feels she has made progress.	Considering becoming an Educational Psychologist. Her mentor has not kept a confidence. Feels victimised by colleagues.
	June		Overworked and unsupported. Needs a new school.
Second year of teaching	September	Apprehensive but OK. Made some friends she can trust.	Father died. Hopes to move schools at the end of the year.
	October	Her partner is supportive.	Decisions without discussion. Buck passing. Frustration. Feels unsupported at school.
	December	Involved in extra curricular activities. More support.	Does not want to socialise with staff. Marking and time.
	January	Loves to teach.	Exhausted
	March	Can be a fantastic buzz. Only thinks of leaving when she is "skint"	Brother died in car crash. Pay.
	June		

Career Position	GE	Positive	Negative
PGCE	Start	Positive and optimistic.	
	End	More optimistic and positive.	
NQT	September 2001	Enthusiastic, feels comfortable. Has a "brilliant Head of Department.	Hopes never to disappoint.
	October	Feels comfortable, useful and fulfilled.	Year 8 discipline is a minor concern. Coursework.
	December	Enjoying it. Feels comfortable and competent.	One demotivated, low ability group. Time.
	January	Optimistic and positive. Enjoys 75% of the time.	
	March	An excellent dept. Good parents evening.	A Y11 group not doing as well as they might.
	June	A year better than expected. No real discipline problems.	Occasionally frustrated and bemused.
Second year of teaching	September	Relaxed, calm and excited.	
	October	Committed staff and supportive management.	Occasionally resents all the evening work.
	December	Manages bad days well. Admin does not bother her.	Some irritating pupils, who know how to wind you up.
	January	In better spirits by day 4.	Felt down at the end of last term and was dreading going back.
	March	Enjoys the whole experience of teaching.	
	June		Would like more non-contact time.

Career Position	VW	Positive	Negative
PGCE	Start	Optimistic and positive.	
	End		A little more wary about respect and management.
NQT	September 2001	Excited, apprehensive and surrounded by supportive colleagues.	Concerns. "Can I teach". "I will have to live with my mistakes".
	October	Growing enthusiasm.	More demanding than rewarding. Not sure which colleagues she can trust. Exhausted. She has some discipline problems, but is tackling them.
	December	Happier. Support from colleagues.	Rarely sees mentor. An unruly year 13 class. Too much cover to do.
	January		
	March	Making progress. Sees pupil appreciation.	Has to take naughty pupils to the head.
	July	A good year.	Paperwork. Lack of support in the NQT programme.
Second year of teaching	September	Secure and confident. Not worried about discipline.	
	November	Quite satisfied with her career.	Annoyed with criticisms of teacher's holidays etc.
	December	Happy with her involvement in school life.	Bad days are compensated for by very good days.
	January	Optimistic.	Hears other teachers moaning and fears she will soon be like that.
	April	Feels she is helping pupils fulfil their potential.	Tired. Thinks about leaving once a month.
	June	Attitude of colleagues is important.	Bureaucracy. Need more non-contact time.

Career Position	MR	Positive	Negative
PGCE	Start		
	End	Reasonably confident and optimistic.	Administration.
NQT	September 2001	Coping well.	
	October	Comfortable. A rewarding job.	Surprised by lack of ability and commitment of some pupils.
	December		
	February		“Yearns for a return to the bad old days of caning wrongdoers”
	April	Enjoying the job. A new Head of Department has brought positive changes.	
	June	Happy with the job.	Frustrated by attitudes and behaviour of pupils and parents. Ideally would like more support.
Second year of teaching	October	Feels very positive.	Has less time than ever.
	November	The new Head of Department has made life more exciting.	Older colleagues can't wait to retire.
	December	Involved in school life. Feels capable of handling the negatives.	Time.
	January	Optimistic.	Tired.
	March		
	July	Time, behaviour, workload and a happy private life are most important.	

Career Position	JG	Positive	Negative
PGCE	Start		
	End		Time and pay
NQT	September 2002	Friendly staff and small classes.	Concerned with problem children, no schemes of work and assessment.
	October	Loves the classroom and is establishing herself.	Very tired, sometimes lonely and is already considering part time work.
	December	Has had some good feedback from the Head of Department. Students have done well.	Very frustrated, confused and annoyed at the management in the school.
	January	The pupils are great.	Fed up with the lack of direct feedback”
	May	“Things are fine”. She has had good reports, an observation that went very well and an inspection that only criticised “some unmarked books”.	Sworn at and hit by a pupil. Will go part time, because of her own family situation.
	August	Her year has been “not as bad as it might have been”	Needed more feedback.
Second year of teaching	September	Feels great and is much more confident.	Relationships with some of her new groups difficult
	October		
	December		The head and deputy are ridiculously aloof. “All stick and no carrot” Frustrated by management, ICT and other support staff and the lethargy of students. “I don’t think I have learnt to cope with it yet.”.
	January		
	March		
	August		Management are the key feature that has affected her work

Career Position	PD	Positive	Negative
PGCE	Start	Positive.	Administration
	End	Positive.	Time. Administration
NQT	September 2002	Positive and enthusiastic.	Fears he could be intimidated by staff meetings or parents evenings.
	October	Comfortable and confident	Pupils may be “cocky and arrogant”. One minor clash with a colleague.
	December		
	January	Comfortable in the job.	Some problems communicating with colleagues.
	April	Enjoys teaching and the school.	
	July	A better year than he expected.	A little frustrated at no A-level teaching.
Second year of teaching	September	Feels good about the new year.	Plans to see new responsibilities at this school (or another) next year.
	October	Feels very confident.	
	December	Feels welcome and involved.	
	January		
	March	A worthwhile job.	Would have liked a better mentor.
	August	JS index of 20	

Career Position	SB	Positive	Negative
PGCE	Start	Positive.	Administration.
	End	Positive.	
NQT	September 2002	Enthusiastic.	Concerned about classroom discipline.
	November		Stressed, tired and frustrated.
	December	Supportive department.	Has been off ill. Feels she has not progressed as she would have wished.
	January	Feels better than last term.	
	March	Reasonably happy with her progress.	Cried to a colleague after a bad lesson. Wants to move school.
	July		Tired and struggling with insufficient time.
Second year of teaching	September	Has moved schools and feels better than last year.	
	October	Better head, management and an understanding partner.	
	December	Feels part of the school community.	
	January	Enjoying teaching and motivated.	
	March	Finds teaching a stimulating job.	
	August	JS index = 18	

Appendix 4. Significant results found in PGCE quantitative analysis.

A summary of statistical significant Chi Square in the quantitative data collected on four occasions:

Q1 in Autumn 2000.

Q2 in June 2001.

Q3 in Autumn 2001.

Q4 in June 2002.

Q2 is a follow up questionnaire to the students first questioned in Q1.

Q4 is a follow up questionnaire to the students first questioned in Q3

There are 12 areas of analysis of 5 subgroups.

The subgroups are by location (X, Y or Z), gender (M or F), subject (arts or science), area (primary or secondary) and age group (under 25 or 25 and over).

A. Analysis between subgroups at Q1.

B. Analysis between subgroups at Q2.

C. Analysis of differences of Q1 to Q2 of subgroup response.

D. Analysis of differences of Q1 to Q2 of total response.

E. Analysis between subgroups at Q3.

F. Analysis of differences of Q1 to Q3 of subgroup response.

G. Analysis of differences of Q1 to Q3 of total response.

H. Analysis between subgroups at Q4.

I. Analysis of differences of Q3 to Q4 of subgroup response.

J. Analysis of differences of Q2 to Q4 of subgroup response.

K. Analysis of differences of Q3 to Q4 of total response.

L. Analysis of differences of Q2 to Q4 of total response.

The following questions are found to be significant at a 0.05 level of significance using Chi Square.

It is recognized that Chi Square is not an appropriate statistic for measuring change within a group, that has occurred over a period of time, when the constituents of the group may have altered. However it has been used as an indication of differences between “observed” frequencies in the second questionnaire, and “observed” frequencies in the first questionnaire. There is no claim for statistical change for analyses C,D,I,K

On the following page the numbers indicate the question number that resulted in a probability the results had not occurred by chance, using Chi Square at 0.05 level of significance.

Total	Location	X	Y	Z	Gender	M	F	Subject	A	Sc	Area	Pr	Se	Age	1	2+3
A	1,3,4,6,8,9,10,13,15				1			13			3,4,10,13,15			3		
B	1,2,3,4,5,6,9,10,11,13,15				1,16			3,5,6,11,13			10,13,15			10,13,16		
C		1,4,5,9,10	4,5,7,14,15,16	4,5,6,13,15		4	4,5,10,11		4,5,11	4		14	4,5,10,11,15		4,5,10,13,16	4,13
D	4,5,10															
E	4,7,9,10,11,13,				17			2,4,6,10,11,13			7,9,10,13			2,3,5		
F		1,5,6,9,10,11	4,5,9,10	7,13,15			2,3,5,9,10,11,7		2,3,5,9,10,11	5,17		9,10	2,5,9,10		3,5,7,9,10	2,4,10
G	2,3,5,9,10,17															
H	1,4,7,8,10,11,13,14,15				5,6,9,11			8,10,11			3,4,8,10,13,14			3,5,8		
I		1,4	2,4,7	4,13,15		4,6,7,13	4,7,13		4,6,7,10,13,16	4		3,4	4,6,7,13,16		7,4,13	4,6,17
J		3,13	1	15		8,9	3,6		3	8		3,8	6,13,14		2,3,13	6,8,10,16
K	4,6,7,8,13															
L	3,6,8															

A summary of those questions that showed a significant difference between subgroups at each quantitative data collection point in the PGCE years.

	Location	Gender	Subject	Area	Age
Autumn 2000	<u>1</u> , 3, <u>4</u> , 6, 8, <u>9</u> , <u>10</u> , <u>13</u> , <u>15</u>	1	<u>13</u>	3, 4, <u>10</u> , <u>13</u> , 15	<u>3</u>
June 2001	<u>1</u> , 2, 3, <u>4</u> 5, 6, <u>9</u> , <u>10</u> , <u>11</u> , <u>13</u> , <u>15</u>	1, 16	3, 5, 6, <u>11</u> , <u>13</u>	<u>10</u> , <u>13</u> , 15	10, 13, 16
Autumn 2001	<u>4</u> , 7, <u>9</u> , <u>10</u> , <u>11</u> , <u>13</u>	17	2, 4, 6, 10, <u>11</u> , <u>13</u>	7, 9, <u>10</u> , <u>13</u>	2, <u>3</u> , 5
June 2002	<u>1</u> , <u>4</u> , 7, 8, <u>10</u> , <u>11</u> , <u>13</u> , <u>14</u> <u>15</u>	5, 6, 9, 11, 13	8, 10, <u>11</u> , <u>13</u> ,	3, 4, 8, <u>10</u> , <u>13</u> , 14	<u>3</u> , 5, 8

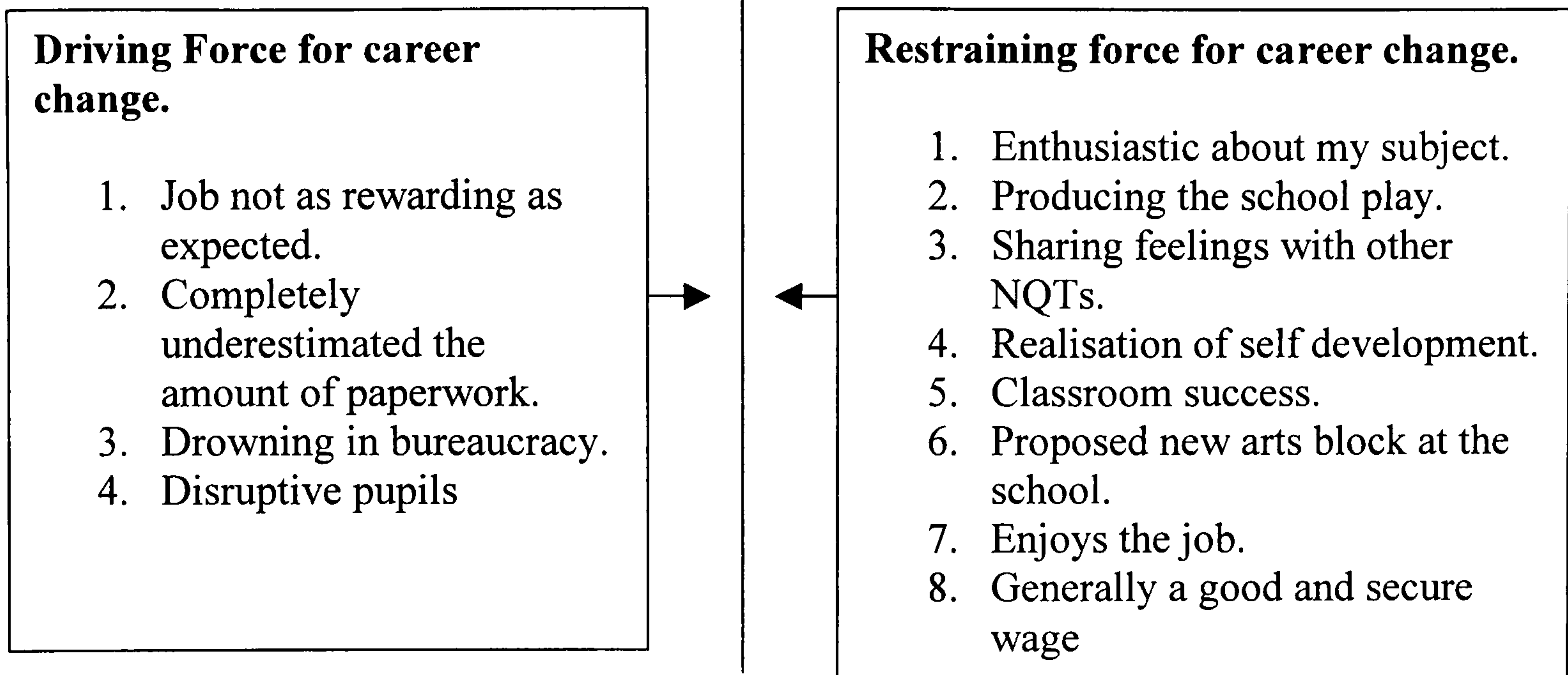
Bold and underlined implies significant on all 4 questionnaires.

Underline implies significant on 3 questionnaires.

Appendix 5. Force Field Analysis of all the Case Study respondents.

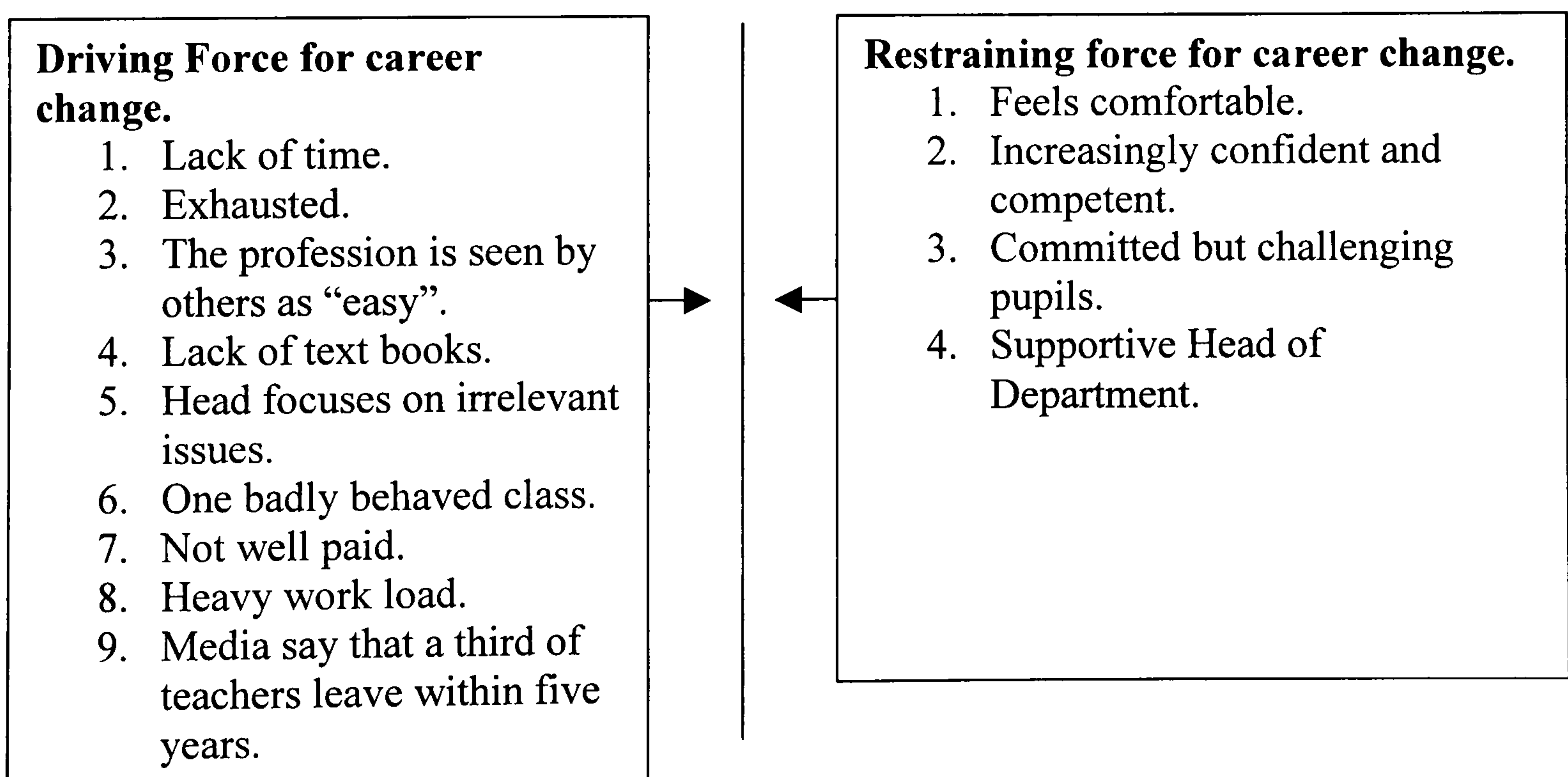
Force Field Diagram for MB

EQUILIBRIUM



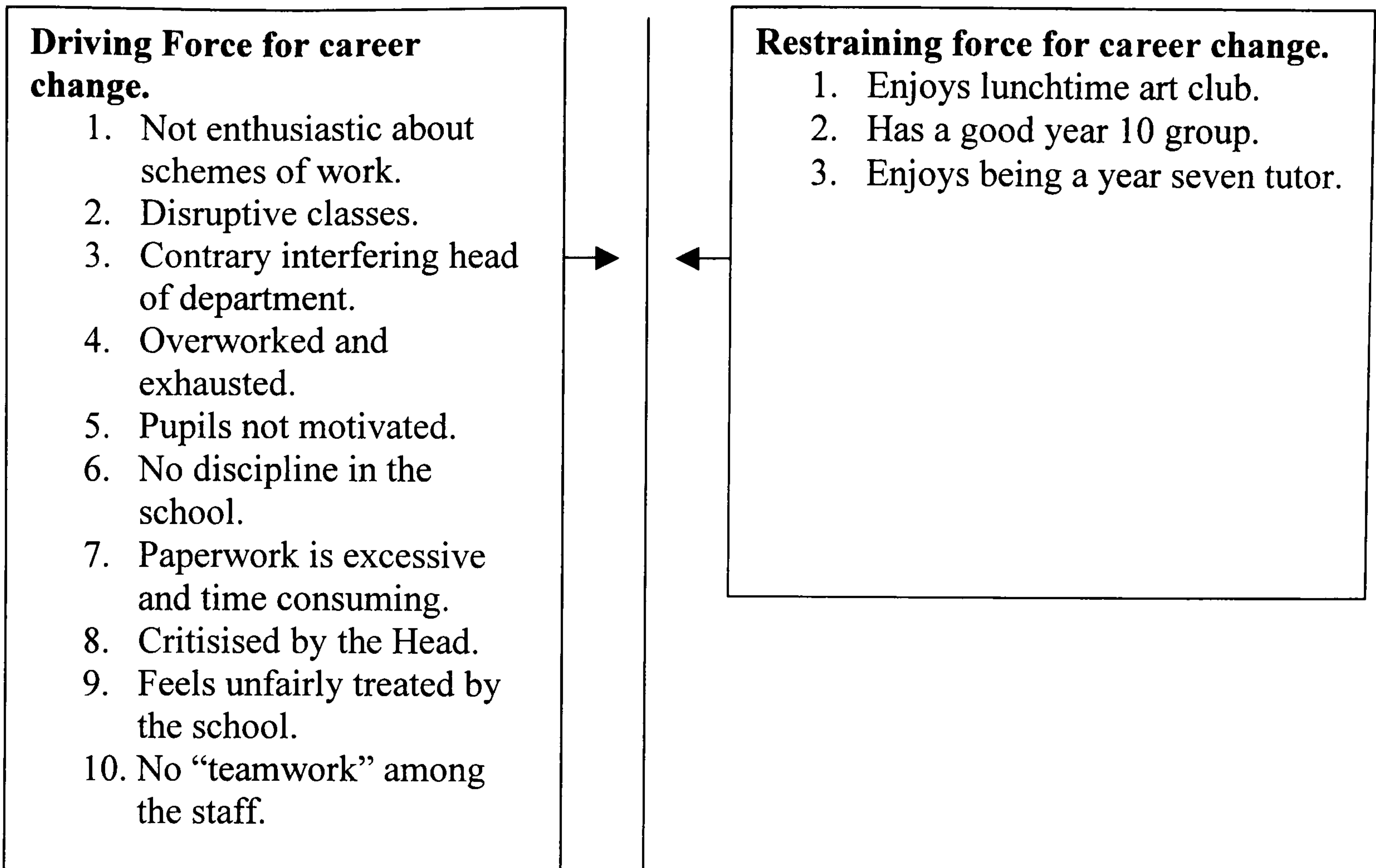
Force Field Diagram for FH

EQUILIBRIUM



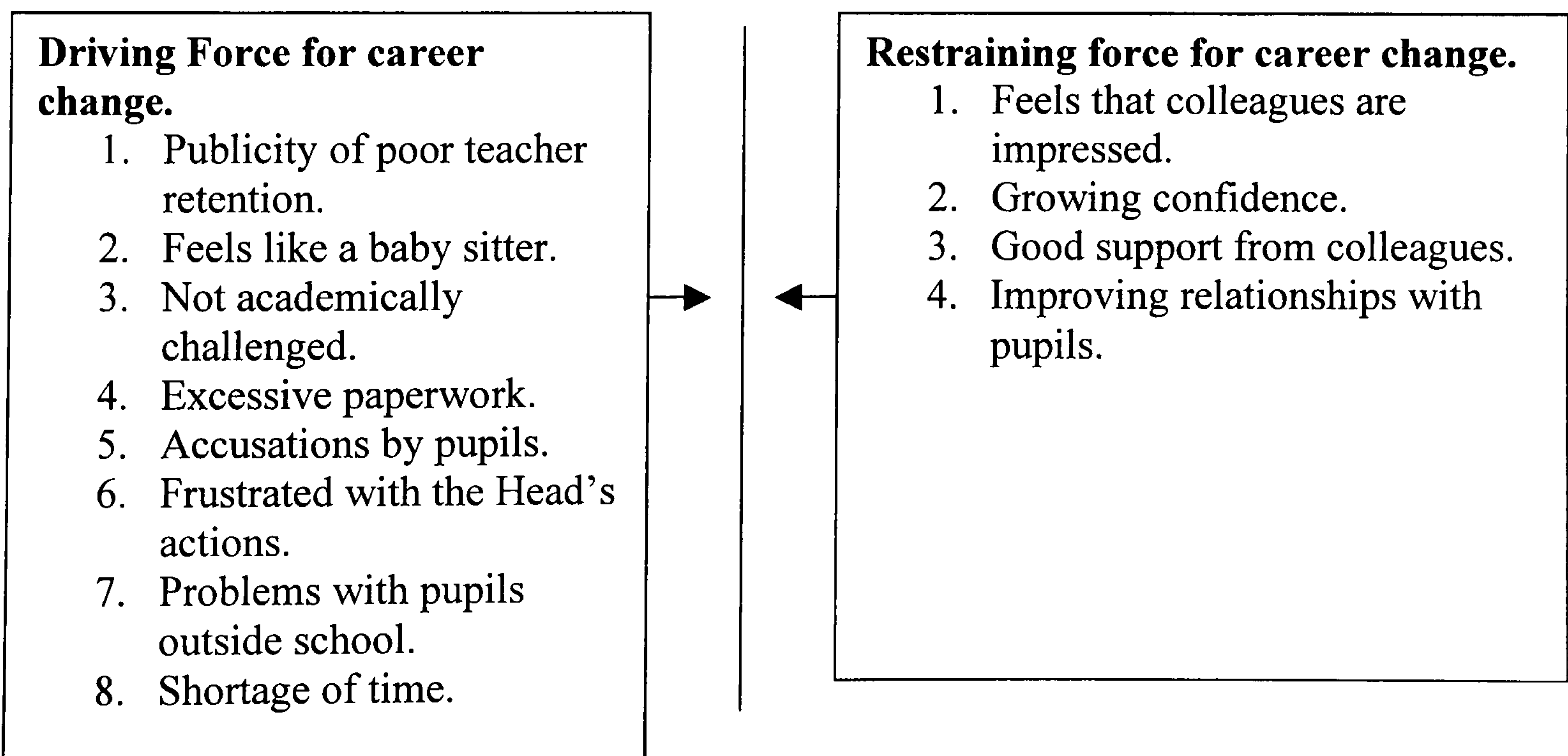
Force Field Diagram for LC

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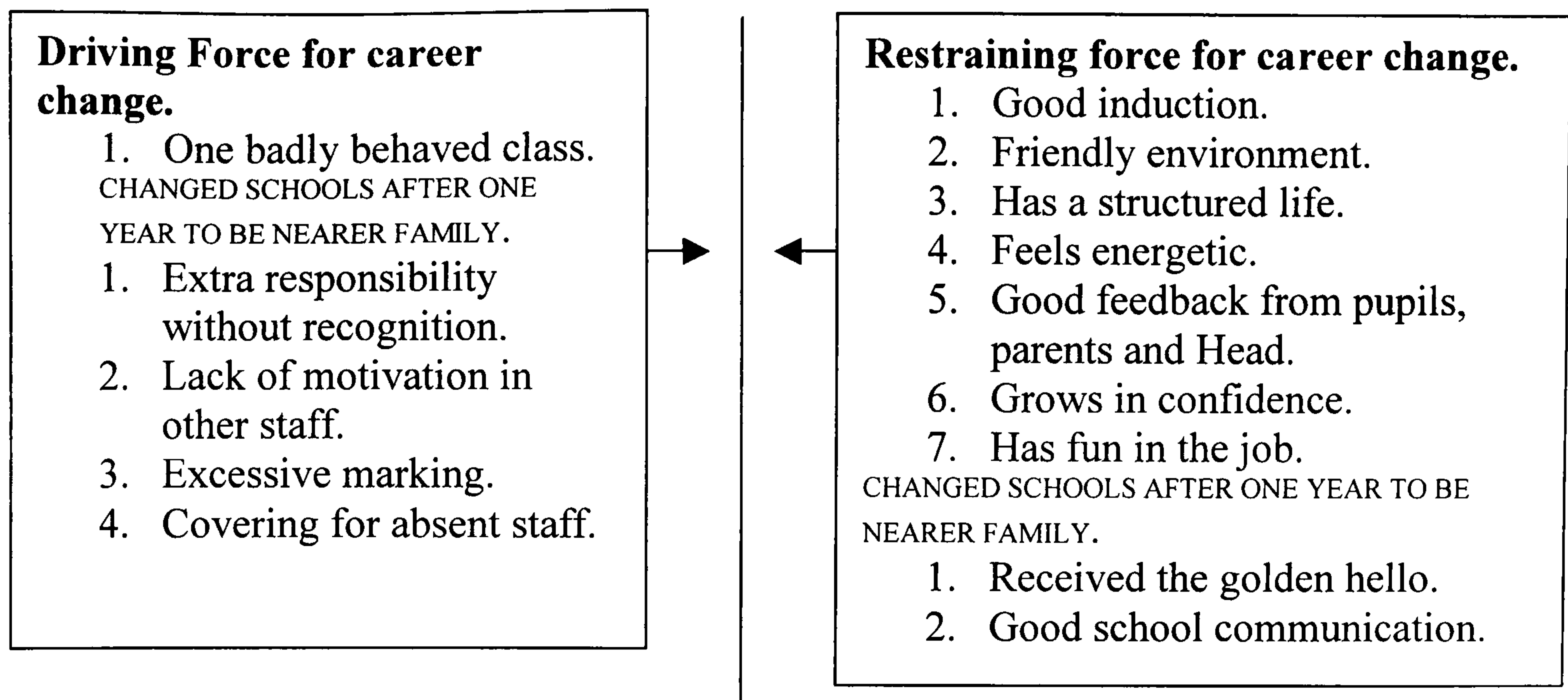
Force Field Diagram for BH

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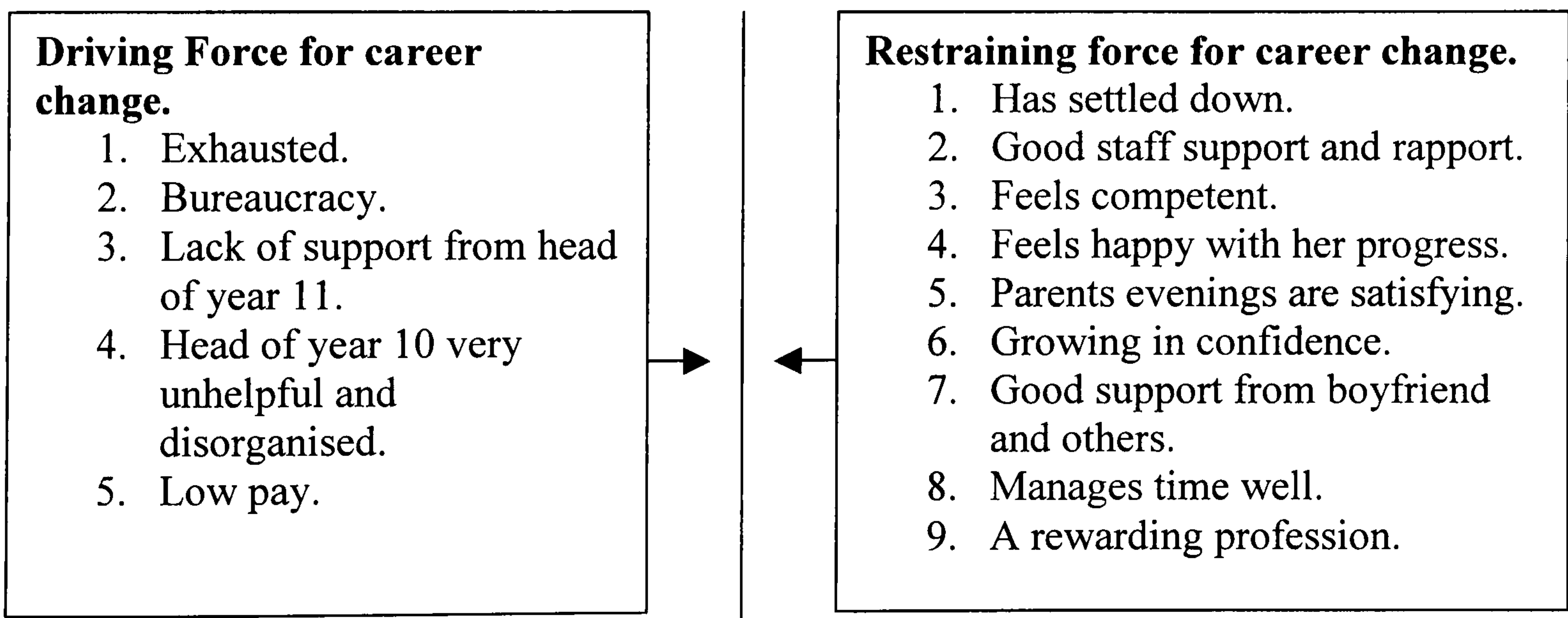
Force Field Diagram for DW

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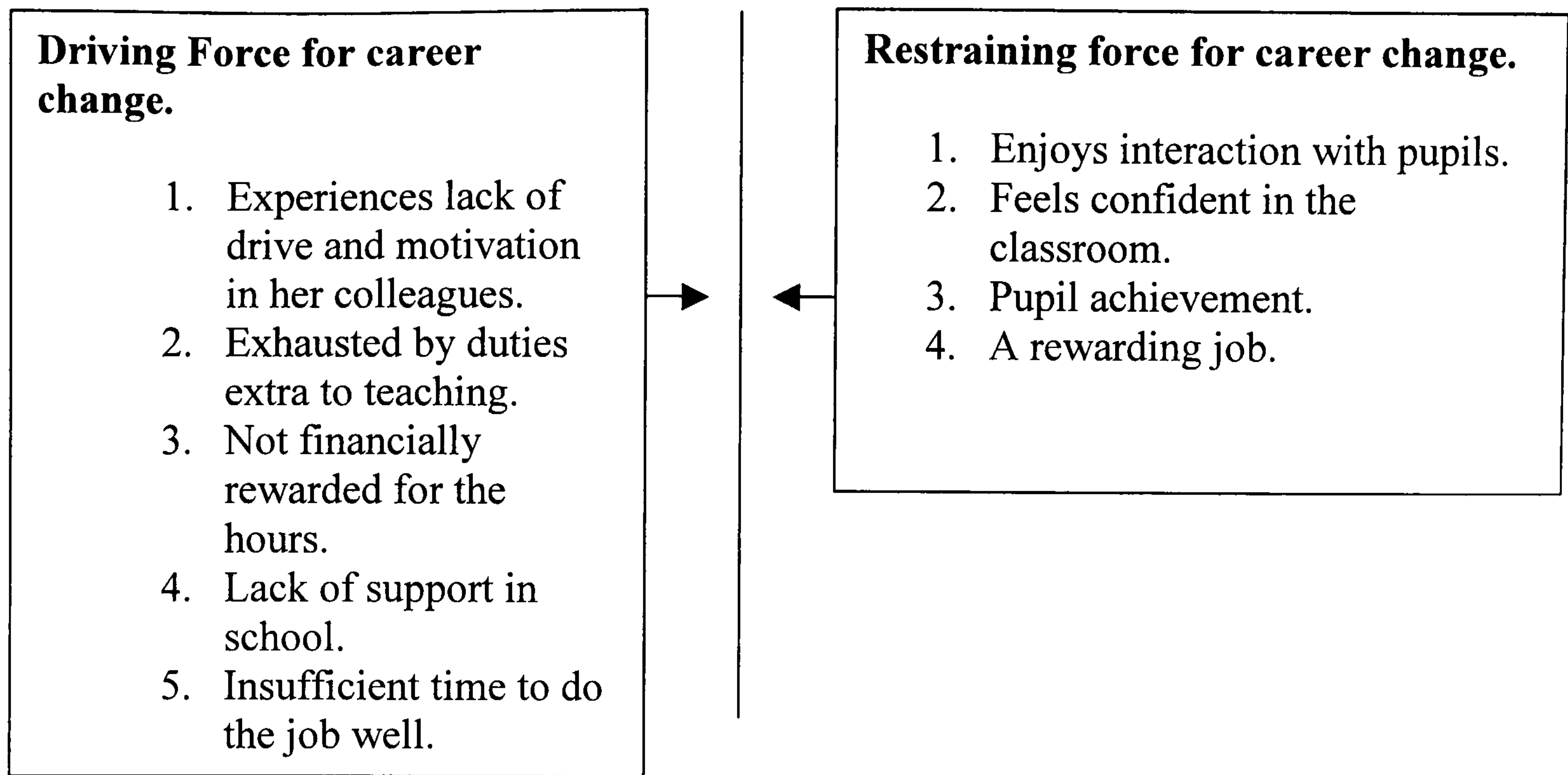
Force Field Diagram for EA

EQUILIBRIUM



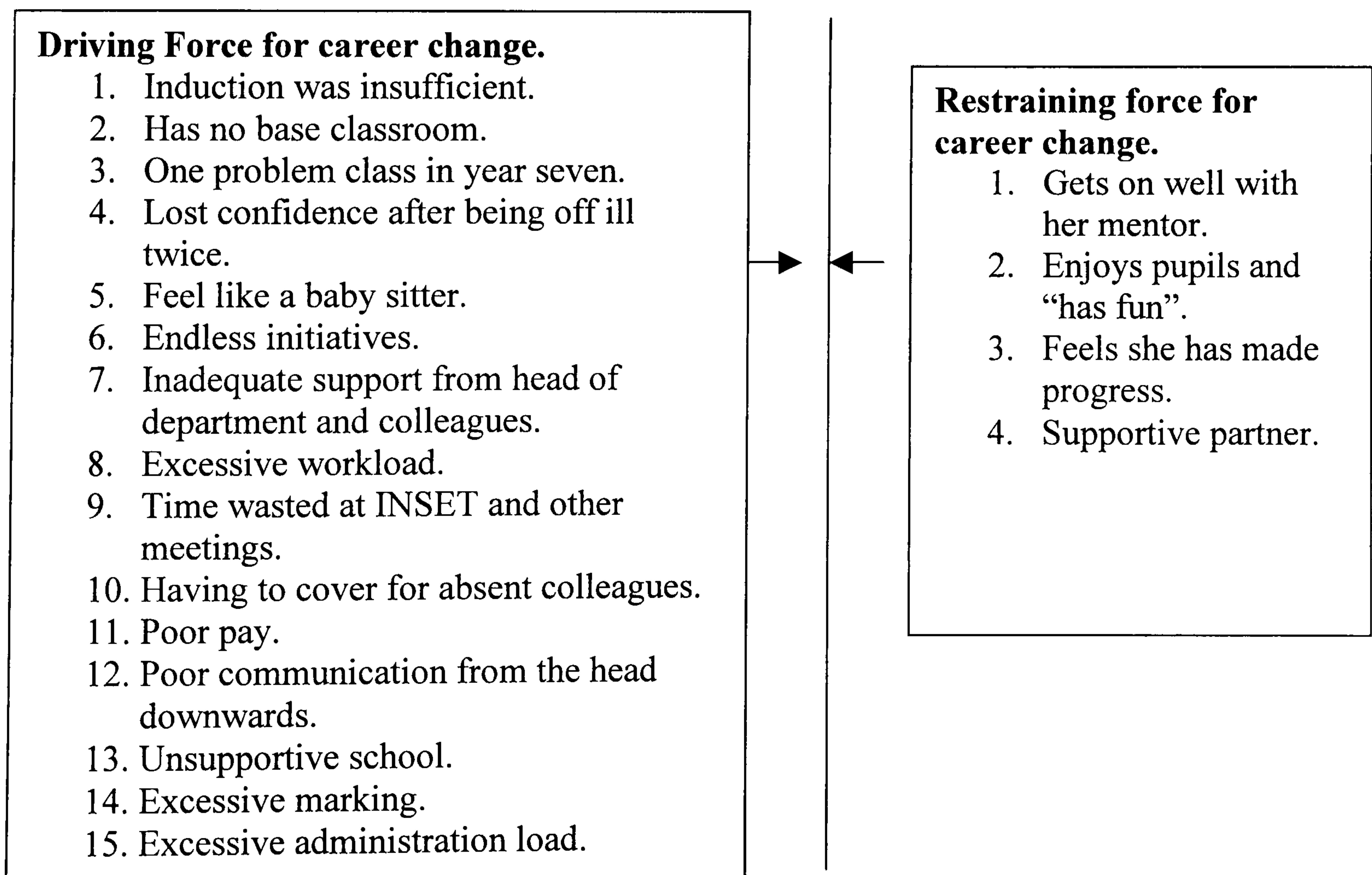
Force Field Diagram for CC

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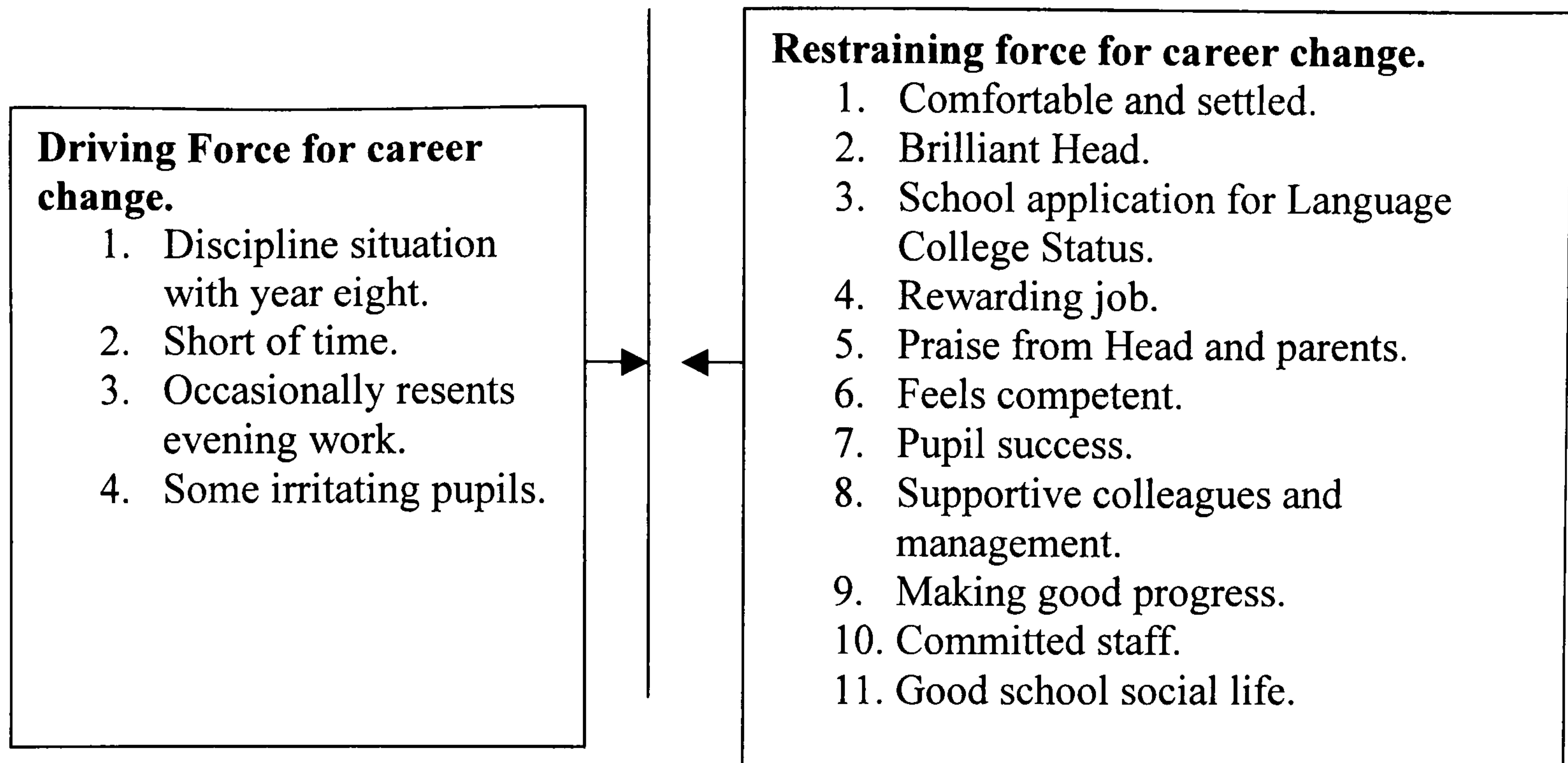
Force Field Diagram for KB

EQUILIBRIUM



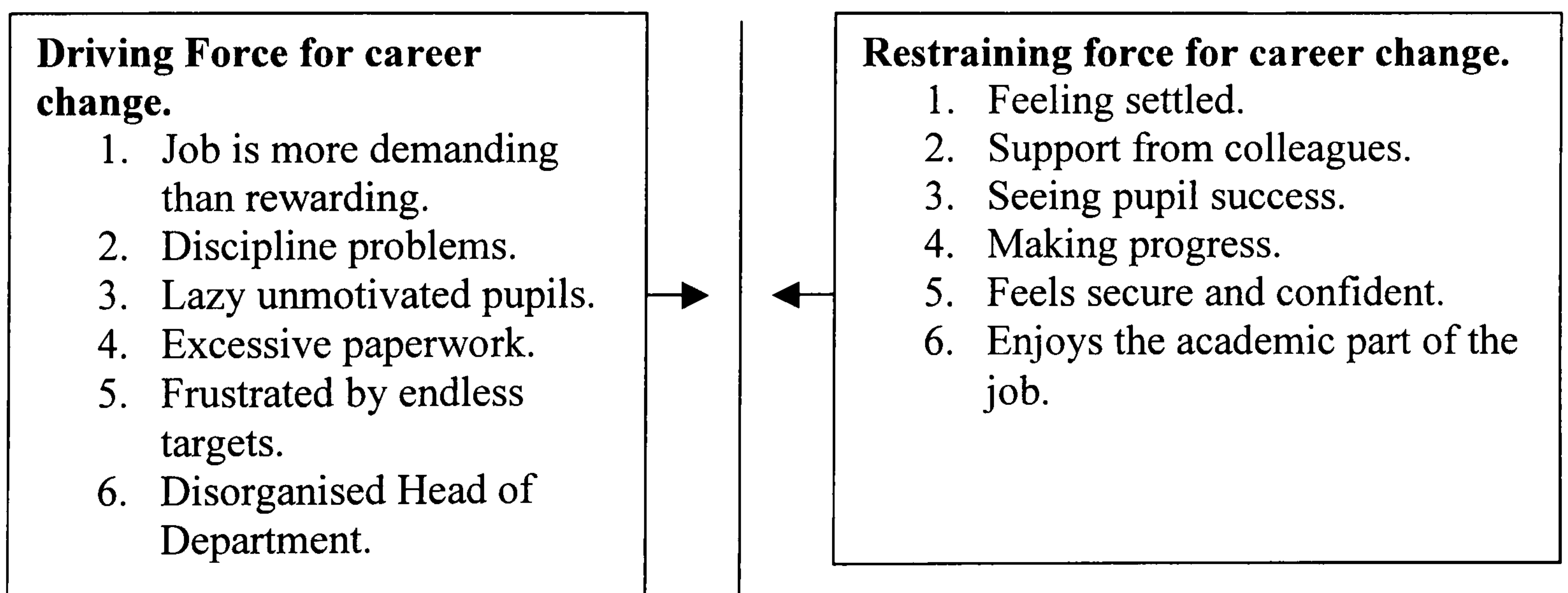
Force Field Diagram for GE

EQUILIBRIUM



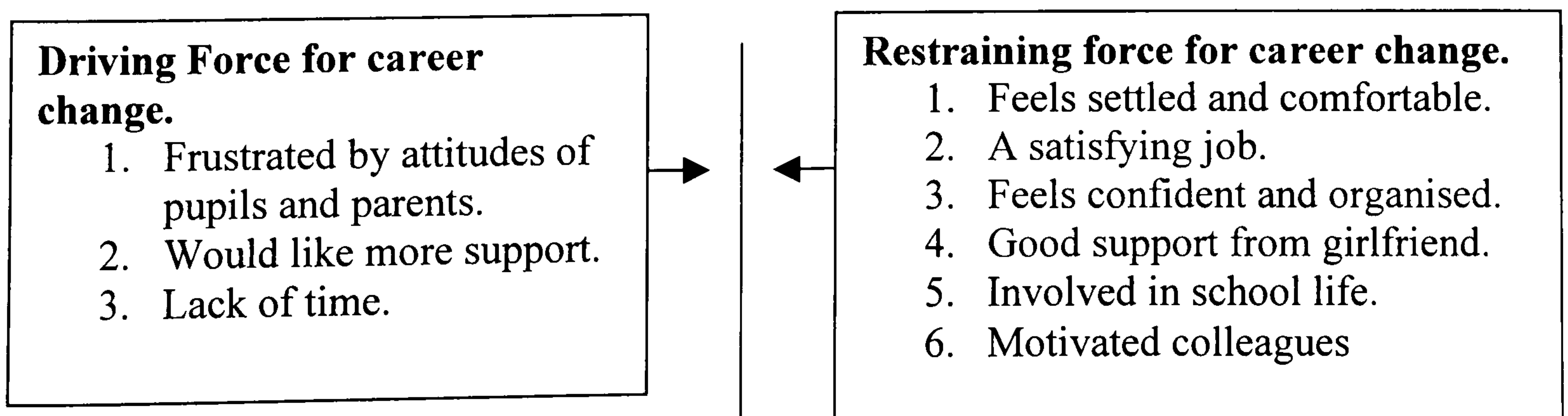
Force Field Diagram for VW

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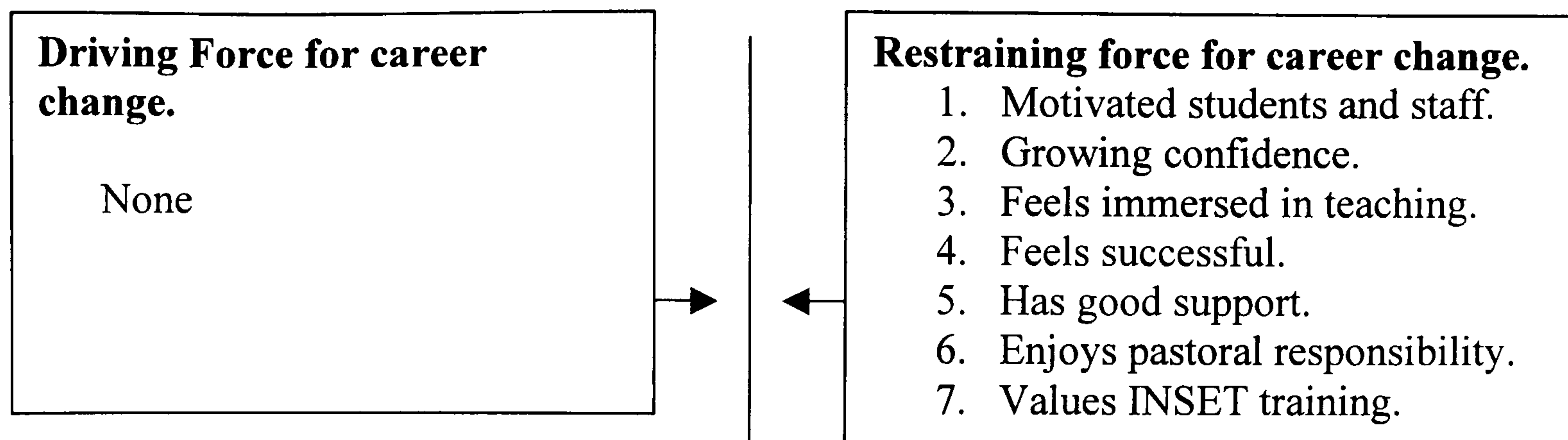
Force Field Diagram for MR

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Force Field Diagram for CG

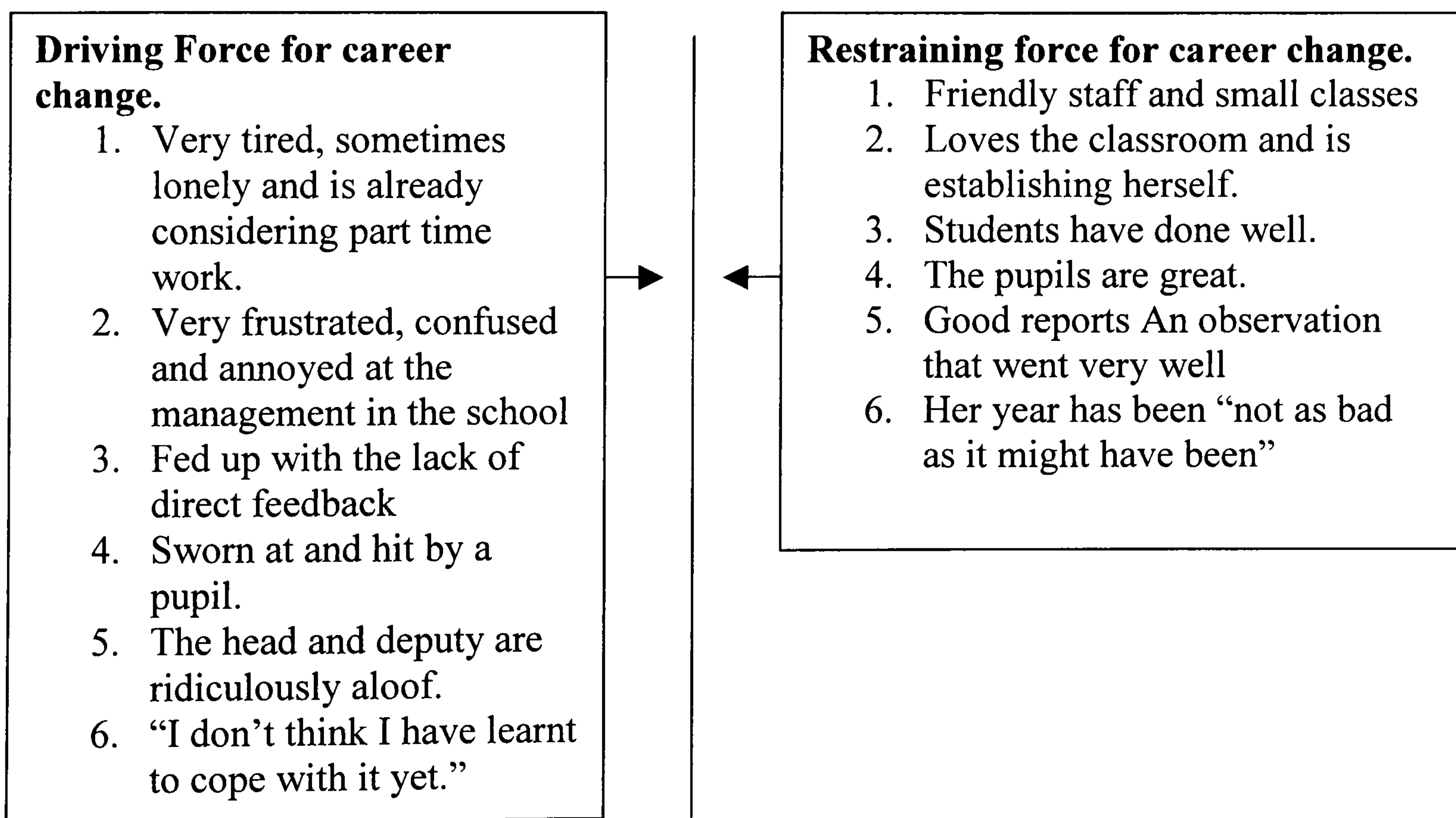
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The Second Group.

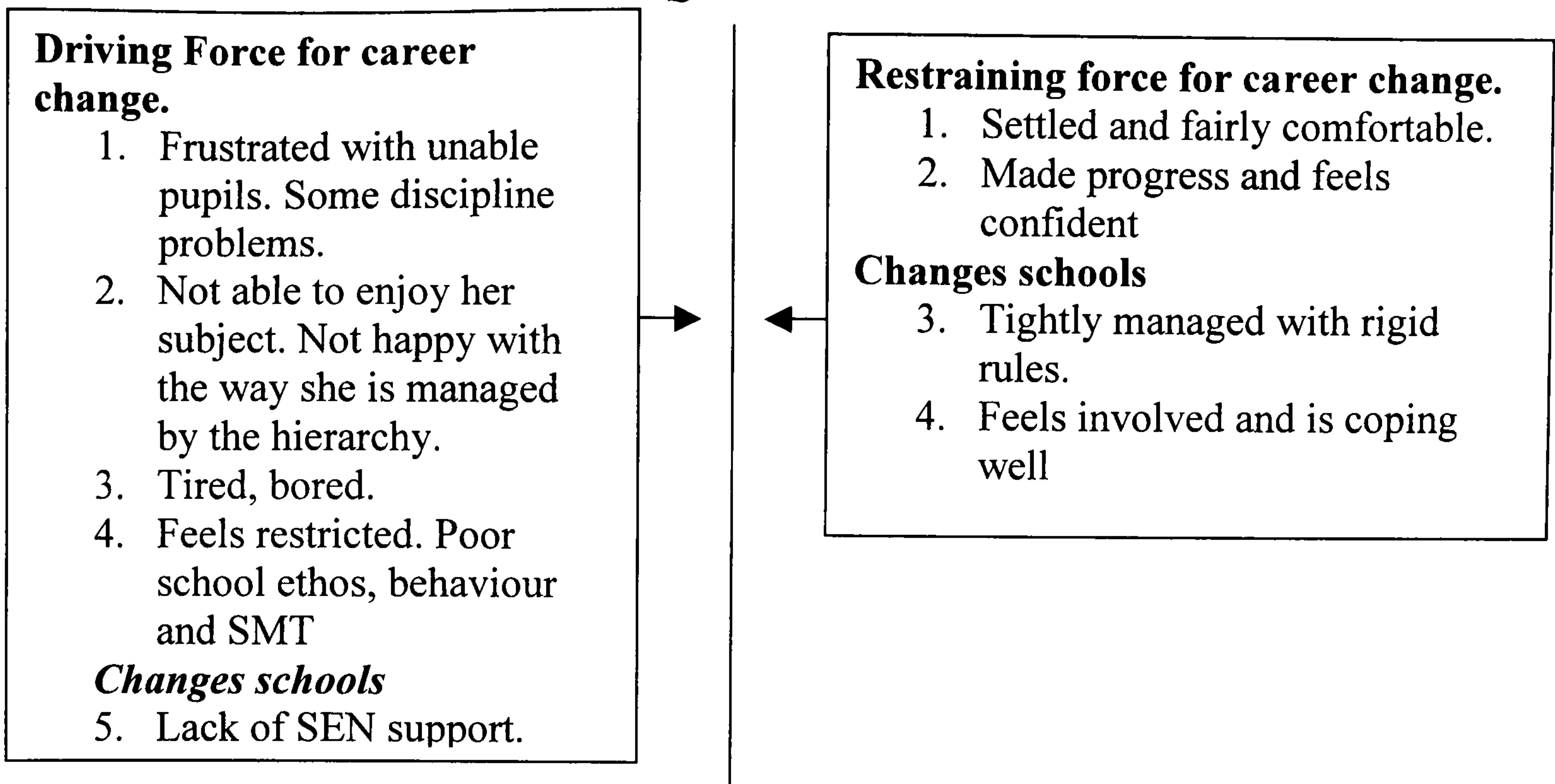
Force Field Diagram for JG

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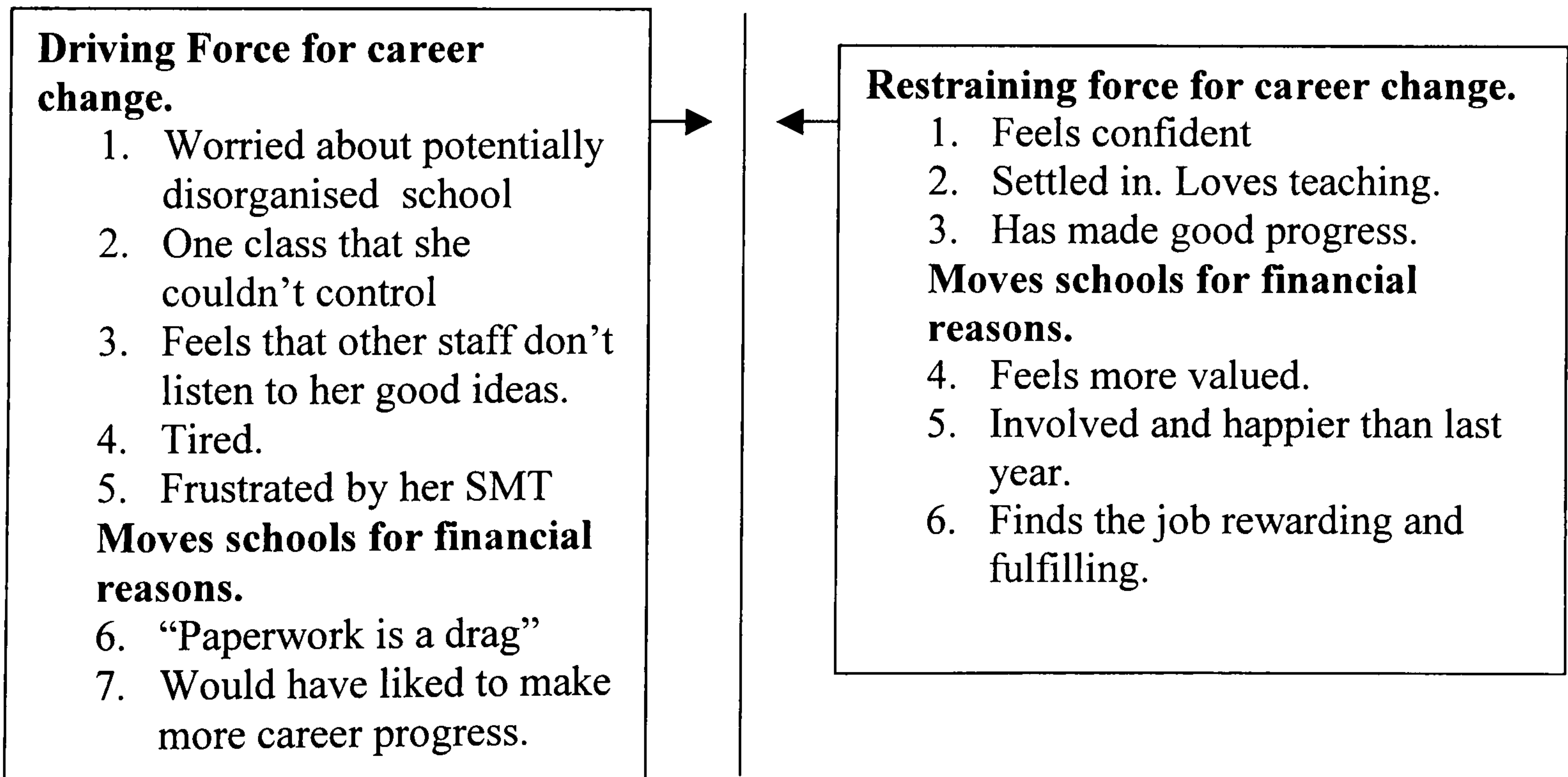
Force Field Diagram for ZH

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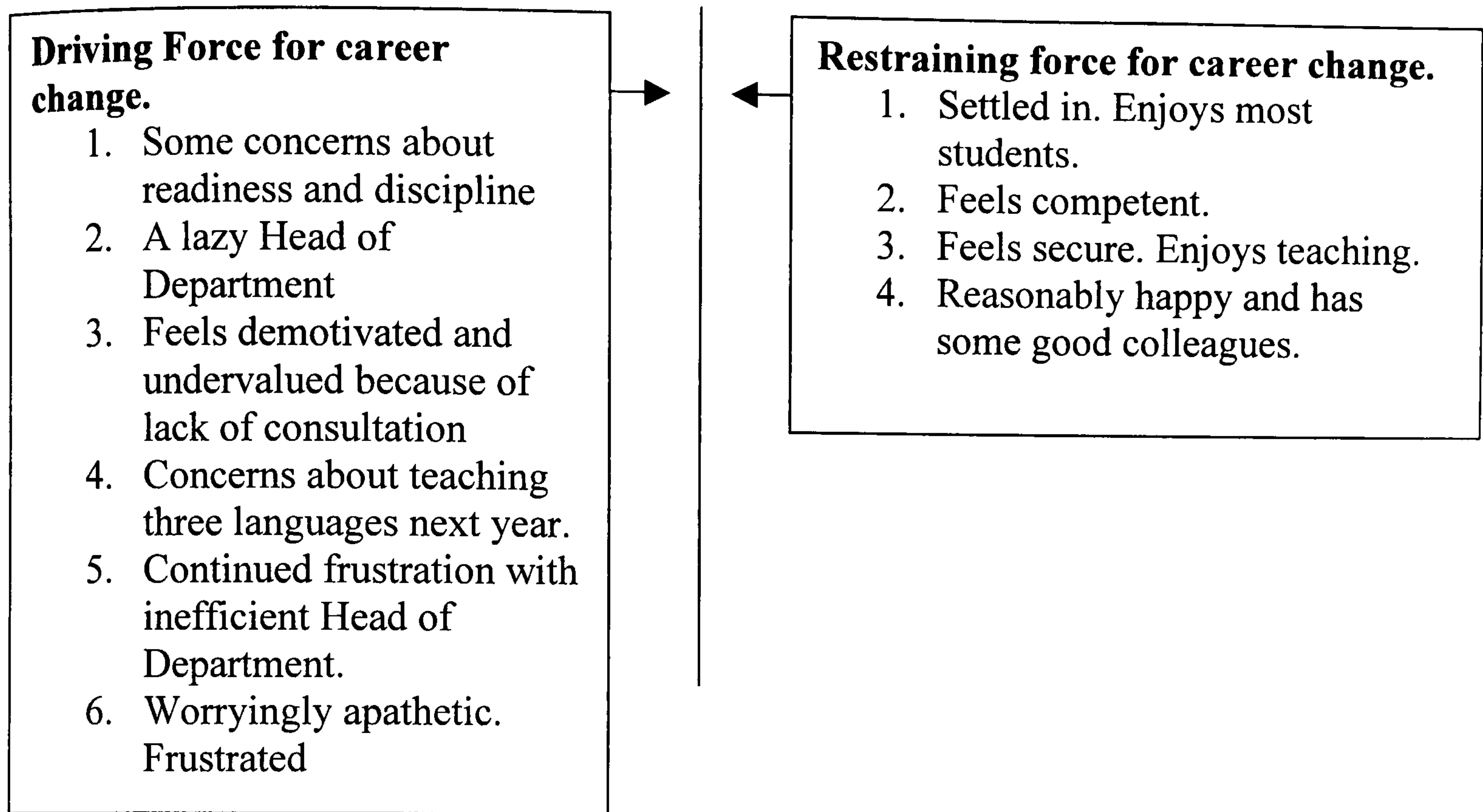
Force Field Diagram for KM

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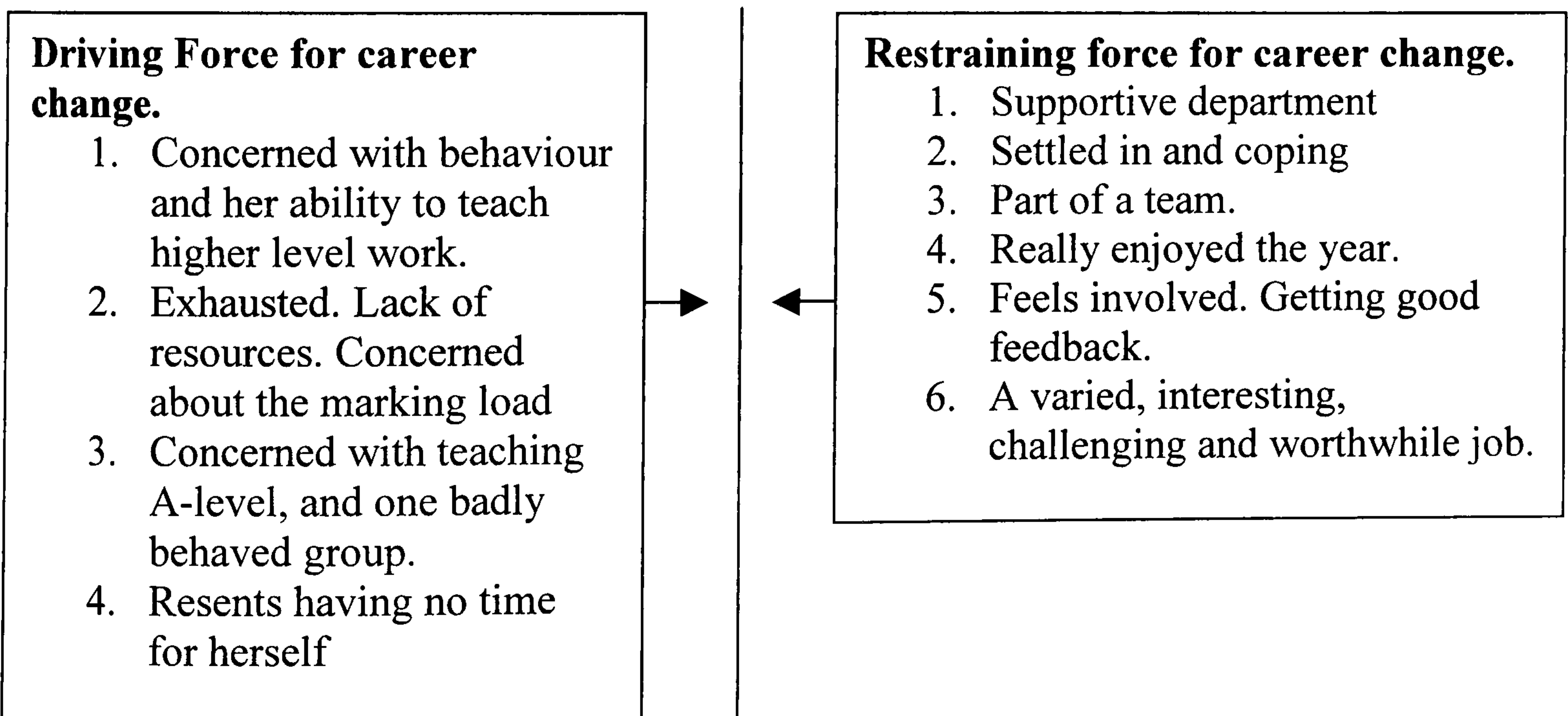
Force Field Diagram for LT

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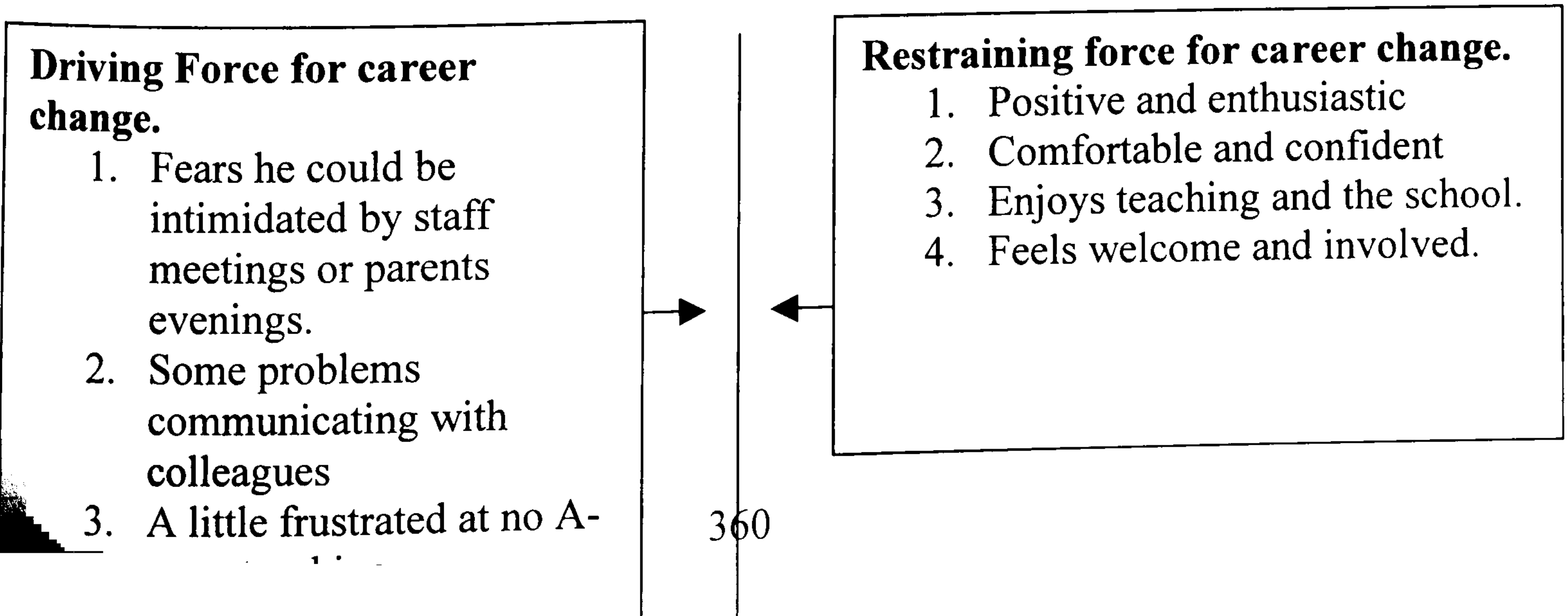
Force Field Diagram for AC

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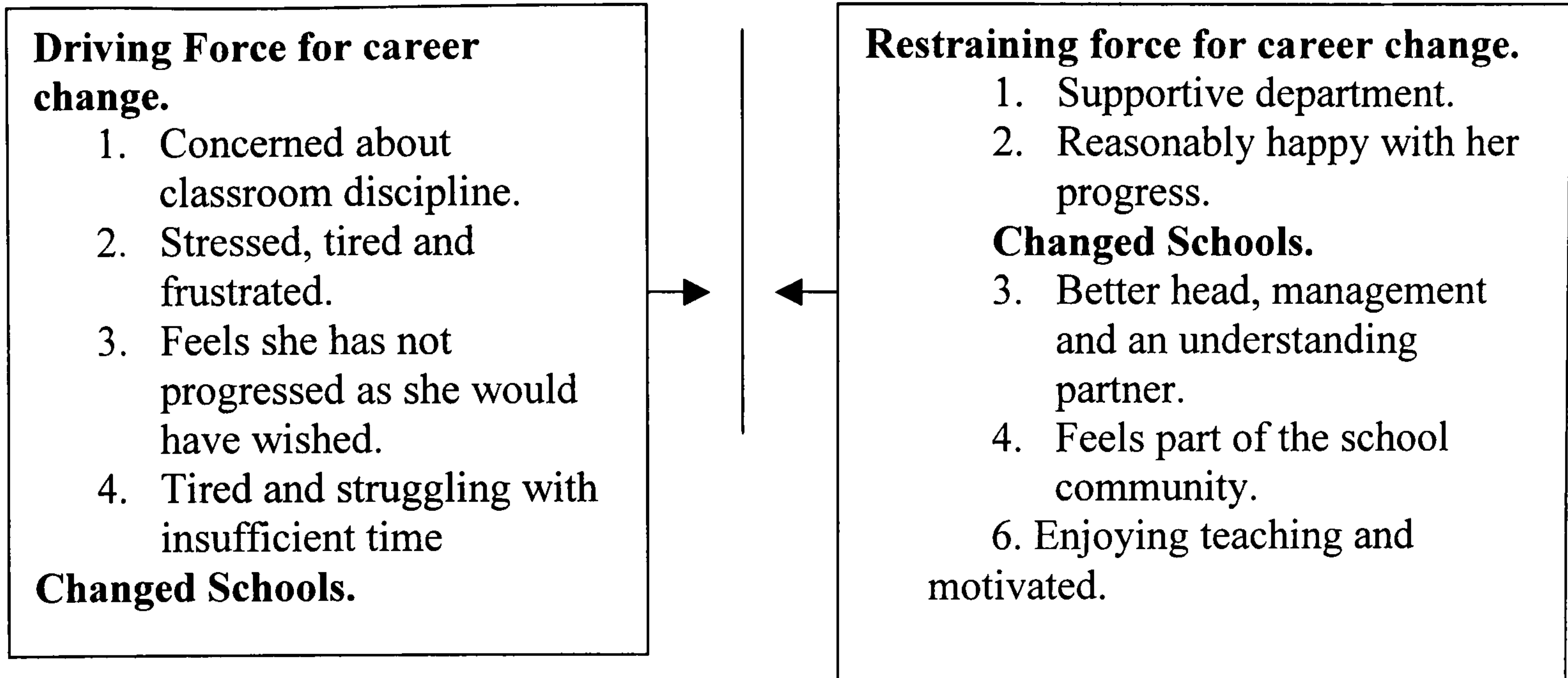
Force Field Diagram for PD

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Force Field Diagram for SB

EQUILIBRIUM



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